

ACCREDITATION POLICIES AND PROCEDURES
of the
AVMA
COMMITTEE ON VETERINARY TECHNICIAN
EDUCATION AND ACTIVITIES
(CVTEA)[®]
January 2024



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. The AVMA CVTEA® accredits programs in veterinary technology that graduate veterinary technicians and/or veterinary technologists.

A veterinary technician is a graduate of an AVMA CVTEA- 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 CVTEA- 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 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 workforce 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 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

The 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) under [Educational Resources](#).

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 CVTEA-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.

Membership

The Committee consists of 20 members. The membership includes:

- Eight veterinarians – one each from the following categories: Council on Education, clinical veterinary medicine-large animal, clinical veterinary medicine-small animal, laboratory animal medicine, faculties of colleges of veterinary medicine, educators of veterinary technicians, and two at-large.
- Seven veterinary technicians (three at-large, one who must be an educator in a veterinary technology program, one specified clinical small animal, one specified clinical large animal, one unspecified preferably recent graduate within the last five years for a 3-year term with option for one 3-year renewable term).
- Two categories of either a veterinarian or veterinary technician: representing state boards of examiners in veterinary medicine, representing veterinary medicine industry.
- One 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.
- Two public members who must be engaged in activity other than veterinary medicine or employment as a veterinary technician.

Appointment and Tenure

The AVMA CVTEA Selection Committee 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. All veterinary technician members must be graduates of an AVMA or Canadian VMA-accredited veterinary technology program and be currently licensed/registered/certified. All US veterinary technician members must be members in good standing of the National Association of Veterinary Technicians in America (NAVTA). Canadian veterinary technician members must be members of the Registered Veterinary Technologists and Technicians in Canada (RVTTC), and Canadian veterinarian members must be members of the CVMA.

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 five standing subcommittees: Executive Committee (EC), Standards Validity and Reliability Subcommittee, Accreditation Policies and Procedures Manual Subcommittee, Equipment and Skills Evaluation (EASE) Subcommittee, and the Future Focus Subcommittee (FFS). 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, chair of the Equipment and Skills Evaluation Subcommittee, and chair of the Future Focus 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 chair is elected by majority vote of the CVTEA.

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 chair is elected by majority vote of the CVTEA.

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. The chair is elected by majority vote of the CVTEA.

The Future Focus Subcommittee is a five-member committee responsible for addressing current and potential future issues affecting the veterinary technology profession including, but not limited to, the CVTEA's ability to meet its charge, improvement of the accreditation process, and monitoring issues impacting the veterinary technology profession.

CVTEA Officers

The officers of the CVTEA are as follows:

- Chair
- Vice Chair
- Chair of the Standards Validity and Reliability Subcommittee
- Chair of the Accreditation Policies and Procedures Manual Subcommittee
- Chair of the Equipment and Skills Evaluation Subcommittee
- Chair of the Future Focus Subcommittee

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

- Must be familiar with the bylaws and standing rules of the Committee as well as the job descriptions for officers and committees.
- Ensures that action taken by the Committee is based on a majority vote.
- Conducts meetings according to the most recent version of Robert's Rules of Order, Newly Revised.
- In consultation with AVMA staff, establishes the agenda for Committee meetings.

- With AVMA staff assistance, originates or edits all official Committee correspondence and communication reflecting policies and procedures of the Committee to the veterinary technology programs and other individuals and organizations interacting with the CVTEA. Such correspondence communicating official Committee action or policy will be on AVMA letterhead over the signature of the Chair.
- The Vice Chair of the CVTEA shall be a member of the Executive Committee and shall assume all duties and responsibilities of the Chair in the latter's absence.

Meetings

Meetings are held three times each year. Twice each year in Schaumburg, Illinois and once per year online modality.

Reports

The Committee reports its activities to the AVMA Board of Directors and other stakeholders following each meeting. Resources include 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 is strictly confidential. This includes, but is not limited to, reports of evaluation, letters, self-evaluation and accreditation materials, interim or progress reports, correspondence, and the content of any discussion related to the veterinary technology program and/or its accreditation. All requests for information related to a specific institution and/or veterinary technology program 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 appropriate 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. CVTEA CONFLICT OF INTEREST POLICY

CVTEA members and AVMA staff owe a duty of loyalty to the organization, and in carrying out the affairs of CVTEA, must exercise their best care, skill and judgment, act honestly, prudently and in good faith and must not use their positions with CVTEA or knowledge gained there for personal benefit. CVTEA members and AVMA staff have an obligation to conduct business within guidelines that prohibit actual conflicts of interest or the appearance of conflicts of interest. The purpose of this policy is to provide general direction so that CVTEA members and AVMA staff can seek guidance and clarification on issues that may raise conflict of interest concerns.

A conflict of interest or the appearance of a conflict of interest occurs when a CVTEA member or AVMA staff has a personal interest or relationship which may affect the exercise of their unbiased judgement in decisions concerning CVTEA accredited or applicant programs or the development of accreditation standards and policies. The duty to avoid such conflicts and the appearance of a conflict may extend to a relative of a CVTEA member or AVMA staff.

Conflicts of interest or the appearance of conflicts of interest may include the following activities and relationships:

- Graduate of a program or institution being evaluated.
- Current or past employment by the program or institution being evaluated.
- Current or past employment with a competitor of the program or institution being evaluated.
- Current or past ownership or financial interest in the program or institution being evaluated.
- Current or past service as an officer or board member of a program or institution being evaluated.
- Current or past service (within the past 10 years) as a consultant to a program or institution being evaluated.
- Current or past compensation arrangement with a program or institution being evaluated.
- Current or past member of the advisory committee or Institutional Animal Care and Use Committee (IACUC) (within the past 10 years) of the program being evaluated.
- Has a close personal or familial relationships with key personnel in the program or institution being evaluated.
- Has reason to believe other conflicts of interest or the appearance of a conflict of interest exists.

Additional Considerations

AVMA Staff will not conduct a visit to any institution with which they had an employment relationship or any institution that has a corporate affiliation with an institution with which they have had an employment relationship.

CVTEA members and AVMA staff will not consult with CVTEA programs or institutions for one year following their service to CVTEA, to include alumni service when applicable.

Administration of Conflicts of Interest

It is the policy of the CVTEA that the existence of any of the interests described above shall be disclosed on a timely basis to the Chair of the Committee and before any action is taken on the program or institution with which a conflict has been disclosed. Disclosures should be made to the Chair of the Committee. If the conflict of interest includes the Chair, the disclosure is made to the CVTEA Vice-Chair. Timely disclosure of such interests and relationships is an ongoing responsibility of CVTEA members and staff.

The Chair of the Committee or Vice-Chair, as applicable, shall determine whether a conflict exists. A member or staff who has a conflict of interest will recuse from the matter and will not be present during or participate in any discussion, action, or vote on the matter. The member or staff's recusal will be recorded in the minutes of the Committee meeting during which discussion and/or action took place.

Violations of the Conflict of Interest Policy

Failure to disclose an actual or potential conflict of interest in accordance with this Conflict of Interest Policy is a violation of the AVMA Code of Conduct and may result in disciplinary or correction action.

Annual Disclosures Statements

Each CVTEA member and staff is required annually to sign a statement affirming that the member or employee affirms:

- a. Having received a copy of the Conflict of Interest Policy, and
- b. Having read and understood the Policy.

**CONFLICT OF INTEREST DISCLOSURE FOR AVMA CVTEA
Committee Members and AVMA Staff**

I have read and agree to abide by the AVMA CVTEA Conflict of Interest Policy. To the best of my knowledge, I have no conflicts as described in this Policy.

_____ Date _____

Signature

Date

Name (please print)

— OR —

I have read and agree to abide by the AVMA CVTEA Conflict of Interest Policy. To the best of my knowledge, I have no conflicts as described in this Policy, except those noted below or on the attachment to this form.

_____ Date _____

Signature

Date

Name (please print)

IV. CVTEA® ROSTER JULY 2023 – JULY 2024

Representing/Member	City/State	Term
Private Large Animal Practice Ricci Karkula, DVM	College Station, TX	2019-2025 (filling unexpired term 2022-2025)
Private Small Animal Practice JB Bruederle, DVM	La Grange, IL	2020-2026 (filling unexpired term 2023-2026)
Educators of Veterinary Technicians Jennifer Wells, DVM	Fairfield, OH	2022-2028
Veterinary Medicine Industry Amanda Shelby, RVT, VTS (AA)	Avon, IN	2022-2028 (filling unexpired term 2023-2028)
Faculties of Colleges of Veterinary Medicine Julie White, DVM	Starkville, MS	2023-2029
Veterinarian At-Large Brent Wooden, DVM	Fair Oaks, CA	2019-2025
Susan Wedam, DVM	Yakima, WA	2020-2024; filling unexpired term 2018-2024
Veterinary Technicians (*Educator of veterinary technicians)		
*Ryan Cheek, LVTg, VTS (ECC), PhD	Good Hope, GA	2023-2029
Sharon Lentz, CVT, VTS (ECC)	Summit Point, WV	2022-2028
*Rochellie Cortes-Martinez, LVTg, MBA	San Juan, PR	2023-2029
*Tricia Gorham, CVT, MA	Seminole, FL	2020-2026
Mika Hobbs, RVTg	Statesboro, GA	2021-2027
Lanette Jordan, LVT, VTS (AA)	Navasota, TX	2023-2029
*Lori Renda-Francis, LVT, MA, PhD	Clinton Township, MI	2019-2025
Laboratory Animal Medicine Jennifer Asher, DVM, DACLAM	Clinton, CT	2018-2024
Veterinary State Boards Tonya Hardy, DVM	Heber City, UT	2021-2027
Public		
Mary Beth Angeline, EdD	Fairmont, WV	2020-2026 (filling unexpired term 2022-2026)
Michelle Smith, MA	Grand Junction, CO	2021-2027
Council on Education Bruce Coston, DVM	Moneta, VA	2022-2026
Canadian Veterinary Medical Association Jocelyn Forseille, DVM	Spruce Gove, AB	2017-2024

V. AVMA STAFF ROSTER

Oversight responsibility:

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VI. ACCREDITATION STANDARDS

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 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.

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.
- Primary learning is defined as the period of time up to and including the time an essential skill is successfully completed and evaluated. Primary learning sites are facilities used for the teaching and evaluation of students for essential skills completion. This may occur at the campus or at facilities not administratively associated with the degree granting institution. The program is responsible for ensuring safety measures are addressed at primary learning facilities to meet the Standards. Specific areas include, but not limited to:
 - IACUC oversight of animal use
 - Occupational Safety and Health
 - Zoonoses
 - Student personal safety
 - Emergency preparedness
 - Equipment requirements
 - Adequate supervisory oversight
- Practical experience, outlined in Standard 10d, is defined as the period of time after primary learning when students hone essential skills in a clinical setting. Practical experience sites are off-campus facilities where students hone the essential skills that have been successfully completed and evaluated.
- On-campus, distance, and distributive education models may utilize off-campus facilities where both types of

learning activities, primary learning and practical experiences, occur.

- On-campus education model is defined as primary learning physically supervised by Program personnel who are employed by, or have a contract with, the institution, whether at on-campus and/or off-site clinical facilities not administratively associated with the degree granting institution.
- Distance education model is defined as the primary learning process where the student and instructor are not required to be in the same physical location and utilizes synchronous or asynchronous telecommunication or other electronic technologies. Students are evaluated by Program personnel who are employed by, or have a contract with, the institution. Clinical facilities are not administratively associated with the degree granting institution (Standard 10e).
- Distributive education model is defined as a veterinary technology program using facilities externally located from the main campus, not administratively associated with the degree granting institution, and the majority of student essential skills assessment is completed synchronously by Program personnel physically present during assessment who are employed by, or have a contract with, the institution (Standard 10e).

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

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, publicize, and follow its mission statement.

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

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

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

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

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

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

4. Physical Facilities and Equipment

4a. All aspects of the physical facilities used for primary learning must provide an environment conducive to learning and the achievement of the educational goals. Classrooms, teaching laboratories, and other teaching spaces shall be clean, maintained in good repair, adequate in number, appropriate in capacity, and provided with sufficient equipment to meet the instructional need and the number of students enrolled.

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

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

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

4e. Safety of students, program personnel, and animals must be of prime consideration. Students must be educated on rabies risk prior to working with animals. Prior to live animal use, students must be vaccinated against rabies or the program must implement a comprehensive rabies mitigation protocol as described in Appendix A. Unvaccinated students shall only handle fully vaccinated and seroconverted mammals, with the exception of rodents and rabbits. (see *Statement on Safety Appendix*)

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

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

4h. Storage must be sufficient for program needs.

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. The CVTEA endorses the principles of humane care and use of animals as codified in the Animal Welfare Act (AWA) and requires programs to follow AWA regulations and policies with respect to all animal use. All animal activities conducted by a program must be reviewed and approved by an animal care and use committee whose structure and functions are in accord with AWA requirements. For animals not covered under AWA (rodents), husbandry standards must follow the Guide for the Care and Use of Laboratory Animals.

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*). Off-campus providers of instructional support must meet objective requirements set by the program with respect to animal resources.

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, with appropriate exit strategies, must be established with all off-campus sites including, but not limited to, primary learning sites and veterinary practical experiences (externships/preceptorship), as outlined in Standard

10d, and distance learning sites.

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 Information 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 with library science education credentials.

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.

7c. Consideration of the qualifications of applicants for admission must include aptitude for, an interest in, and an understanding of a career in veterinary technology. The CVTEA recognizes that some institutions must perform under open admissions policies that prohibit selective entry into veterinary technician education programs. 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 program personnel-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in program specific courses. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present.

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

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

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

8e. The program must promote a learning environment that values diversity, equity, inclusion, and belonging.

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 or CVMA-accredited program. The program director must have the educational background and occupational experience appropriate to understand and fulfill program goals. The position of the program director should be full time with the institution.

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

9e. Each program must have one full-time credentialed veterinary technician who must be a graduate of an AVMA CVTEA or CVMA-accredited program. Each program must have a minimum equivalent of one full-time licensed veterinarian.

9f. Academic positions must offer sufficient compensation, incentives, and employment security to attract and retain qualified personnel in order to maintain program stability. Faculty and staff must have sufficient time for development and delivery of instruction, curriculum development, student evaluation, student advisement and counseling, and professional development. Programs should provide financial support for veterinary professional development activities.

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

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 prepare the student to successfully become credentialed and inspire the student to continue life-long learning. Opportunities should exist throughout the curriculum for students to gain an understanding of the important influences of diversity and inclusion in veterinary medicine.

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

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

GENERAL COURSE MATERIAL:

Applied mathematics
Biological science
Communication skills
Fundamentals of chemistry

SPECIFIC COURSE MATERIAL:

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

10d. Practical veterinary experience that expands student knowledge and builds proficiency of acquired skills through task-specific exercises is a required portion of the curriculum. These experiences are usually termed preceptorships, practicums, internships, or externships. Practical experiences are for the purpose of honing skills learned in formal instructional settings and should be scheduled to occur following completion of skills acquisition. These practical experiences should be a minimum of 240 cumulative contact hours and must be monitored by the program director or the director's appointee who must be a program faculty or staff member who is either a licensed veterinarian or credentialed veterinary technician who is a graduate of an AVMA CVTEA/CVMA accredited veterinary technology program. Prior to the beginning of the practical experience, on-site supervisors must be contacted by the program. Students and faculty should seek progressive contemporary facilities that employ credentialed veterinary technicians to act as professional role models and mentors. During the practical experience, contact must be maintained with students and their on-site supervisors to monitor students' personal and educational experiences. It is highly recommended that such contact take place through personal visits and interviews by the program director or appointee. Specific criteria must be used to assist on-site supervisors in monitoring student progress. The program director or appointee shall review student performance evaluations by on-site supervisors, student evaluation of the experiences, and a final student performance evaluation.

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

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

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

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

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

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

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

11d. The program's three year rolling average VTNE pass percentage for first time test takers must be 50% or higher.

VII. 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 the 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 the CVTEA. The accreditation status of each program will be published semi-annually and made available upon request.

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

Full Accreditation – Those programs that substantially meet all Standards of Accreditation. Programs with Full Accreditation classification may be placed on Probationary Accreditation 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, 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. Probationary accreditation is not an adverse accreditation decision.

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 veterinary technician students. If the reasons for non-compliance do not have merit, the CVTEA must take immediate action to place the program on Involuntary Terminal Accreditation.

Administrative Probation - An accreditation status assigned by the CVTEA administratively when an institution/program is not in compliance with 1 or more of the following administrative requirements to maintain accreditation:

- (1) Payment of accreditation-related fees and charges as invoiced;
- (2) Submitting reports or other required information;
- (3) Agreeing to a reasonable on-site evaluation visit date at or near the time established by the 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 an adverse action up to and including 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.

Voluntary Terminal Accreditation – Voluntary Terminal Accreditation applies to programs that are voluntarily closing. The classification of voluntary 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. Students enrolled at the time a program is granted voluntary terminal accreditation will be considered graduates of an accredited program when they complete the curriculum. No new students may be enrolled during the period of voluntary terminal accreditation.

Involuntary Terminal Accreditation - An accreditation status assigned to a program unable to correct deficiencies within the specified time period during Probationary accreditation. This is an adverse accreditation decision. Appeal procedures are outlined in *Procedure for Appeal of Adverse Decisions on Accreditation*. Students enrolled at the time a program is granted involuntary terminal accreditation 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 CVTEA-accredited program.

VIII. 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. Communication with the AVMA office prior to application is encouraged and available by contacting the AVMA Division of Education and Research at jhorvath@avma.org; 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 submit an **Intent to Apply for Initial Accreditation form** online at this link: <https://form.jotform.com/AVMAConvention/avma-cvtea-intent-to-apply-for-init>. Once all the information is completed, reviewed, and verified by AVMA staff, the program will be sent the full Application Material and Review Instrument via the CVTEA Accreditation Portal by Armature (Armature).

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

1. Initial Program Application

- a. Prior to the enrollment of students, the program director must file an Application 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 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 *Application Material and Feedback Instrument* (available from AVMA staff).

b. AVMA staff will confirm receipt of initial application within 10 business 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 CVTEA-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 credentialed veterinary technician who is a graduate of an AVMA CVTEA-accredited program must be on staff 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 – Step 1

- 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)

Initial Review – Step 2

- 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 and CVTEA assigned reviewers. If approved by the CVTEA reviewers, 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, and no earlier, than 8 weeks prior to the site visit. If the calendar year reaches the maximum of 50 site visits, programs applying for initial accreditation for that year must petition for a site visit. The petition should be in letter format explaining the reasons necessary for a site visit. Petitions for site visits will be presented to the CVTEA for action within 30 business days following approval of the application materials.

4. The program must then meet the criteria and follow the steps outlined in the *Standard Operating Procedures for an Accreditation Site Visit*.

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. AVMA staff will contact programs 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 no later, and no earlier, than 8 weeks prior to the site visit.
- 2. Accreditation may be withdrawn from a program that fails to provide a report of self-evaluation at least 8 weeks before a scheduled site visit; fails to provide an annual 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.

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

- 1. The program will submit a self-evaluation report (see *Self-Study Submission Requirements, Documents, and Comprehensive Verification Materials Appendix*) no later, and no earlier, than 8 weeks prior to the site visit.
- 2. The self-evaluation report is reviewed by AVMA staff 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 with background information. The criteria used in the selection of the public member specify that they shall not be:
 - An employee, member of the governing board, owner, or shareholder of, or consultant to, an institution or program that is accredited by the CVTEA or has applied for accreditation
 - Associated with the college
 - A spouse, in-law, parent, child, or sibling of any of the individuals listed above
 - A veterinarian, veterinary technician or veterinary assistant, or be associated with the veterinary profession
 - Must not serve on the program's advisory committee or IACUC.
- b. The veterinary technician member must be a graduate of an AVMA CVTEA-accredited veterinary technology program and should be chosen by the state technician association, if at all possible. The veterinary technician must not be a graduate of the program being evaluated. Veterinary technicians who do not reside in the same state as the program being evaluated may participate on the site team provided they are a graduate of an AVMA CVTEA- or CVMA-accredited veterinary technology program and credentialed. The veterinary 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. 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

5. 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.

6. A third draft Report of Evaluation will be submitted to the program director of the institution for (1) factual verification, and (2), at the program's option, a Post Site Visit Response to the critical and/or major deficiencies included in the third draft ROE. If the program intends to submit a Post Site Visit Response, the program must notify AVMA staff of the intent to respond to the critical deficiencies within 10 business days after receipt of the third draft report of evaluation and file its response with the committee within 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 deficiencies identified in the ROE that may result in a change in accreditation. The Committee reserves the right to conduct a special site visit, as needed, to validate information submitted for reconsideration.

7. The site team chair will present a final draft Report of Evaluation, the program's Post Site Visit Response, if any, and site visit information to the CVTEA at the earliest possible regular meeting. Reports from site visits conducted less than 60 calendar 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.

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

If the Committee develops additional critical deficiencies not presented to the program in paragraph 7 which may result in an adverse accreditation action, then it will defer the accreditation decision, give written notice to the program of each critical 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 deficiencies within 10 business days after receipt of the draft report of evaluation and file its response with the committee within 20 business days after receipt of the draft report of evaluation. The program's response must only include documentation, data, or other information relevant to the additional deficiencies identified by the Committee that may result in an adverse accreditation action.

The Committee will consider the written response and documentation sent by the program within 30 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. An adverse accreditation action is defined in *Procedures for Appeal of Adverse Decision on Accreditation*.

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 notify the program and other stakeholders of the final decision consistent with *Program Notification and Reporting to the Community*.

10. 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.

11. All site visit participants are required to sign an AVMA CVTEA confidentiality agreement.

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

D. Procedures for Programs with a Classification of Voluntary Terminal Accreditation

1. Voluntary closure of a program must be reported to the CVTEA within 10 business days of the announcement to close. Programs may request a change in classification status to Voluntary Terminal Accreditation by submitting a request in writing and completing a *Voluntary Terminal Accreditation Plan* (VTAP) (Email AVMA staff at jhorvath@avma.org for Voluntary Terminal Accreditation Plan Template) within 20 business days of the announcement to close. The VTAP must document how the program will

continue to comply with accreditation standards. CVTEA standards that address continuity of the program such as graduate surveys, long term support for the program, etc. are not required to be part of the VTAP. Requests for voluntary terminal accreditation status are submitted to the CVTEA within 30 business days of receipt.

2. During the period of voluntary terminal accreditation, a special site visit may be required to determine whether the program is meeting the conditions for voluntary terminal accreditation. The site visit and information furnished in writing by the program will be considered by the CVTEA to determine if voluntary terminal accreditation should continue.
3. Following graduation of enrolled students or their matriculation away from the program, voluntary terminal accreditation will be discontinued.

Once Voluntary Terminal Accreditation is granted:

CVTEA will notify the program and other stakeholders of the change in accreditation status consistent with *Program Notification and Reporting to the Community*. Notification will include the projected date of discontinuation of the program as noted in the institution's VTAP Reports.

Voluntary Terminal Accreditation is maintained on the condition the program:

1. Commits resources adequate to support the education and services provided to currently enrolled students that permit them to complete the program.
2. Discloses the projected date of the planned closure to currently enrolled students.
3. Submits reports on the progression of the VTAP showing ongoing compliance with applicable requirements to the CVTEA 60 calendar days prior to each meeting.
4. Does not admit additional students to the program during the period of Voluntary Terminal Accreditation.
5. Hosts and cooperates in special visits by CVTEA as directed.

Discontinuation of Voluntary Terminal Accreditation

In the event any one of the foregoing conditions is not met, the classification status of Voluntary Terminal Accreditation will be discontinued. Discontinuation of Voluntary Terminal Accreditation is not subject to review or appeal.

E. Procedures for Programs with the Classification of Involuntary Terminal Accreditation

The classification of Involuntary 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.

When Involuntary Terminal Accreditation is assigned:

1. Within 60 calendar days of being assigned involuntary terminal accreditation, programs must submit a detailed report describing how it will ensure that the educational interests of currently enrolled students will be met.
2. Reporting to the CVTEA will continue every six months until all students have matriculated from the program. Reports to the CVTEA are due 60 calendar days prior to each meeting.
3. The program may initiate appeal proceedings as described in the *Accreditation Policies and Procedures of the AVMA CVTEA*.

CVTEA will notify the program and other stakeholders of the change in accreditation status consistent with Program Notification and Reporting to the Community.

Involuntary Terminal Accreditation is maintained on the condition that the program:

1. Discloses the change in classification status to all current and prospective students including its impact on access to licensure and/or professional certification.
2. Develops and submits and Involuntary Terminal Accreditation Plan (IVTAP) in accordance with CVTEA requirements.
3. Submits Reports on the progression of its IVTAP indicating compliance with applicable CVTEA requirements 60 calendar days prior to each CVTEA meeting.
4. Continues to support the program with adequate resources and services for the students enrolled.
5. Ensures that the reasons for the change in classification status do not worsen during the period of Involuntary Terminal Accreditation.
6. Agrees to host and cooperate in special visits as directed by CVTEA.
7. Notifies CVTEA when all students enrolled when the program's status was changed to Involuntary Terminal Accreditation have completed or matriculated away from the program.

In the event any of the above conditions is not met, Involuntary Terminal Accreditation will be discontinued. Discontinuation of Involuntary Terminal Accreditation for this reason is not subject to review or appeal.

F. Procedures for Programs with the Classification of Accreditation Withdrawn

Students enrolled in a program with the accreditation withdrawn will not be graduates of an accredited program.

The Committee may assign Accreditation Withdrawn if:

- A) An accredited program has ceased operations.
- B) An accredited program has matriculated all existing students on Voluntary or Involuntary Terminal Accreditation.
- C) An accredited program fails to meet the requirements of its assigned accreditation status.

When accreditation is withdrawn:

- A) CVTEA will notify the program and other stakeholders of the change in accreditation status consistent with *Program Notification and Reporting to the Community*.
- B) The program may initiate appeal proceedings as described in the *Accreditation Policies and Procedures of the AVMA CVTEA*.

If after accreditation has been withdrawn, a program wishes to regain accreditation, the program must apply for initial accreditation by completing the steps outlined in the *Standard Operating Procedures for Initial Accreditation of Veterinary Technology Programs*.

G. Subsequent Reporting

Subsequent to receiving initial accreditation, programs are required to submit annual evaluation reports. Programs are assigned to either a spring or fall reporting schedule.

The CVTEA will review the annual report at its next meeting. A change in accreditation status may occur if the Committee finds that a program has not made sufficient progress on critical deficiencies or if other new concerns/issues are identified in reporting.

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 annual reports and shall be subject to a complete re-evaluation every six years unless major changes in the program indicate to the CVTEA that an earlier site visit may be necessary.

Reports are due for review approximately 60 calendar 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. Reports are completed in the CVTEA Accreditation Portal.

Programs are responsible for completing an annual survey for accreditation purposes. The response deadline is typically March 30 of each year. The CVTEA reserves the right to change the accreditation of a program that, after due notice, fails to submit a self-evaluation, annual, or interim report or other required reporting. 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 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.

H. Substantive Change

Substantive changes in the program must be reported within the required reporting timeframe. The report must document how the program will continue to comply with the Standards. Changes requiring pre-approval must be received no later than 60 calendar days prior to the next meeting of the CVTEA. Failure to meet any reporting requirement may result in Probationary Accreditation or Administrative Probation and possible penalty fees or other changes in accreditation status (See Standard 3d)

The CVTEA requires pre-approval of the following changes:

1. Changes in courses that represent a significant departure in either content or method of delivery.
2. Changes in addition of any degree or credential level offered.
3. Changes in the clock hours (student contact hours) of 10 percent or more for degree completion.
4. Change in required credit hours of 10 percent or more for degree completion.
5. Enrollment or cohort increase of 10 percent or more of program maximum capacity of students.
6. Changes in number of cohorts admitted each academic year.
7. Change in the legal status, form of control, or ownership of the parent college or the institution in its entirety.

The CVTEA must be notified of any of the following changes in the program within 30 calendar days of implementation:

1. Change in program personnel including program director, change in the veterinarian(s) who contribute to fulfilling the requirements of Standard 9e, and change in the credentialed veterinary technician who fulfills the requirements of Standard 9e. This includes leaves of absence for FMLA or sabbatical.
2. Natural disasters*
3. Non-compliance with Standard 11d whereby the three-year pass rate is below 50%.

Substantive Change Reports are completed online at: <https://form.jotform.com/201344689793063>

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.

Natural Disasters*

Should the educational program of an institution be disrupted for more than two weeks (for example, closure due to a natural disaster, hurricane, infectious disease, tornado, fire, flooding, etc.), the program must report in writing to the CVTEA the cause of the disruption and remedies to minimize or to provide an alternative educational opportunity for students in response to the disruption.

I. Program Notification and Reporting to the Community

Following the final decision regarding the accreditation status of a program, the CVTEA will notify the program of the assigned accreditation status in writing, and where applicable, provide a copy of the final Report of Evaluation. The CVTEA makes every effort to notify programs as soon as practicable, and typically, within 30 calendar days following a decision by the CVTEA.

The Report of Evaluation is considered private communication between CVTEA and the institution involved. Release of reports shall be at the discretion of the institution.

The CVTEA also reports its accreditation activities to the public, and other stakeholders, via the AVMA website and other communication modalities. Public notification occurs after an accreditation decision becomes final, and the period for potential appeals and reconsideration has lapsed.

Each program must notify the public of its performance in educating veterinary technicians by posting on the program’s website homepage or direct link from the program’s home page 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 first-time candidates that have taken the VTNE, for the corresponding time frame as the reported VTNE pass rate.
3. 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.

	(July 1, 20XX – June 30, 20XX)
Number of first-time candidates that have taken the VTNE	#
Three Year VTNE Pass Percentage (%)	#%

Any reference by an institution or program to CVTEA accreditation may state only the following: “[Identification of program] is accredited by the AVMA CVTEA as a program for educating veterinary technicians.” If a program wishes to include the AVMA-CVTEA Accredited Logo, only the logo device provided by the CVTEA for this purpose can be used.

Programs that have had an initial application accepted, may state only the following “(Identification of program)’s application for accreditation has been accepted. An accepted application for accreditation does not guarantee accreditation and applying for accreditation does not grant any temporary status of accreditation.”

J. 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 the 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 April 15 of the assessed calendar year will result in a \$500 penalty fee.
- Programs with unpaid annual accreditation fees as of July 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.

K. 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 meet at least one of the criteria below:
 - 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. The program must have submitted an application with CVTEA prior to participation as a site visit observer.
 - c. Other individuals who may benefit from observation of the accreditation site visit. The 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.

IX. 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 the following criteria to determine if the complaint is appropriate for review by the (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 (10) business days. If the complaint meets the preliminary criteria for review by the CVTEA, a copy of the complaint procedure will be issued to the complainant.
4. AVMA staff will notify the program of the content of the complaint, the position of the complainant, and review the complaint procedure. The complaint and supporting documents may be submitted to the institution. 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. AVMA staff will invite the program to respond to allegations.
6. AVMA 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.

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

Before filing a complaint, the complainant must read the *Standard Protocol for Handling Complaints Directed at a Veterinary Technology Program*.

All complainants must complete this form <https://form.jotform.com/210775987653067> 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:

**AVMA CVTEA Staff
Division of Education and Research
1931 N. Meacham Road
Schaumburg, IL 60173
jhorvath@avma.org**

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

X. DEFICIENCY & RECOMMENDATION 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 regular report to CVTEA. Lack of compliance may be considered cause for change 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 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 change of the program's accreditation status.

RECOMMENDATION (S)

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

XI. PROCEDURE FOR APPEAL OF ADVERSE DECISIONS ON ACCREDITATION

Adverse Decision Defined

An adverse decision on accreditation is defined as withholding initial or renewed accreditation, accreditation withdrawn, or involuntary terminal accreditation.

In the event of an adverse decision by CVTEA, the affected program may petition for review of the decision on the grounds that CVTEA's action was arbitrary and capricious, resulted from errors in the application of CVTEA's standards, policies, or procedures, or was not based on substantial evidence in the record at the time of the decision. The accreditation status of the program involved shall remain unchanged during the appeal.

Appeal Procedures

When a school petitions for review of an adverse decision, the following procedure will apply:

Not later than 10 business days from receipt of the notice of the adverse decision, the program shall submit to the chair of the AVMA Council on Education, by email, a *Notice of Intent to Petition for Appeal of Decision*. The *Notice* shall be accompanied by an advance deposit of \$5,000 to be applied against the expenses incurred by the appeal panel including travel, meals, lodging and the cost of the appeal panel's legal counsel. Expenses will be reimbursed by CVTEA and charged back to the program. Additional necessary expenses shall be paid by the petitioning program up to a cap of \$15,000, and any surplus of the deposit shall be returned to the program. Failure to submit the *Notice* and/or fee within the required timeframe will be deemed a waiver of the program's right to petition for appeal and the CVTEA's adverse decision will become final.

Documentation Supporting the *Petition for Appeal*

Not more than 20 business days after receiving the notification of adverse action, the program shall file its *Petition for Appeal* with documentation supporting the reasons why the program believes that CVTEA's decision is erroneous and should be set aside or revised. Not more than 20 business days after the program files its *Petition for Appeal*, CVTEA may, at its option, submit a written response to the *Petition for Appeal* which may include additional documentation supporting the CVTEA's decision.

Appeal Panel

The Chair of the AVMA Council on Education (Council) shall appoint an appeal panel to consider the school's *Petition for Appeal* and conduct a hearing. The appeal panel shall be comprised of three (3) members, all of whom currently serve on the AVMA Council on Education and one of whom may be a public member. The Chair of the Council shall designate the chair of the appeal panel. The Council may also appoint one (1) alternate member to serve in the event an appointed member is unable to fulfill the requirements of the position. The appeal panel shall be independent of CVTEA. Appeal panel members shall not be members of CVTEA and shall not have participated in the accreditation review process at any stage leading up to CVTEA's adverse decision. Before assuming their responsibilities, appeal panel members receive training on their scope of authority, the standard of review, decisions available to the panel, and the appeal and hearing procedures to be followed.

Conflict of Interest and Confidentiality

Appeal panel members are subject to CVTEA's conflict of interest and confidentiality policies.

Within 10 business days of the announcement of proposed appeal panel members, the program may ask, in writing, that any proposed member be replaced on the basis of a potential conflict of interest. The panelist will be replaced if the Chair of the Council determines that a conflict does exist or there is good cause to replace the panelist.

Consideration and Decision on Appeal

The appeal panel is to consider the CVTEA's written findings and reasons for the adverse action, the program's *Petition for Appeal of Decision* and relevant supporting documentation, any written response filed by CVTEA, and testimony offered during the hearing. The program's *Petition*, documentation and hearing testimony are limited to the accreditation record. The appeal panel has no authority to consider new evidence or evidence outside the record considered by CVTEA at the time of its adverse decision. The appeal panel does not have the authority to determine the reasonableness of CVTEA Standards or procedures. Its role is to determine, in light of the accreditation record, whether CVTEA's action was arbitrary and capricious, resulted from errors in the application of CVTEA's standards, policies or procedures, or was not based on substantial evidence in the record at the time of the decision. The program has the burden of proof.

Accreditation Record

The CVTEA staff will compile the complete accreditation record consisting of the Self-Study, Report of Evaluation (ROE), the program's response to the ROE, and any other reporting or correspondence that is material to the CVTEA's adverse decision. The record will be sent to the appeal panel and to the parties in advance of the filing deadline for written submissions.

Appeal Hearing

The Council staff will serve as administrators of the appeal process. They will schedule and organize the appeal hearing to be held at a mutually convenient time at AVMA headquarters in Schaumburg, Illinois, allowing sufficient time for presentations, appeal panel deliberations, and the forwarding of the hearing panel's decision to the program and CVTEA. The program, at its option and expense, has the right to be represented by counsel or others at the hearing. The program must provide the names and affiliations of those who will make presentations to the appeal panel no later than 10 business days prior to the hearing. A court reporter and a hearing transcript will be made available at the program's request and expense. CVTEA may also be represented at the hearing, including by counsel.

The hearing will be scheduled for four (4) hours. The CVTEA representatives and representatives of the program will have the opportunity to make opening and closing statements to the appeal panel not to exceed 20 minutes in length. The program must provide information relevant to the specific grounds supporting the *Request for Appeal*. The remainder of the time will be for questions from the appeal panel to the representatives of the program and CVTEA. CVTEA does not consider the hearing to be adversarial in nature. Accordingly, neither the program, nor CVTEA will have the right to question the other part directly.

The program and the CVTEA may mutually agree that a hearing is not necessary and that the appeal panel can make its decision based entirely on the parties' written submissions and the accreditation record.

Decisions Available to the Appeal Panel

Affirm: If the appeal panel determines the program has failed to meet its burden of proof in showing that CVTEA's action was not supported by the record or was clearly erroneous, it must affirm the decision of the Commission.

Remand: The appeal panel will remand a decision to CVTEA when it finds that the decision was erroneous either because CVTEA failed to follow established procedures or failed to consider a material fact before it in reaching its decision. A remand is a directive to CVTEA by the appeal panel that it must reconsider its action in light of all relevant facts that were before it at the time of its decision. This includes the specific material facts that are the basis for the remand.

CVTEA Receipt and Consideration of Appeal Panel Decisions

The written decision of the appeal panel will be provided to CVTEA and the program within 30 calendar days of the hearing and considered at CVTEA's next regularly scheduled meeting.

Notification

CVTEA will notify the program and other stakeholders of the final decision consistent with *Program Notification and Reporting to the Community*.

Reapplication

If the program's *Request for Appeal* is not successful, and the decision to deny or withdraw accreditation is upheld and becomes final, the program may re-apply for accreditation. *See also* provisions for Involuntary Terminal Accreditation.

XII. PROCEDURE FOR REQUEST FOR RECONSIDERATION OF PROBATIONARY ACCREDITATION

A designation of probationary accreditation is not an adverse accreditation decision as defined by the *Accreditation Policies and Procedures of the AVMA-CVTEA (CVTEA)*.

Programs that are placed on probationary accreditation may request a reconsideration of the CVTEA's decision according to the following procedures. These reconsideration procedures are designed as a continuation of the accreditation peer review process and are therefore considered to be non-adversarial.

Basis of Request for Reconsideration

The affected program may request Reconsideration of Probationary Accreditation Status on the grounds that CVTEA's action was arbitrary and capricious, resulted from errors in the application of CVTEA's standards, policies or procedures, or was not based on substantial evidence in the accreditation record at the time of the decision.

Reconsideration Procedures

When a program requests reconsideration of probationary accreditation status, the following procedure will apply: Not later than 10 business days from receipt of the notice of a designation of probationary accreditation and the grounds therefore, the program shall submit, a *Notice of Intent to Request Reconsideration of Probationary Accreditation Status*, attention to the Chair of the AVMA-CVTEA, via email to jhorvath@avma.org. The *Notice* shall provide a brief summary of the specific grounds for the request.

Failure to submit the *Notice* within the required timeframe will be deemed a waiver of the program's right to request a reconsideration of probationary accreditation status, and the CVTEA's designation of probationary accreditation will become final.

Documentation Supporting the Request for Reconsideration of Probationary Accreditation Status

Not later than 20 business days after receiving the notification of a designation of probationary accreditation, the program shall file its *Request for Reconsideration of Probationary Accreditation Status* with documentation supporting the reasons why the program believes that CVTEA's decision is erroneous.

Ad hoc Subcommittee for Reconsideration of Probationary Accreditation

The chair of the CVTEA shall appoint an ad hoc subcommittee of the CVTEA to consider the program's *Request for Reconsideration of Probationary Accreditation*. The ad hoc subcommittee shall be comprised of three (3) members, all of whom currently serve on the CVTEA, and one of whom may be a public member. The Chair of the CVTEA shall designate the chair of the ad hoc subcommittee. The CVTEA member who served as the Chair of the Site Visit, and the CVTEA member assigned as 'program caretaker', if one has been assigned, shall not be a member of the ad hoc subcommittee. Before assuming their responsibilities, ad hoc subcommittee members receive training on the charge of the ad hoc subcommittee.

Charge of the Ad hoc Subcommittee for Reconsideration of Probationary Accreditation

The ad hoc subcommittee's charge is to consider the Accreditation Record, CVTEA's written findings and reasons for the designation of probationary accreditation, and the program's *Request for Reconsideration of Probationary Accreditation*, and provide a recommendation to the full CVTEA regarding the assignment of probationary accreditation status.

The ad hoc subcommittee has no authority to consider new evidence or evidence outside the record considered by CVTEA at the time of its designation of probationary accreditation. The ad hoc subcommittee does not have the authority to determine the reasonableness of CVTEA Standards or procedures. The program has the burden of proof.

Accreditation Record

The CVTEA staff will serve as administrators of the ad hoc subcommittee reconsideration process. The CVTEA staff will compile the accreditation record consisting of the self-study, the Report of Evaluation (ROE), the program's response to the ROE, and any other reporting or correspondence that is material to the CVTEA's designation of probationary accreditation.

The record will be sent to the ad hoc subcommittee and to the program in advance of the filing deadline for written submissions.

Recommendations Available to the Ad hoc Subcommittee

Affirm: If the ad hoc subcommittee determines the program has failed to meet its burden of proof, the ad hoc subcommittee must recommend that the designation of Probationary Accreditation be affirmed by the CVTEA.

Reconsider: If the ad hoc subcommittee considers that the designation of probationary accreditation was arbitrary and capricious, resulted from errors in the application of CVTEA's standards, policies or procedures, or was not based on substantial evidence in the record at the time of the decision, the ad hoc subcommittee must recommend the CVTEA reconsider its decision. The recommendation should include the specific material facts that are the basis of the recommendation to reconsider, and clearly state what accreditation status the ad hoc subcommittee is recommending. The ad hoc subcommittee will provide its recommendations in writing to the CVTEA.

CVTEA Consideration of Ad hoc Subcommittee Recommendations

The CVTEA will consider the recommendations of the ad hoc subcommittee within 30 business days of receipt of the ad hoc subcommittee's recommendations. This may necessitate a special CVTEA meeting to consider the ad hoc subcommittee's recommendations. Members of the ad hoc subcommittee shall not participate in the discussion or vote. The CVTEA can endorse or amend the recommendations of the ad hoc subcommittee. The CVTEA's decision is final and not subject to appeal.

Notification

CVTEA will notify the program and other stakeholders of the final decision consistent with Program Notification and Reporting to the Community.

XIII. 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 of Accreditation. 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 Standards of Accreditation
- to investigate a complaint raising questions about the program's compliance with the Standards of Accreditation
- 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.

XIV. QUALITY ASSURANCE

Development of Accreditation Standards

The CVTEA is charged with the accreditation of veterinary technology programs. For the 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 of Accreditation 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 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 healthcare team.
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 *Use of Animals in Veterinary Technology Teaching Programs Appendix*)
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 *Use of Animals in Veterinary Technology Teaching Programs Appendix*)
 - 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 (fixed or portable), 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. **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.
 - d. **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.
 - e. **Zoonoses** – Students must be educated about the potential risks of animals as a source of zoonotic exposure or disease transmission to humans, and program personnel must model behaviors that minimize such exposure.

1. Rabies exposure is an occupational hazard for all members of the veterinary healthcare team, and preventive measures are necessary to protect personnel. According to the U.S. Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices (ACIP), preexposure vaccination should be offered to persons in high-risk groups, such as veterinarians and their staff. If a program does not require rabies preexposure vaccination for veterinary technician program staff and students, the program must provide documentation of their rabies mitigation plan. This plan must include evidence that Appendix A has been reviewed by the institution, and students have been appropriately educated about rabies risks in their geographic area and worldwide.

Appendix A RABIES SUPPLEMENT – COMPREHENSIVE RABIES MITIGATION PLAN

Rabies in humans can be prevented either by eliminating exposures to rabid animals or by providing exposed persons with prompt local treatment of wounds combined with appropriate postexposure prophylaxis (including both passive antibody administration and active immunization with cell culture vaccines). In addition, pre-exposure vaccination should be offered to persons in high-risk groups, such as veterinarians, animal handlers, and certain laboratory workers. Student safety must be considered above financial challenges. The Committee is supportive of program's assisting students to manage the cost of vaccination including methods to integrate the cost of the vaccine into tuition or fees that may be supported by federal financial aid.

Recommended sources for guidelines regarding zoonotic disease and rabies protection:

Rabies, Centers for Disease Control and Prevention (CDC)

<https://www.cdc.gov/rabies/index.html>

What is Rabies?, World Health Organization, <https://www.who.int/rabies/about/en/>

Comprehensive Rabies Mitigation Plan Components

1. Vaccination of mammals with the exclusion of rodents and rabbits.
 - Documentation of rabies vaccination of all appropriate species within every medical record including date acquired, date vaccinated, holding dates for all animal resource locations. Includes a comprehensive list of all animal resources to include faculty and student sourced animals.
 - Documentation of animals with unknown status including holding period.
2. Hold/seroconversion period post rabies vaccination (per CDC-28 days).
 - Documentation of holding period including location and handling procedures during the hold
3. Hold/observation period for vaccinated animals exposed to rabies (45 days, per *Compendium of Animal Rabies Prevention and Control, 2016*).
 - Dogs, cats, ferrets, and livestock current on rabies vaccination with an approved USDA-licensed vaccine should be observed and given a booster vaccination immediately.
 - Documentation of booster vaccination and hold period including location and handling procedures during the hold.
4. Communication to external parties – animal sources, off-campus sites, externship sites.
 - Memoranda of Understanding (MOUs) must include rabies notification showing either the animals or the students are vaccinated. If not, the document must list all the timelines for holding unknown animals.
5. Communication to internal parties.
 - Documentation that the program's institutional administration (Office of the President or equivalent level) has been provided comprehensive information about rabies as a disease and has reviewed and approved a) the student vaccination policy, and b) the comprehensive rabies mitigation plan. Documentation that the program consulted with legal counsel to ensure the student vaccination policy and comprehensive rabies mitigation plan comply with applicable law.
6. Communication to students.
 - Documentation of comprehensive rabies information provided to students indicating student awareness of risk to a fatal disease during the program and in the profession. Explain when the information is made available to applicants and/or students and whether applicants and/or students must sign a recognition form.
 - Documentation of contact tracing of any students that worked with any unvaccinated

- animals in the event the animal shows signs of or is diagnosed with rabies.
 - Documentation of any student waiver of vaccination for religious or other health reasons with alternate risk mitigation plan.
 - Documentation that student is aware of where to receive rabies vaccine availability and cost assistance (if applicable). <https://www.cdc.gov/rabies/resources/availability.html>
7. Comprehensive risk assessment taking into account local rabies prevalence.
- Documentation of risk assessment for program area and each location of primary learning, externships, and all animal resource locations used to include staff and student resources.
 - CDC rabies location surveillance at <https://www.cdc.gov/rabies/location/usa/surveillance/index.html>

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. If live animals are to be used, a written narrative justifying that use must be provided to the institutional animal care and use committee (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 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 approved 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:

[USDA Animal and Plant Health Inspection Service](#)

[Animal Welfare Act, United States Code, Title 7 \(Agriculture\), Chapter 54 \(Transportation, Sale and Handling of Certain Animals\)](#),

[AVMA \(American Veterinary Medical Association\). Guidelines on the Euthanasia of Animals](#)

[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. 8th Edition 2011.

[Guide for the Care and Use of Agricultural Animals in Agricultural Research and Teaching](#), 2020, American Dairy Science Association, the American Society of Animal Science, and the Poultry Science Association

[The IACUC Handbook](#) (3rd 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](#)

Guidance for CVTEA IACUC Assessment (guidance only, not all-inclusive)

A.	IACUC Membership and Function
1.	IACUC is comprised of minimally 3 members appointed by the CEO or designee, including a veterinarian (does not have to be the AV, can be a designee), a non-affiliated member (has no association with the institution, and a Chair. The attending veterinarian should not serve as Chair. If the committee has more than 3 members, no more than 3 members can be from the same administrative unit of the institution.
2.	Conducts semiannual review of the animal care and use program.
3.	Conducts semiannual facility inspections using AWA as the basis for evaluation. At least two members conduct inspections, and no member can be excluded.
4.	Methods for reporting and investigating animal welfare concerns are in place and are publicized.
5.	Reviews and investigates complaints or concerns about animal care and use in the program from all sources (public or program personnel).
6.	Procedures are in place for review and approval, of animal activities including significant changes (including personnel changes) to approved activities
B.	IACUC Protocol Review
1.	Reviews (approves, withholds approval, requires modifications to approve) all teaching activities involving animals (including non-preserved specimens).
2.	Protocols be current, comprehensive, and accurate and undergo de novo reviews every three years.
3.	All IACUC members given list of proposed protocols prior to review.
4.	No animal teaching activity is to begin before IACUC review and approval.
5.	Documentation of any conflicts of interest in the approval of IACUC protocols (e.g. principal investigator should not vote on own protocols).
6.	Meeting minutes must include records of attendance, activities of the Committee, and Committee deliberations.
C.	Protocols for all proposed animal activities must include:
1.	Rationale for using animals.
2.	Rationale for species and number of animals used during the life of the protocol.
3.	Description of proposed use of the animals and procedures, including but not limited to frequency of procedure, complete description of procedure(s) that may be performed (may reference SOP, or skills descriptions), and intervals (how often and how many times per animal).
4.	Indication of the qualifications and experience of trained personnel that will be involved in the described procedures.
5.	Survival surgery is conducted aseptically in dedicated facilities.
6.	Appropriate provision of anesthetics, sedatives, and analgesics described.
7.	Description of preoperative and postoperative care.
8.	Complete description of method(s) of euthanasia described, when indicated.
D.	IACUC Records and Reporting Requirements
1.	Semiannual report to the Institutional Official
1a.	The IACUC conducts program review and facility inspection reports (including all noted deficiencies and their severity). A report of this review must be signed by a majority of IACUC members (electronic means acceptable) and submitted to the Institutional Official every 6 months.
1b.	Reports include departures from compliance or deficiencies, a plan and schedule for their correction, and minority views.
2.	Maintenance of Records
2a.	IACUC meeting minutes and semiannual reports to the Institutional Official are maintained for 3 years
E.	USDA
1.	If the program is not registered with the U.S. Department of Agriculture (USDA), the program has confirmed with the USDA that registration was not required. Document the date and method used for the most recent confirmation.
2.	Reports to the USDA if applicable and USDA inspection reports are available.

Appendix C. 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 D. EMERGENCY CONDITIONS POLICY

The provisions in this policy only apply under Emergency Conditions, as designated by the AVMA-CVTEA.

Emergency Conditions are defined as situations where, in the view of the AVMA-CVTEA, the usual AVMA-CVTEA site visit operations cannot be reasonably undertaken. The first of these Emergency Conditions occurred in March of 2020, where COVID-19 caused the need for the AVMA-CVTEA to conduct site visits that are audio and/or audiovisual in whole or in part (“virtual site visits”). For the purposes of this policy, examples of Emergency Conditions include, but are not limited to, pandemics, large scale natural disasters, and military conflicts.

The AVMA-CVTEA, at its discretion, may designate the Emergency Conditions Policy to apply globally, to an individual country, or to a particular region within a country.

The Committee will notify communities of interest when the Emergency Conditions Policy is in effect. The Committee will reevaluate the plan on an as-needed basis, but no later than at each biannual Committee meeting until the policy is no longer in effect.

The *Accreditation Policies and Procedures Manual of the AVMA CVTEA* remains the primary source document for policies and procedures of the AVMA-CVTEA. The following policy modifications are designed for use in Emergency Conditions only. All other aspects of the AVMA-CVTEA Policies and Procedures Manual continue to apply.

Assignment of a Contingency Category

Under Emergency Conditions, programs will be divided into Contingency Categories, based on the following Contingency Category Definitions:

Contingency Category	Definition
Category 1	New programs, with no previous site visits.
Category 2	Existing programs with; <ul style="list-style-type: none"> - Initial accreditation status - Probationary accreditation status - Full accreditation status for less than 10 years and/or VTNE 3-year pass rates ≤50% - Full accreditation status with unmet critical deficiencies and/or development of new issues of Standards non-compliance during the accreditation cycle.
Category 3	Existing programs with full accreditation status for more than 10 years, and; <ul style="list-style-type: none"> - Unmet major deficiencies and VTNE pass rates ≥50% - No deficiencies and VTNE pass rate ≥50%
Category 4	New programs requesting initial accreditation, lacking a CVTEA approved application and confirmed site visit date.

The AVMA-CVTEA will use the assigned contingency category under emergency conditions for risk-based contingency planning.

Site Visits

Upon authorization of the AVMA-CVTEA, a site visit may occur through audio and/or audio-visual means, in whole or in part.

The functions of the virtual comprehensive site visit and the virtual special site visit are the same as those of the comprehensive site visit and the special site visit. Although the conduct of the virtual site visit is similar to that of the non-virtual site visit, it differs in adjustment to its modalities.

In the case where a virtual site visit is conducted, at the sole discretion of the Committee, an In-Person Site Visit may be required within a period not to exceed 18 months. The Committee may grant an extension of up to an additional 12 months to this time period for (Emergency Conditions related) cause.

If site visits are to be conducted virtually, AVMA-CVTEA staff, the Chair of the Site Visit team, and the Program will work collaboratively to determine the most appropriate modalities and Site Visit schedule to facilitate the visit.

Contingency Category	Site Visit
Category 1	<ul style="list-style-type: none"> • At 8 weeks prior to the scheduled site visit, the AVMA CVTEA will decide whether to proceed with planning for an In-Person site visit or to move to a virtual site visit. If a Virtual Site Visit occurs, an In-Person Site Visit is required within a period not to exceed 18 months. The Committee may grant an extension of up to an additional 12 months to this time period for (Emergency Conditions related) cause. • The accreditation decision may be made on the basis of the virtual site visit, or delayed until after the in-person visit, if the CVTEA requires further information to make an accreditation decision. • Once the accreditation decision is finalized, it may be made effective from the date of the virtual site visit.
Category 2	<ul style="list-style-type: none"> • At 8 weeks prior to the scheduled site visit the AVMA CVTEA will decide whether to proceed with planning for an In-Person site visit, or to move to a virtual site visit, or postpone the site visit up to 18 months. If a Virtual Site Visit occurs, at the sole discretion of the Committee, an In-Person Site Visit may be required within a period not to exceed 18 months. The Committee may grant an extension of up to an additional 12 months to this time period for (Emergency Conditions related) cause. • The accreditation decision may be made on the basis of the virtual site visit, or delayed until after the in-person visit, if the CVTEA requires further information to make an accreditation decision. • Once the accreditation decision is finalized, it may be made effective from the date of the virtual site visit.
Category 3	<ul style="list-style-type: none"> • At 8 weeks prior to the scheduled site visit the AVMA CVTEA will decide whether to proceed with planning for an In-Person site visit, move to a virtual site visit, or postpone the site visit up to 18 months. • If a Virtual Site Visit occurs, at the sole discretion of the Committee, an In-Person Site Visit may be required within a period not to exceed 18 months. The Committee may grant an extension of up to an additional 12 months to this time period for (Emergency Conditions related) cause. • The accreditation decision may be made on the basis of the virtual site visit, or delayed until after the in-person visit, if the CVTEA requires further information to make an accreditation decision. • Once the accreditation decision is finalized, it may be made effective from the date of the virtual site visit.
Category 4	<ul style="list-style-type: none"> • Site visits may be deferred 12 – 24 months, as scheduling allows. • Scheduling priority given to already accredited programs.

Site Evaluation Team

The *Accreditation Policies and Procedures of the AVMA Committee of Veterinary Technician Education and Activities (CVTEA)* sets out the makeup of a site evaluation team. Taking into account the Emergency Condition, assembling a full site evaluation team may not always be possible. For the purposes of Emergency Conditions management, the minimum team shall consist of a chair, who is a CVTEA member, or past CVTEA member who has completed their term within the previous 3 years, one veterinarian, and one veterinary technician. The chair may fulfill the requirement for the veterinarian or veterinary technician. Thus, the minimum site evaluation team size will vary between two and three individuals. The site team will be supported by an AVMA staff member.

Follow up In-Person Site Visits

In the case of programs in Category 1, where a follow up in-person site visit is required after a virtual visit, or for programs in Categories 2 or 3, where the committee, at its option, has required a follow up in-person site visit, the visit will be conducted in accordance with the provisions set forth in *Special Site Visit* of the *Policies and Procedures of the AVMA-CVTEA*.

Accreditation Interval

For programs in Site Visit Contingency Category 2 and 3, the AVMA-CVTEA may grant a temporary Emergency Conditions related extension of the accreditation interval by a period not to exceed 18 months.

Accreditation Status Definitions

The definitions of accreditation status remain as per the *Policies and Procedures of the AVMA-CVTEA*, with the one exception as per below:

The time period of resolution for deficiencies may be extended for (Emergency Conditions related) cause, by up to 18 months under the Emergency Conditions Policy.

Essential Skill Acquisition

The Committee expects all graduates of accredited programs complete all essential skills prior to graduation. Under Emergency Conditions, the Committee acknowledges that the most challenging skills to ensure student acquisition are the essential skills that are *italicized* and denoted by an asterisk* in *Veterinary Technology Essential and Recommended Skills List* of the *Accreditation Policies and Procedures of the AVMA-CVTEA Appendix*.

For the duration the Emergency Conditions Policy is active, the following accommodation is available regarding the evaluation of essential skills.

If skills have been performed on live animals at clinical experience sites, but not assessed by program personnel, the AVMA-CVTEA will accept alternative documentation of skill evaluation as outlined below.

1. Attestation

Attending licensed veterinarian or credentialed veterinary technician that has graduated from an AVMA-CVTEA accredited program at Program approved/affiliated clinical sites signs a written statement to attest that the student completed the task on a live animal consistent with the program's established standardized criteria.

COMBINED WITH

2. Summative Assessment of Essential Skills by program personnel

Signed attestation is combined with a summative assessment where the student demonstrates competency following established standard criteria for each essential skill. Summative assessments must be evaluated by program personnel. Examples may include the student using a model to demonstrate the procedure to Program personnel in real time.

The AVMA CVTEA requires programs to maintain documentation as evidence of skill completion and assessment for future accreditation reporting.

Substantive Change Reports

Under Emergency conditions, the following temporary changes are applicable to substantive change reporting,

- **Temporary** changes to the method of delivery of learning in relation to management of the Emergency Condition require notification within 30 days, not pre-approval.
- **Temporary** changes to the student clock hours for completion in relation to management of the Emergency Condition require notification within 30 days, not pre-approval.

Appendix E. SELF-STUDY SUBMISSION REQUIREMENTS, DOCUMENTS, AND COMPREHENSIVE VERIFICATION 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 complete the Self-Study Instrument according to the instructions provided. An example of the self-study questions is online at ww.avma.org

All Self-Study Reports and Comprehensive Verification Materials must be:

1. Authored by the Program Director or Interim Program Director and reviewed and approved by any necessary institutional personnel.
2. Concise, yet complete. Be judicious in the amount of material included in the report. If you are unsure as to whether or not to include something, contact the AVMA office.
3. Submitted by the required deadline, no later, and no earlier, than 8 weeks prior to the site visit. Reports must include the most current data available. Self-study reports received after the required due date may result in a late fee of \$250.

Summary of Self-Study Documentation
Name files per the File Name Nomenclature
All documents are to be uploaded to your self-study report (Instrument) in Armature

Standard 1 – Institutional Accreditation Documents

Self-Study Question	File Name Nomenclature <i>Blue text</i> indicates self-descriptor of your choice/as appropriate	Standard 1 Content
1-B	1-B Institutional Accreditor Letter	Provide current accreditation status letter from your institutional accreditor
1-E1	1-E1-Institutional Accreditor Citation Letter 1-E1-Citation Resolution Letter	<u>If relevant</u> , provide documentation on Institutional accreditor e.g. citations and resolutions

Standard 3 – Organizational and Communications Documents

Self-Study Question	File Name Nomenclature <i>Blue text</i> indicates self-descriptor of your choice/as appropriate	Standard 3 Content
3-D	3-D-Organizational Chart	Provide an organizational chart showing placement of the program
3-E2	3-E2-Advisory Committee Roster	Provide a membership roster of the program advisory committee including email address and representation category; veterinarian, veterinary technician, veterinary supply industry, public, students
3-E3	3-E3-PAC Minutes- <i>Date 1</i> 3-E3-PAC Minutes- <i>Date 2</i>	Provide minutes of the last two program advisory committee meetings

Standard 4 – Physical Facilities and Equipment Documents

Self-Study Question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 4 Content
4-B	4-B-room/location descriptor Example: 4-B-Horse Barn	Provide images and/or video of all off-campus primary learning facilities . <i>Does not include externship/internship/preceptorship sites.</i> If the number of off-campus primary learning sites EXCEED 15 sites, then upload complete image sets for the 15 sites selected by the site visit chair. Sites will be selected based on species, practice type, and geographic location, to provide a cross section of sites. Consideration will also be given to the number of students visiting a site, with a preference for sites with a greater number of students visiting. Video Image Guidance below
4-B2	4-B2-equipment not owned descriptor Example: 4-B2-Cattle Chute	<u>If relevant</u> , provide images/video of required equipment not owned by the program. <i>If uploading images of the cattle chute, provide images of all four sides.</i> Video Image Guidance below
4-B6	4-B6-MOUs of all off-campus sites Example: 4-B6-ABC Clinic	<u>If relevant</u> , provide copies of all in force MOUs. If the number of off-campus site MOUs EXCEED 15 sites, then upload complete image sets for the 15 sites selected by the site visit chair.
4-D1	4-D1-USDA Inspection Report	Provide a copy of the most recent USDA inspection report
4-E1	4-E1-Emergency Plan	Provide a copy of the program's emergency plan
4-E2	4-E2-Safety signage descriptor Example: 4-E2-eye wash station	Provide images of safety signage (i.e. radiology, biohazardous waste, fridges, eye wash stations, hearing protection, etc.)
4-G1	4-G1-Rabies Policy	Provide a copy of the rabies policy for students
4-G3	4-G3 Rabies Mitigation Policy	Provide a copy of the rabies mitigation policy for students if students are <u>not</u> required to be immunized for rabies, or if waivers are allowed.
4-G4	4-G4-Aggressive Animal Policy	Provide a copy of the program's aggressive animal policy
4-G5	4-G5-Bites and Scratches Policy	<u>If different</u> from Aggressive Animal Policy, upload a copy of the program's management of bites and scratches policy
4-G6	4-G6-Student Pregnancy Policy	Provide a copy of the program's student pregnancy policy

Video Image Guidance

Most newer iPhones (or android equivalent) provide video of sufficient quality, however, CVTEA recommends (1) using a 'gimble' stabilizer to allow for the smoothest video possible, (2) recording and uploading in the highest quality possible, and (3) making multiple, short videos. In each of your video tours, the site team will want to see (as applicable);

- Facilities/ Building Tour
- Animal housing and animal holding areas
- Safety labelling and signage (Radiology, biohazardous waste, refrigerators, eyewash stations, etc.)
- Secondary labelling (OSHA compliance)
- SDS binder(s) or description of electronic access
- Controlled substances storage, and controlled substances log
- Radiology safety equipment (PPE, dosimetry badge storage)
- Radiology equipment (fixed, portable, and dental radiology equipment)
- Anesthetic monitoring equipment

- Anesthesia machines
- Surgical suite (s)
- Clinical pathology equipment (blood analyzer machines, centrifuges)
- Microbiology incubator
- Required large animal equipment items
- Cattle chute (with images of all four sides)

Standard 5 – Resources for Clinical Instruction Documents

Self-Study Question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 5 Content
5-E1	5-E1-IACUC Roster	Provide a roster of your IACUC members indicating designated role (e.g. chair, attending veterinarian, public)
5-E3	5-E3-IACUC Minutes-Date 1 5-E3-IACUC Minutes-Date 2	Provide copies of the minutes of the last two IACUC meetings
5-E3a	5-EBa-Whistleblower Policy	Provide a copy of the program’s whistleblower policy
5-E4	Begin each file name with “5-E4” followed by descriptor of choice	Provide evidence of reporting to the Institutional Official for at least the past 12 months.
5-E5	Begin each file name with “5-E5” followed by descriptor of choice	Provide copies of all animal care and use protocols
5-E7	Begin each file name with “5-E7” followed by descriptor of choice	Provide copies of all signed MOU’s with animal resources and off-campus providers of clinical instruction
5-H2	5-H2-clincial services descriptor Example: 5-H2-Animal Use Consent Form	If relevant, provide documentation (consent forms, brochures, etc.) that describes how the program is informing clients that students will be working on pets
5-I	Begin each file name with “5-I” followed by descriptor of choice	Provide controlled substance log and/or mock controlled substance log
5-I1	Begin each file name with “5-I1” followed by descriptor of choice	Provide documentation on how students are taught medical recordkeeping. (<i>an activity, lecture, or assignment</i>)
5-I2	Begin each file name with “5-I2” followed by descriptor of choice	Samples of medical records of canine and feline anesthetic or surgical patients (at least 2 of each, with personal information redacted) Examples of horse, dog, cat, and dental radiographs completed by students (~3-6 of each species, for a total of 15-20 radiographs, completed within the last 12 months)

Standard 6 – Library and Informational Resources Documents

Self-Study Question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 6 Content
6-E2	6-E2-Library Books-Periodicals	Provide a list of titles of all books and periodicals including electronic holdings related to veterinary medicine

Standard 7 – Admissions Documents

Self-Study Question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 7 Content
7-G	Begin each file name with “7-G” followed by descriptor of choice	If applicable, provide program admission packet materials
7-G1	Begin each file name with “7-G1” followed by descriptor of choice	If applicable, provide program brochures
7-G2	Begin each file name with “7-G2” followed by descriptor of choice	If applicable, provide copies of any ‘technical standards’ used by the program for admissions to the program

Standard 8 – Students Documents

Self-study Question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 8 Content
8-L	8-L-Student Handbook	Provide a copy of the program’s student handbook
8-M	8-M DEI Policy	Provide a copy of the institution and/or program DEI policy

Standard 9 – Faculty Documents

Self-study question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 9 Content
9-M	9-M-Program Director Job Description	Provide a copy of the job description for the program director
9-M1	Begin each file name with “9-M1” followed by descriptor of choice	Provide copies of resumes of all program personnel assigned at least 25% time
9-M2	Begin each file name with “9-M2” followed by descriptor of choice	Provide copy(ies) of license of the program’s licensed full-time equivalent (FTE) veterinarian along with institutional criterion of “full-time”
9-M3	Begin each file name with “9-M3” followed by descriptor of choice	Provide copy of degree transcript and credential(s) (i.e. CVT, LVT, LVMT, or RVT) for full-time veterinary technician/nurse who fulfills the full-time requirement along with institutional criterion of “full-time”

Standard 10 – Curriculum Documents

Self-study question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 10 Content
10-D	10-D-Curriculum Sequence	Provide the program curriculum showing suggested course sequencing
10-D1	10-D1-Course Catalog Descriptions	Provide a brief catalog-style (outline) course descriptions that includes core veterinary technology courses and gen ed courses that are pre-requisite for the program. This is typically the course descriptions provided online or in the college catalog.
10-D2	10-D2-course title descriptor Example: 10-D2-Anatomy and Physiology	Provide course outlines for all veterinary technology courses as well as all gen ed courses and pre-requisites required to complete the program
10-D3	Begin each file name with “10-D3” followed by descriptor of choice	Provide examples of course content (e.g. unit of instruction with lecture and laboratory components, exams). Include examples for one of the following: radiology, anesthesia, or surgical nursing
10-I	Begin each file name with “10-I” followed by descriptor of choice	Provide all standardized criteria used for the evaluation of essential skills
10-I1	Begin each file name with “10-I1” followed by descriptor of choice	Provide two examples of completed essential skill assessments from recent graduates, with personal information redacted
10-L1	10-L1 Externship List	Provide a list of all in use externship/internship sites indicating type of experience provided
10-L2	Begin each file name with “10-L2” followed by descriptor of choice	Provide copies of all signed agreements/contracts with all in-use externship/internship/preceptorship sites

Standard 11 – Outcomes Assessment Documents

Self-study question	File Name Nomenclature Blue text indicates self-descriptor of your choice/as appropriate	Standard 11 Content
11-A	11-A-VTNE window date Example: 11-A-VTNE Nov-Dec2019	Provide copies of official CVTEA school report as provided by AAVSB for each testing period for the last five years. <i>Include ONLY two pages from each reporting window - the summary sheet of pass/fail and the domain results for your program's first time test takers</i>
11-E	11-E-State Exam date Example: 11-E-State Exam July 2019	<u>If relevant and available</u> , provide any state exam results
11-J1	11-J1-Survey Results descriptor Example: 11-J1-Graduate and Employer Survey Results 2020	Provide a <u>summary</u> of recent graduate and employer survey results. It is preferred that you summarize in one document; however, multiple documents are allowed.
11-N	Begin each file name with “11-N” followed by descriptor of choice	Provide samples of completed graduate and employer surveys
11-N1	Begin each file name with “11-N1” followed by descriptor of choice	If available, provide samples of evaluations by preceptorship/internship/externship supervisors
11-N2	Begin each file name with “11-N2” followed by descriptor of choice	If available, provide job placement information

Appendix F. EQUIPMENT AND INSTRUCTIONAL RESOURCES 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>
COMPANION ANIMALS
*Cats
*Dogs
*Horses/ponies/donkeys/mules
FOOD & FIBER ANIMALS
*Cattle
*Small Ruminants (Goats or Sheep)
Pigs
Camelids
LABORATORY & EXOTIC ANIMALS
Ferrets
Gerbils
Guinea pigs
Hamsters
Non-human primates
*Rabbits
*Rats or Mice
*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>
INSTRUCTIONAL EQUIPMENT
*Camera
*Computer
Microscope with camera or teaching microscope*
AUDIOVISUAL
*Electronic Presentation system (e.g. projector, software, learning management system)
*Video recording and viewing equipment
SPECIMENS, MODELS
*Large animal skeleton/limbs or veterinary anatomical software system
*Dog or Cat skeleton or veterinary anatomical software system
CLINICAL EQUIPMENT
Anesthesia machine – large animal
*Anesthesia machine – dog or cat
*Isoflurane
Sevoflurane
*Non-rebreathing system
*Waste anesthetic gas exhaust system
*Animal gurney or stretcher
*Autoclave
*Bandaging/casting material
*Bathing equipment
*Blood pressure monitoring equipment

<i>*Items preceded by an asterisk are required. All others are recommended.</i>
*Cages complying with federal regulations
*Capnometer
*Controlled drug cabinet
Defibrillator
*Dehorner
*Dental instruments – large animal—dental floats
*Dental instruments – dog or cat—ultrasonic scaler and polisher including appropriate hand instruments
*Electric clippers
*Electrocardiograph (with printing capabilities as optional)
Electrosurgical equipment
*Emasculator
*Emergency supplies and equipment with accessible emergency drugs and dosages, (including, but not limited to, assorted endotracheal tubes, resuscitation bag, assorted intravenous catheter sizes, epinephrine, atropine, lidocaine, face mask(s), stethoscope)
*Endotracheal tubes
*Esophageal stethoscope
*Examination tables
Endoscope
*Fluid Pump
Gas sterilizer
*Hoof trimmers and picks
*Laryngoscope
*Microchip Scanner
*Nail trimmers
Obstetrical instruments – large animal
*Ophthalmoscope
*Oral dosing equipment
*Laboratory Animal
*Large animal
*Dog or cat
Oral speculum – large animal
Oral speculum-dog or cat (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
*Resuscitation bag
*Scales, animal
*Stethoscope
*Surgical instruments, basic
*Surgical lights
Surgical suction
*Surgical tables
*Syringe- Large animal multi-dose injection syringe
Syringe pump
*Temperature monitoring device (e.g. thermometer)
*Tonometer (digital)
*Tourniquet

<i>*Items preceded by an asterisk are required. All others are recommended.</i>
*Tubes – feeding and gavage
Ultrasound machine
*Vaginal speculum
Ventilator
*Warming device (e.g. circulating warm water blanket, forced warm air blanket)
RESTRAINT EQUIPMENT
Laboratory Animal
*Rodent
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)
*Mechanical Twitch
Nose tongs
*Ropes
*Halter
Hog snare
Dog or cat
*Elizabethan collar
*Restraint pole
*Muzzle
LABORATORY EQUIPMENT
Blood mixer/rocker
*Centrifuge
*Clinical chemistry analyzer
*Differential blood cell counter (manual or electronic smartphone apps)
*Electronic blood cell counter
Hand tally cell counter
Hemocytometer
*Incubator
McMaster method slide
*Microhematocrit centrifuge
*Microscopes
*Refractometer
Scales, laboratory
RADIOGRAPHIC IMAGING EQUIPMENT
*Protective Aprons, gloves, thyroid collar
*Calipers
*Cassette or plate holders
Computed radiography processor
*Directional/Positional markers
Protective lead eyeglasses (if required by state law*)
*Radiation dosimeter badges
*Storage racks for gloves and aprons
*Radiographic digital machine – fixed (portable x-ray machine not accepted)
*Radiographic machine – portable
*Radiographic viewer (digital)
*Radiographic digital machine – dental

Appendix G. 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*. Skill assessment is expected to be performed on live animals.

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*
- Explain appropriate drug administration route, methods, and when used*
- Demonstrate the ability to monitor therapeutic responses*
- Demonstrate the ability to accurately record medical information*
- Demonstrate understanding of controlled substance regulations*
- Demonstrate compliance with all federal and state 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 and state 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*
- Recognize and assess body language and behaviors (including pain assessment scales) for various animal species*
- Demonstrate effective and appropriate humane restraint techniques to include efforts to reduce stress during handling for various animal species:
 - *properly restrain dogs and cats for procedures**
 - *encage and remove dogs and cats from cages**
 - *apply dog muzzle safely**
 - *apply Elizabethan collar**
 - *use restraint pole and other restraint aids*[GROUP]*
 - *halter, tie, and lead horses/ponies/donkeys/mules**
 - *restrain pocket pets and exotics*
 - *restrain (cattle, small ruminants, and horses/ponies/donkeys/mules)**
 - ◇ *apply mechanical twitch (horses/ponies/donkeys/mules) * [GROUP]*
 - ◇ *apply bovine tail restraint**
 - ◇ *apply ruminant halter (cow, small ruminant)**
 - *restrain pigs*
 - *load large animals*
 - *safely operate cattle chute* [GROUP]*
- Obtain a thorough patient history*
- Demonstrate the ability to obtain patient data:*
 - *temperature (dog, cat, horse/pony/donkey/mule, cow, small ruminant)**
 - *pulse (dog, cat, horse/pony/donkey/mule, cow, small ruminant)**

- *respiration (dog, cat, horse/pony/donkey/mule, cow, small ruminant)**
 - *auscultate heart/lungs (dog, cat, horse/pony/donkey/mule, cow, small ruminant)**
 - *assess hydration status**
 - *assess pain status using standardized/contemporary pain scale**
- *Perform ocular diagnostic tests (including tonometry, fluorescein staining and Schirmer tear test)**
- *Properly collect diagnostic specimens for analysis (ex: urine, blood, feces, specimens for cytology)**
 - *Perform venipuncture:*
 - *cephalic (dog, cat)**
 - *jugular (dog, cat, horse/pony/donkey/mule, ruminant)**
 - *saphenous (dog, cat)**
 - *sublingual (dog)*
 - *ear (pig)*
 - *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 (dog or cat)**
 - *perform cystocentesis (dog or cat)* [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 dogs or cats**
 - *trim nails (dog, cat)**
 - *trim hooves (ruminant, horse/pony/donkey/mule)*
 - *apply equine tail and leg wraps**
 - *express canine anal sacs**
 - *clean and medicate ears (dog, cat)**
 - *clean sheath (horse/pony/donkey/mule)*
- *Perform microchip scanning and implantation*
- *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/pony/donkey/mule, 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/pony/donkey/mule)**
 - *intra dermal (ruminant, dog)*
 - *intramammary (mastitis therapy only) (ruminant)*
 - *intravenous (dog, cat, ruminant, horse/pony/donkey/mule)**
- ❑ *Administer enteral medications:*
 - *balling gun (ruminant)**
 - *dose syringe (ruminant, horse/pony/donkey/mule)**
 - *hand pilling (dog, cat)**
 - *dose syringe (pig)*
 - *oral speculum and stomach tube (ruminant)*
 - *nasogastric intubation (dog or cat, horse/pony/donkey/mule)*
- ❑ *Administer topical medications (including otic and ophthalmic)**
- ❑ *Administer enemas* [GROUP]*
- ❑ *Gastric intubation (dog or cat)* [GROUP]*
- ❑ *Gastric lavage (dog)*
- ❑ *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**
 - *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 (*simulation acceptable*):
 - maintain emergency medical supplies/crash cart*
 - *perform first aid and cardiopulmonary resuscitation* *
 - *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 Comprehensive Oral Health Assessment and Treatment (COHAT) (scaling and polishing) (manual and machine)**
- ❑ Understand client education regarding home care*
- ❑ Float teeth (horses/pony/donkey/mules)
- ❑ Trim teeth (rabbits, rodents, pigs)

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)
- ❑ *Record and maintain anesthesia records**

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

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*
- orchietomy – all common species*
- tail docking*
- onychectomy – (dog, cat)*
- laparotomies – all common species*
- dystocias in common species*
- dehorning – (cattle, goats)*
- prolapsed organs – common types, species, and incidence*

Students must have participated in surgeries in these categories:

- *ovariohysterectomy – (dog, cat)**
- *orchietomy – (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, ensure coordination between surgical and anesthesia teams, 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**
 - *provide aseptic surgical assistance with care of exposed tissues**
 - *demonstrate ability to perform aseptic surgical scrub and drying of hands**
 - *demonstrate ability to don surgical cap and mask, and aseptically don gown and gloves**
 - *aseptically handle and pass instruments and supplies**
 - *operate and maintain suction and cautery machines**
 - *understand the principles of operation and maintenance of fiber optic equipment**
 - *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 in the collection and handling of samples*
- 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* (e.g. ELISA, slide/card agglutination, lateral flow tests)*
- *Identify blood parasites:*
 - *Dirofilaria sp/Acanthocheilonema sp (formerly Dipetalonema sp)**
 - *Other blood parasites of veterinary importance*
- *Perform parasitologic procedures for external parasites and identify:*
 - *mites**
 - *lice**
 - *ticks**
 - *fleas**
 - *flies**
- *Perform diagnostics procedures for parasites:*
 - *Antigen kit*, direct*, Knotts**
 - *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*[GROUP]*
- *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]*
 - *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**
- *Properly utilize radiographic technique charts**

- *Demonstrate an understanding of the modifications of diagnostic imaging techniques as they apply to mice or rats, guinea pigs, lizards, and amphibians**
- *Position live animals and produce diagnostic radiographic images (dogs*, cats*, horses/ponies/donkeys/mules*, and birds)*
- *Position live animals or intubated non-preserved specimens, and utilize dental radiographic equipment to produce diagnostic intra-oral full mouth dental radiographic images (dog or cat)**
- *Appropriately label, file, and store images**

- ❑ Demonstrate an understanding of completing a radiographic log for systems, 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 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) 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, 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 or 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)*
 - *intra dermal (rabbit)*
 - *intraperitoneal (mouse/rat*)* [GROUP]
 - *intravenous*
- *Collect blood samples*
 - *Intravenous (mice/rat, rabbit)* [GROUP]*
- *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 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
 - watering
 - caging (temperature, humidity, light)
 - aquarium care
 - understand reproduction
 - basic grooming (beak, wing, and nail clipping)
 - appropriate transportation methods
- *Demonstrate the ability to perform a physical exam and accurately record results: birds*, reptiles, amphibians, and ferrets*
- *Perform nail trim (bird*, exotic, small mammal)[GROUP]*
- *Perform injections using appropriate sites*
 - *subcutaneous*
 - *intramuscular*
 - *intra-dermal*
 - *intra-peritoneal*
 - *intravenous*
- *Perform oral dosing*
- Administer drugs or medicaments using appropriate sites and routes
- Understand appropriate sites for intravenous 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
- 3) recognize normal from abnormal behavior patterns

Appendix H – ACCREDITATION STANDARDS - 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 protect the public by identifying goals and assisting institutions in achieving those goals. The following minimum Standards have been established by the AVMA CVTEA for quality assessment and provide a framework within which institutions are expected to identify and achieve goals for quality enhancement of accredited veterinary technology programs.

How to use this document: The accreditation process looks for objective evidence that institutions are effective in meeting the standards and achieving desired outcomes for student learning, safety, and animal welfare. The standards are not prescriptive and the committee recognizes that institutions may employ a variety of means, consistent with their individual missions, to meet the standards. Compliance/performance examples are offered within the document to show how an individual program might demonstrate it is meeting the standard through verifiable documentation facilities inspection, site visit interviews, and other means. Note that examples, while intended to be helpful, are not exhaustive and should not be considered directive.

1) Institutional Accreditation

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

Rationale: CVTEA focuses accreditation efforts on standards for delivering a quality education in the field of veterinary technology. It is expected that institutions are meeting accreditation standards relevant to overall delivery of educational and student services and are operating in a way that maximizes student success.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- A copy of the institutional accreditation certificate is available with the accreditation status indicated and date of the institution's next review, as well as communication from the accreditor outlining any deficiencies and/or concerns.
- Evidence that the Administration is aware of any findings by the institutional accreditor that are relevant to the program, including any corrective action plan(s), expected participation by the program in effectuating these plans, and required timeline(s) for completion.
- Evidence that the institutional accrediting or recognizing agency is in good standing with the US Dept. of Education or another appropriate government agency if outside the U.S.

2) Finances

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

Rationale: The financial stability of a program ensures that it can provide continuity to a student's educational experience. In addition, sufficient financial resources must be available to provide for emergencies, capital purchases, facilities maintenance, and the recruitment and retention of qualified faculty and staff. Financial information allows the Committee to assess budget allocations (including for faculty and staff salaries), to ensure that quality teaching and support services are provided, and to ensure that facilities and equipment are available and maintained to meet the standards of accreditation.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- All sources of revenue are accounted for—e.g. tuition, fees, government allocations, grants.
- A Program budget is available for review that is adequate to attain the short and long-term educational goals of the Program and to support its mission.

- Evidence, including site visit interviews, that the budget planning process includes input from the program director.
- The budget provides:
 - Allocations from recurring and sustainable funding sources to meet the needs of the program based on the number of faculty, staff, and students.
 - Adequate salaries for faculty and staff to ensure continuity of instruction and program management.
 - Allocations for supplies, facilities, and needed equipment with consideration for any long-term plans for facility building/remodeling.
 - Provisions for emergency funding to meet equipment and/or facility maintenance and replacement needs.
- Site visit interviews with the program director, faculty, staff, and students corroborate that resources, including salaries, are sufficient to meet the needs of the program.

3) Organization and Communications

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

Rationale: Having a mission statement allows for the alignment of administration, faculty, staff, and students with the philosophy and goals of the program. A mission statement provides the framework for a program to set and re-evaluate goals.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The mission statement is succinct and easily understood by program stakeholders (i.e., students, staff, faculty, program advisory committee, and community members).
- Action taken by the program in regard to the focus of the curriculum, facilities, equipment, off-site placement opportunities, program outcomes, and interactions with the community align with the mission statement.

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

Rationale: Effective communication among all parties is key to a well-functioning program. Communication between the program and college administration and between students and staff is ideally frequent, professional, collegial, and transparent.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- An organizational chart indicates alignment with other departments within the institution and a clear chain of command between the Program Director and administration.
- Site visit interviews with faculty and staff indicate that regularly scheduled meetings between the Program Director and institutional administration are encouraged.
- Site visit interviews with faculty and staff indicate that scheduled meetings between the Program Director and faculty/staff (including between program personnel and off-site partners), are encouraged (see Standards 5e and 10e).
- Evidence (such as regularly scheduled office hours or the ability to communicate through other synchronous or asynchronous communication) that students have access to Program personnel and instructors of record.
- Site visit interviews with the program director, faculty, staff, administrators, and students corroborate:
 - An aligned understanding of program needs, expectations, and goals.
 - Open communication channels that permit problems or concerns, once identified, to be addressed in a timely manner.

- Interactions with staff are professional, particularly when concerns about animal welfare, student performance, or program improvement are brought forward.

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.

Rationale: Productive working relationships with a variety of stakeholders ensure long-term student success. In return, students should understand the expectations for their educational program in order to meet or exceed those expectations. The Program should honor agreements and actively solicit feedback for program improvement.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- A student handbook or other information is available on a website or other online resource that makes students aware of institutional policies and resources that affect them.
- Evidence that Program information available to students and the public accurately reflects the activities of the program.
- Materials review and site visit interviews verify that there are opportunities for clinical sites, advisory committee members, students, and graduates to provide input for program improvement.
- The results of site visit interviews with administration, the program director, faculty, staff, and students demonstrate integrity in the program's communication and operations.
- Feedback in surveys, input from the advisory committee, and the breadth and stability of relationships with clinical placement sites and other community partnerships demonstrate integrity in the program's communication and operations.

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

Rationale: Program accreditation is based on the state of the program documented in the Self-Study Report and Report of Evaluation generated from the most recent site visit. Information is also presented in Subsequent Reporting and Substantive Change Reports. Changes must be submitted and reviewed in a timely manner to keep this assessment current and to ensure the continued quality of the educational program.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The program self-study accurately reflects the current state of the program.
- Substantive changes since the previous Report of Evaluation have been reported to the CVTEA according to policy timeline requirements.

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

Rationale: A properly constituted and functioning advisory committee assists the program in meeting its goals for program improvement and serves as a bridge between the program and the entities that will hire graduates. The intent of the advisory committee is to bring a variety of outside perspectives to the program that it may remain current and attuned to stakeholder needs. In order to do so, the advisory committee must meet minimum requirements for membership and attendance. The inclusion of public members and those from a wide cross-section of the veterinary industry, including current students, program alumni, and veterinary professionals unaffiliated with the Program, ensures diversity of perspective and experience.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Advisory committee meeting minutes:
 - Accurately reflect the content and attendance of meetings.
 - Include a list of all members in attendance and all those absent.
 - Reflect that, at a minimum, meetings occur annually.
- The advisory committee roster and the members in attendance demonstrate a diverse population of professionals and public members.

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

Rationale: This standard defines the responsibilities of individual institutions in the case of collaborative agreements and does not include satellite campuses of the same institution.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- A written agreement that clearly defines the responsibilities of each entity involved in the collaboration.

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

Rationale: Professional veterinary organizations provide access to current resources, information, and a gateway to the latest research in the field. Faculty will benefit from memberships and affiliations with these organizations while also modeling to students the importance of continuing education and life-long learning.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The role and value of professional organizations is included within the Program curriculum.

4) Physical Facilities and Equipment

4a. All aspects of the physical facilities used for primary learning 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.

Rationale: It is essential that students learn in an environment that is clean, well maintained, sufficiently spacious to accommodate students and animals, and includes sufficient equipment for the number of students and animals. Facilities should be safe and free of hazards to personnel, students, and animals. Facilities capacity and maintenance directly impact the educational experience of students in veterinary technology programs. A 'best practice' approach is encouraged rather than maintenance of a minimum standard.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Site visit facilities walkthrough and interviews verify that classrooms, treatment areas, animal housing areas, surgery suites, and laboratories (including shared labs and those used to teach required core courses such as biology, chemistry, and microbiology):
 - Look and smell clean
 - Are large enough for students and animals to move freely
 - Are free of clutter and extraneous items
 - Are free of hazards including but not limited to chipped tiles, water damage, leaks, low hanging wires, and trip hazards
 - Have lighting that is adequate for safe work and learning
 - Have HVAC, electric, plumbing, and other mechanical systems that are properly functioning and serviced regularly

- Have floors, counters, shelves, and other surfaces that are in good repair, impervious to fluids, and easily cleaned/disinfected.
- Site visit facilities walkthrough and interviews verify that surgery rooms are:
 - dedicated to surgical activities only
 - of sufficient size for teaching activities
 - free of extraneous materials
 - protected from excess personnel traffic and contamination
- Surgical suites are dedicated to surgical activities only, free of extraneous materials and equipment, and protected from excess personnel traffic and contamination. Storage of surgery relevant supplies (i.e. sterile packs, suture, and scalpel blades) in closed easily sanitized cabinetry is allowed.
- Only dedicated equipment (i.e. anesthetic monitor or fluid pump) may be stored in surgical suite.
- Site visit facilities walkthrough and interviews verify that if needed, emergency lighting is present in all areas of the physical facility.
- Budgets, inventories, and site visit interviews with students, faculty, and staff indicate that equipment is provided in sufficient quantity so that waiting to use equipment does not impede learning.
- Budgets and planning documents indicate that Program growth is supported by commensurate growth in physical facilities.

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

Rationale: The purpose of this standard is to ensure that student learning is taking place in functional, modern, and properly equipped clinical environments conducive to the proper treatment of patients and provision of humane animal husbandry.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Site visit facilities walkthrough and interviews verify that all equipment is in good working order.
- Receipts, contracts, and other documents verify that appropriate inspection, maintenance, and quality control measures are in place for essential equipment including (but not limited to):
 - Anesthetic vaporizers
 - Microscopes
 - Laboratory analyzers
 - X-ray machines
 - Lead aprons and lead gloves
- Evidence that the required equipment/instructional resources are either owned or accessible to the program during scheduled student learning activities.
- Site visit facilities walkthrough and interviews verify that surgery rooms are dedicated to surgical activities, free of extraneous materials, and protected from excess personnel traffic and contamination.

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

Rationale: In order to ensure that student learning objectives and program outcomes are met, program personnel must be provided with the basic infrastructure to efficiently meet their instructional responsibilities. This includes (but is not limited to) access to dedicated office space and administrative resources sufficient for the numbers of program faculty, staff and students.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Site visit facilities walkthrough and interviews verify that the Program Director and faculty/staff have:

- Access to office space that allows for the efficient execution of their administrative responsibilities.
- Access to private space or technology for student counseling and advisement.
- Access to space or technology for program conferences and meetings.
- Adequate access to administrative technology and equipment (computers, copiers, printers, etc.) to support student learning.
- Facilities walkthrough verifies that Program office space provides a secure location for storing confidential program materials.

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

Rationale: In all situations, the CVTEA endorses principles of humane care and use of animals, including their housing. All animal care and use must follow USDA regulations specified under the Animal Welfare Act (AWA), even if the program is not registered with the USDA. Additionally, the program must follow all applicable state and local animal care requirements. A 'best practice' approach to animal housing is recommended rather than meeting minimum or outdated standards of care. Programs are referred to the Animal Welfare Act for a specific 'best practice' approach to animal housing standards for a variety of species.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Site visit facilities walkthrough and interviews verify that animal housing facilities are clean and kept in good repair, with an emphasis on safety for both animals and personnel.
- If animals are housed on-campus, facilities inspection, still photography, and video documentation verify that:
 - Where possible and appropriate based on species, animals are housed in groups to minimize stress and encourage normal behavior (for example, predator species are not housed in close proximity to prey species).
 - Where species appropriate, animals are provided with hiding places.
 - Animals are provided with species-appropriate enrichment items.
 - Each enclosure provides adequate space for the animal(s) to move freely and engage in normal play, elimination, gustatory, grooming, and sleeping behavior.
 - Bedding and substrates are species specific and appropriate.
 - Enclosure flooring is species specific and appropriate (for example, wire mesh should be avoided in those species that may sustain foot injury).
 - Depending on species, surfaces in housing areas are impervious and easily disinfected.
 - Species specific requirements for temperature, humidity, and ventilation are maintained in areas where animals are housed.
- The Program provides verification of an exercise schedule for those species that require it (i.e., a walking or supervised play schedule for dogs, turnout time for horses, etc.).
- The Program adheres to a sanitation and disinfection schedule for kennels, cages, stalls, and enclosures that is available for review.

4e. Safety of students, program personnel, and animals must be of prime consideration. Students must be educated on rabies risk prior to working with animals. Prior to live animal use, students must be vaccinated against rabies or the program must implement a comprehensive rabies mitigation protocol as described in Appendix A. Unvaccinated students shall only handle fully vaccinated and seroconverted mammals, with the exception of rodents and rabbits. (see *Statement of Safety Appendix*)

Rationale: 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. Student acquisition of safety-related knowledge and skills is an important part of the educational process. 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 A and B).

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The Program follows OSHA standards and includes them in the curriculum.
- All areas in which program student learning takes place are compliant with OSHA regulations.
- CVTEA expectations may expand on OSHA requirements to cover areas not specifically addressed therein. Facilities walkthrough and site visit interviews should verify that the Program attends to safety issues including:
 - Compressed gas cylinder placement and storage
 - Eye wash, safety shower, and drench hose availability and function
 - Radiation equipment, logs, use of dosimetry badges during all learning activities (including practical experiences), storage of dosimetry badges, and exposure records
 - Availability of sharps containers
 - Secondary labeling of repackaged materials, consistent with current Globally Harmonized System (GHS) requirements
 - Use of personal protective equipment that is in good repair and sufficient quantity for all students and staff
 - Available storage for student personal items to avoid contamination during laboratory activities
 - Anesthetic machine maintenance, vaporizer validation on an annual basis or based on manufacturer's recommendation, and recalibration if indicated
 - Waste anesthetic gas exhaust and patient recovery area ventilation
 - Pregnancy, rabies, vaccination, aggressive animal, bite/scratch, and/or other zoonotic disease prevention policies
 - Formaldehyde standards
 - Noise protection
 - Refrigerator contents
 - Separation of pharmaceuticals, animal food, and patient samples for potential biohazardous material concerns
 - Hazard and safety signage
 - Imperviousness of surfaces in laboratories (including seat covers) in which potential pathogens and/or hazardous materials are used
 - First aid kits
- Surgery rooms are dedicated to surgical activities only, free of extraneous materials, and protected from excess personnel traffic and contamination
- Safety Data Sheets (SDS) are accessible and meet GHS requirements.
- The Program curriculum covers the potential risks of animals as a source of zoonotic exposure or disease transmission to humans
- Site visit interviews with faculty, staff, and students verify that program personnel model behaviors that minimize exposure to pathogens.
- A written protocol documents the handling or disposition of aggressive or dangerous animals (such as "faculty restraint only" cage signage or removal of the animal from the program).
- Electrical outlets are properly grounded and provide safe access.
- Signage, paint, and other steps have been taken to minimize trip, fall, slip, and other hazards.
- The Program has evacuation, animal care, and contingency plans in the event of an adverse weather event or disaster (for example: fire, flood, tornado, power outage, etc.) that are available for review.
- Animal housing areas are secure to prevent escape, theft, or other malfeasance.
- Program buildings are secure so that students and program personnel are protected from personal harm or injury if on campus after hours, on weekends, or holidays.
- See [Rabies Q&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.

Rationale: Proper management of medications and other materials used in animal care is an essential part of veterinary technician education. The student learning environment models compliance with regulations and demonstrates appropriate use of materials in animal care. This is applicable to all clinical facilities for primary learning.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Facilities inspection and review verify that:
 - Drugs and medical materials are used within their expiration date and stored according to label instructions.
 - Containers and packages are intact and not visibly damaged or contaminated.
 - Documented drug and material handling procedures are effective in mitigating risks to users and preventing contamination of drugs, reagents, and other supplies.
 - Drugs, including controlled substances, that are mixed or compounded meet the same standards for safety, efficacy, labeling, and recordkeeping as commercially available products.
 - All mixing/compounding of drugs follows state and local regulations.
 - Controlled substances are:
 - Securely locked
 - Only available to trained, authorized users
 - Logged at each use and logs readily accessible for inspection
 - Properly disposed based on local, state, and federal requirements
 - Any materials intended for demonstration purposes, including expired products, are clearly labeled as such to avoid use on live animals.
- Students in classes where drugs, controlled substances, or other materials are used are made aware of methods for legal compliance, management of inventory, dating, and labelling.

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

Rationale: The practice of medicine and student teaching generates waste streams that are regulated by federal, state, and local agencies. On- and off-site primary learning facilities should teach students proper procedures for managing these waste streams while emulating current industry standards of practice.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Facilities inspection and materials review verify that:
 - Sharp containers are puncture resistant, labeled as biohazard or medical waste, and not overfilled.
 - Recapping of needles is not performed unless using a safety device or one-handed technique.
 - Blood, tissues, and other biological waste products are labeled appropriately and disposed of in compliance with prevailing biohazard and/or medical waste regulations.
 - Unused or expired drugs are disposed of using recommended methods for the locality.
 - Unused or expired controlled substances are returned to distributors or manufacturers or destroyed in accordance with federal and/or state guidelines, if allowed.
 - Solvents and reagents are disposed of utilizing a specific chemical waste stream if required.
 - Radioisotopes are disposed of in a radioactive waste stream.

4h. Storage must be sufficient for program needs.

Rationale: Physical facilities should emulate contemporary practice, and this includes storage areas. A 'best practice' approach is encouraged rather than adopting a minimum standard.

Examples of evidence or documentation provided by the program to demonstrate compliance:
Facilities walkthrough and materials review verify that:

- The Program has adequate space to store equipment and supplies for all program needs, including but not limited to
 - Files
 - Infrequently used equipment
 - Lab supplies (including models)
 - Supplies used to treat/care for animals (i.e. needles, bandage materials, food, etc.).
- The Program has adequate storage to permit functional and uncluttered work, lecture, and animal housing areas.
- Program personnel can easily access storage areas and stored items.
- Storage is secured against theft and tampering.
- Storage areas are clean and dry.
- Surgery rooms are not utilized as storage areas. See Standards 4a, 4b, 4e above.

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. The CVTEA endorses the principles of humane care and use of animals as codified in the Animal Welfare Act (AWA) and requires programs to follow AWA regulations and policies with respect to all animal use. All animal activities conducted by a program must be reviewed and approved by an animal care and use committee whose structure and functions are in accord with AWA requirements. For animals not covered under AWA (rodents), husbandry standards must follow the Guide for the Care and Use of Laboratory Animals.

Rationale: Humane animal care and use in teaching is an important ethical and social issue. The CVTEA requires veterinary technician programs to follow Animal Welfare Act standards even if the institution is not required to register with the USDA as a teaching/research institution, as they represent best practices for animal care and use. This serves to educate students on this important issue and assists programs in reinforcing the value of current guidelines for the well-being of animals under their care.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The most recent USDA inspection report is provided OR evidence that the program is not required to be registered with the USDA (please refer to the USDA Animal Care Licensing and Registration Assistant <https://efile.aphis.usda.gov/LRAAssistant/s/>).
 - If there were any non-compliant items on the inspection, evidence of correction of the item(s) or an action plan and timeline for correction have been reported.
- Verification that all USDA procedures are being followed.
 - Refer to the Animal Welfare Regulations (CFR9 Subchapter A) https://www.aphis.usda.gov/animal_welfare/downloads/AC_BlueBook_AWA_508_comp_version.pdf and the USDA Animal Care Inspection Guide https://www.aphis.usda.gov/animal_welfare/downloads/Animal-Care-Inspection-Guide.pdf for details on regulations and compliance.
- An Institutional Animal Care and Use Committee (IACUC) has been established with letters of appointment by the Institutional Official for Animal Care and Use (IO).
- The IACUC includes:
 - An IO that is an administrator with access to, and authority to delegate institutional resources to the IACUC for fulfillment of its mission.

- Is comprised of minimally 3 members appointed by the CEO or designee, including a veterinarian (does not have to be the AV, can be a designee), a non-affiliated member (has no association with the institution), and a chair. The attending veterinarian should not serve as Chair. If the committee has more than 3 members, no more than 3 members can be from the same administrative unit of the institution. The non-affiliated member may not be shared with the Program Advisory Committee.
- Documentation that all decisions require a majority vote of a majority quorum of the committee.
- Evidence that the IACUC:
 - Meets at least twice annually (approximately 6 months apart)
 - Performs an inspection of on-campus facilities and review of the program at each meeting
 - Identifies any deficiencies or departures from standards
 - Provides correction actions and dates
 - Documents any minority opinions
 - Submits a report of the inspection and review to the IO.
- At least two members must conduct the inspection and all committee members must be given the opportunity to participate in the inspection.
- Review of IACUC meeting minutes is required and documents which members were in attendance, any non-voting members in attendance (if applicable), discussion items, actions taken, and recusals for any potential conflicts of interest.
- Documentation shows that the IACUC has reviewed and approved the details of all animal use submitted by animal users prior to beginning the animal work.
 - Proposals for animal use include:
 - Justifications for live animal use,
 - The species and numbers of animals to be used
 - All procedures to be conducted (including number and frequency)
 - Potential for pain or distress and a veterinary care plan for mitigation
 - Drugs and dosages including anesthetics and analgesics
 - Any pre- and post-operative care
 - A description of the training/qualification of personnel performing animal procedures
 - Methods of euthanasia if required.
 - IACUC approved protocols and/or SOPs that outline husbandry requirements compliant with the Guide for the Care and Use of Laboratory Animals.
 - Medical records that document care and use of applicable species.
 - There must be evidence that a veterinarian was consulted on alternatives for any procedures that have the potential for more than momentary or slight pain or distress.
 - All committee members are provided the opportunity to review the proposal, ask questions, request clarifications, and request a review by the full committee at a convened meeting.
 - If a full review is not requested, a single member of the committee may be designated to review and approve the proposal.
 - The principal investigator and/or the animal user submitting the proposal (if the latter is a committee member) must recuse themselves from voting on the proposal.
 - The committee may approve, require modifications to, or reject the proposal.
 - Significant changes to the proposal are approved by the IACUC before they are implemented.
 - An annual review of the proposal is performed to ensure it is current.
 - IACUC records must be maintained for at least 3 years.
- Evidence that the IACUC investigates any allegations of animal misuse that are reported to it, that persons reporting allegations of animal misuse/abuse remain anonymous, and that they are protected from reprisal by the institution.

- A written procedure for reporting concerns (a “whistleblower policy”) is published and posted publicly in areas where animal use takes place.

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). Off-campus providers of instructional support must meet objective requirements set by the program with respect to animal resources.

Rationale: The use of live animals is considered critical for the development of hands-on technical skills and is required for certain essential skills. Subjecting animals to repeated procedures by unskilled students creates the potential for pain or distress but adequate numbers of available animals mitigates this risk. The CVTEA requires that programs have standards in place to limit potential animal stress and discomfort. In addition, student to animal ratios in teaching laboratories must be adhered to in order to ensure the safety of all participants.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Documented student to animal ratios and the laboratory schedule ensure that sufficient animals are available for all students to acquire essential skills within the published course syllabi/academic period.
- Approved IACUC protocols limit the number of invasive procedures that can be performed on an individual animal within a given period of time and/or have objective assessment criteria for performing repeated procedures to prevent pain or distress from the procedures.
- Evidence that animal resources are adequate to serve the needs of the program.
- Site visit interviews verify that students, faculty, and staff have not raised concerns about animal use or welfare.
- Evidence that animal resources are commensurate with program growth.

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.

Rationale: While the CVTEA requires that live animals be used to assess student proficiency in psychomotor essential skills, models and other alternatives are useful to introduce students to concepts and skills and to refine their skills before live animal use occurs.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The Program has access to and utilizes commonly available alternatives to live animals including but not limited to computer simulations, anatomical models, synthetic cadavers, and models for suturing, injections, venipuncture, intubation, and catheterization.
- Models are sufficient in number to be readily available for use and are of sufficient quality/condition to meet the intended usage.

5d. Records and logs for animals used by the program must be comprehensive and accurately maintained.

Rationale: A key tenet of veterinary technology education is that quality documentation is important for veterinary professionals to communicate with one another on details of case management and to comply with regulatory and legal requirements. Well-maintained medical records, logs, and other documents are also essential to meet the legal requirements of contemporary veterinary practice.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Medical records meet specific state practice act requirements.
- In general, medical records include but are not limited to the following components:
 - Identification of the animal (including signalment, case number/medical record ID, etc.), owner, and clinic (or program name)

- Medical history
- Presenting complaint or reason for visit
- Physical examination data
- Results of laboratory tests
- Date, type, and site of any vaccinations administered
- Diagnosis and treatment plan
- Procedures performed (including surgery)
- Drugs administered and dosages (typically expressed as dose amount administered and strength/concentration of preparation)
- Anesthetic monitoring data
- Date and identification of person making entry
- Commonly accepted abbreviations and appropriate terminology are used
- Proper correction of handwritten errors
- A SOAP format is used for medical records (other, comparable formats may also be acceptable).
- Medical records comply with contemporary veterinary practice standards.
- Review of medical log books (controlled drug, radiography, surgery, etc.) verifies that:
 - Controlled substances/usage logs comply with DEA and state requirements.
 - If logs for radiography or surgery are in use, they are complete.
 - Logs contain a key to identify the initials of those using the log.

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, with appropriate exit strategies, must be established with all off-campus sites including, but not limited to, primary learning sites and veterinary practical experiences (externship/preceptorship), as outlined in Standard 10d, and distance learning sites.

Rationale: Teaching best practices does not end with the activities at program facilities. Programs should select partners for primary learning where students receive the same quality of education as they would on campus. Contracts or Memoranda of Understanding (MOUs) are important for defining the responsibilities of the program, the student, and off-campus learning sites.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The Program provides a documented process of review and approval for off-campus learning sites.
- Images of off-campus sites of primary learning (i.e., where required skills are first taught and proficiency is assessed) demonstrate cleanliness, safety compliance, proper labeling, storage, the sanctity of the surgery room, and appropriate animal housing (see Standard 4).
- Current, signed contracts or MOUs are available for off-campus learning partners (both institutional and individuals who are acting as program personnel).
- Contracts or MOUs describe, in detail, the responsibilities of all parties.
- If Essential Skills are assessed by personnel working outside the parent institution (for example, staff at a clinical site), there is evidence that these individuals are program personnel with appropriate training in assessment provided by the Program and they are overseen by the Program director.
 - Signed agreements between these program personnel and the Program or parent institution are available for review. (See also Standard 10e.)
- Contracts or MOUs include an exit clause that provides sufficient lead time to allow the program to secure other partners, thereby ensuring continuity of resources critical to student learning.

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.

Rationale: Programs may choose to provide veterinary services as a method of outreach and community service. If a Program provides veterinary services to the public, clients must be aware that education is the primary goal and that students will be providing that care under the supervision of their instructors. With the growth of hybrid and distributive model programs, clients of off-campus learning sites must also be made aware the students will be participating in the care of their animals.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Verification that clients are informed about student participation through methods such as:
 - Signed consent forms or waivers
 - Posted statement(s) in the reception area
 - Identifying students with a badge, name tag, or emblem on their work uniform.
- If clinical services are offered to clients, the program provides verification that
 - Any cost associated with those services is communicated to clients prior to the performance of services.
 - This may take the form of signage, an estimate, signed forms, or other documentation.
- The distribution of any funds earned (e.g., student club fund, scholarship fund, animal rescue donation, etc.), is displayed/posted for client review.

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 with library science education credentials.

Rationale: A commitment to life-long learning is part of the Veterinary Technician Oath. Library resources are an essential part of any accredited veterinary technology program. Library materials must be current to be relevant, resources must be diverse to meet student needs, and the library must be sufficiently sized to accommodate student numbers. As information resources have become more sophisticated, access to trained resource specialists has become important. The CVTEA will review the totality of the programmatic informational resources, electronic and print.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Diplomas, certificates, or other verification that the library resource specialist has a Master of Library Science degree, advanced certification, or equivalent training.
- Budget review verifies the presence of a program-specific budget for programmatic library resources and/or a process to request new resources.
- Key veterinary science and medicine references are available in print or electronically.
- The library has a documented process for reviewing holdings and purging out of date or rarely used materials.
- Campus tour and interviews with students and staff verify that the library has adequate space, capacity and/or resource accessibility to meet the needs of students.

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

Rationale: It is not sufficient to merely have access to information resources; students must also be taught to use them and understand how to assess the validity of information. These skills are particularly important to prepare students for lifelong learning following graduation.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Curriculum review, student interviews, and surveys show that students use library resources.
- Student and staff interviews verify that there is a library orientation for students.
- Documentation that students have the ability to retrieve and apply veterinary specific information and evaluate the quality of that information.
- Faculty and library staff interviews verify that there is communication between faculty and library staff regarding desired resources.
- Curriculum review and faculty interviews establish that students are assigned projects that require them to utilize library resources.

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.

7c. Consideration of the qualifications of applicants for admission must include aptitude for, an interest in, and an understanding of a career in veterinary technology. The CVTEA recognizes that some institutions must perform under open admissions policies that prohibit selective entry into veterinary technician education programs. 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.

Rationale: The veterinary technology curriculum is challenging, as is the Veterinary Technician National Examination. In addition, the profession presents physical and emotional challenges that students should be aware of and students should have an understanding of the salaries and career paths available to them after graduation. Identifying motivation and scholastic aptitude during the admissions process improves the chances that a student will successfully complete the veterinary technology curriculum. Involving program faculty in the admissions process will help select students with the right motivation and fit for the program and reduce student attrition.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Program materials demonstrate that the program's admission and completion policies and requirements are accurately disclosed.
- An admissions officer or career counselor is employed by the college to advise pre-program students.
- Published admissions requirements accurately reflect the student process for admission.
- Student interviews establish that the process to apply to the institution, program, and for financial aid was accessible and that admissions personnel were knowledgeable of program requirements.

- Program application and informational materials verify that there is a pre-admission orientation, interview with the Program Director, and/or program faculty to inform students of the specific challenges associated with the veterinary technology curriculum and those inherent in the profession.
- Program informational and application materials show that pre-admission or placement examinations are used to help students self-identify if they are likely to be successful in the program and allow the program to proactively identify students that may need academic support.
- Volunteer or observation experiences in a veterinary clinic are/may be required for admission to the program.
- The program provides information sessions to prospective students.
- The program conducts recruitment events in the community.
- The program holds open house events for prospective students where they have access to program personnel.

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 program personnel-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in program specific courses. Program personnel-to-student ratios shall not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present.

Rationale: Students need adequate access to qualified instructors to ensure learning. When animals are present additional instructors are required to monitor student safety and animal welfare. For the best educational experience, student numbers must not exceed the available educational resources.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Substantive Change Reports have been submitted whenever the Program anticipates that increased enrollment will change ratios in conformance with current reporting requirements.

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.

Rationale: All veterinary technology students need regular feedback and coaching to perform at their best. In addition, student tutoring, counseling, and disability services provide specialized support that program faculty and staff may not be qualified or able to provide.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Student interviews and surveys indicate that they are aware of the support services available to them and have positive experiences with support services for financial aid, tutoring, counseling, and academic advising.
- Faculty and staff interviews indicate that they are aware of the support services available at the institution and/or have referred students to support services in the past.
- Program materials contain information about student support services.
- There is evidence that student support materials are readily available to students.

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

Rationale: Veterinary technician job satisfaction is predicated on optimal utilization and healthy working relationships with veterinarians, veterinary assistants, other veterinary technicians, and clients. Effective modeling of veterinary team concepts as well as ethical and professional behavior is an essential component of professional education.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The curriculum exposes students to veterinary medical ethics and professional behavior concepts.
- There is evidence that laboratory activities and student assignments require teamwork for completion.
- Survey responses from employers and clinical placement sites document the ability of students to function in a team and behave both ethically and professionally.
- Interviews with students and faculty establish that professional, respectful communication and team behaviors are modeled among the Program Director, faculty, staff and students.

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.

Rationale: Professional organizations have a key role in influencing public policy and public understanding of the profession. Exposure to these organizations can help students practice teamwork, promote collaboration, and develop leadership skills. Participation in student organizations models for students the many ways involvement in these organizations can be personally and professionally fulfilling for veterinary technicians.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- There is an active student chapter of NAVTA and/or the state veterinary technician organization.
- Student interviews show that students are aware of the roles of professional organizations in the field.
- Curriculum review establishes that professional organizations and the benefits of membership are a component of the curriculum.
- Documentation that the college or Program offers students discounted memberships or membership reimbursement to student chapters of professional organizations.
- Student interviews indicate that they are encouraged to join state and national technician organizations.
- Events are held that introduce students to representatives of local and national technician organizations (CE sessions, etc.).

8e. The program must promote a learning environment that values diversity, equity, inclusion, and belonging.

Rationale: Diversity, equity, and inclusion (DEI) are important to the experience of students, faculty staff, and animal owners, as they interact with the program, and for students as they transition to their professional lives. Veterinary technicians must understand the populations the profession serves for the healthcare team to deliver the best possible care to animals and meet the needs of diverse populations of animal owners.

Examples of evidence of documentation provided by the program to demonstrate compliance:

- Institutional Diversity, Equity, and Inclusion Policy
- Description of how the institutional Diversity, Equity, and Inclusion Policy is applied at the program level.
- Programmatic Diversity, Equity, and Inclusion Statement
- Evidence of reporting and response system and process to remedy instances of discrimination and other forms of harassment involving faculty, staff, and students.
- Evidence of advisory committee deliberations and discussions guiding the program on DEI.
- Evidence of assessment to barriers to the recruitment and admission of diverse populations, and evidence of steps taken to address these barriers.
- Evidence of scholarship or other financial assistance programs aimed at assisting potential students overcome identified barriers.
- Evidence of support services for students navigating challenges entering the learning environment.
- Evidence of programmatic engagement with student accommodations.
- Evidence there has been consideration of DEI in faculty recruitment, hiring, and retention practices.

- Evidence of curricular, and co-curricular elements that allow students to develop an understanding of diversity, equity, and inclusion as they intersect with veterinary medicine.
- Evidence of an outcomes assessment loop to assess the learning environment, and make adjustments as required.

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.

Rationale: Refer to 8a

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Refer to 8a regarding appropriate faculty: student ratios in labs
- Growth in human resources is commensurate with the growth 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.

Rationale: Veterinary technician education requires qualified instructors who can communicate the technical and medical material as well as the optimal utilization of the veterinary technician on the veterinary health care team.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Instructor curriculum vitae reflect the qualifications of the instructor.
- Student interviews indicate that instructors are effective and motivational in their teaching.
- Evidence that the duties of instructors do not require them to violate established local, state, or federal scope of practice for veterinarians or veterinary technicians.

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

Rationale: The Program Director must have the necessary background and understanding to lead the program. Graduation from a CVTEA- or Canadian VMA-accredited program ensures that students are led and taught by faculty who have themselves been educated at an institution whose curriculum and requirements have met defined standards of quality, content, and outcomes.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The curriculum vitae for the Program Director indicates that they are a graduate of an AVMA or CVMA accredited program.
- A copy of the Program Director's current license is available for review.
- If the Program Director is a veterinary technician, a copy of their official transcript is available for review.

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 defines 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.

Rationale: A qualified veterinary professional who understands the requirements of the profession should be in control of all aspects of the program. The job description documents these responsibilities and ensures that the institution is recognizing and supporting the responsibilities of the Program Director. Because the Program Director has significant administrative responsibility, if the Program Director is also an instructor, their teaching load should be adjusted to account for their administrative load.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- The Program Director's job description delineates the responsibilities of the Program Director.
- The Program Director job description is reviewed periodically to most accurately reflect the duties and responsibilities of the Program Director.
- Evidence that the level of authority granted to the Program Director is appropriate to administer the program and that there is sufficient time allotted to fulfill the role.
- The Program Director's academic schedule demonstrates adequate time allotted to student contact hours /instructional time and to administrative time.
- The Program Director's contract is available for review.

9e. Each program must have one full-time credentialed veterinary technician who must be a graduate of an AVMA CVTEA or CVMA-accredited program . Each program must have a minimum equivalent of one full-time licensed veterinarian.

Rationale: Veterinary Technology students must interact with credentialed veterinary technicians who can act as role models. It is essential that veterinary technician students be trained by veterinary technicians with the knowledge and experience to teach the curriculum. The requirement that at least one veterinary technician be full time ensures continuity of professional modeling and instruction that may be compromised if only part time veterinary technician instructors are available.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- A copy of the full-time Veterinary Technician's official transcripts and current credential.
- If a state electronic licensing database is available, a search verifies that Program veterinary technician and veterinarian credentials are active and in good standing.
- A copy of current license(s) for the veterinarian(s) fulfilling the 1 FTE requirement of the Standard.

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.

Rationale: Competence, motivation, and stability of the instructional staff are important aspects of program quality. Supporting them with adequate resources, including compensation that aligns with market conditions, is important to maintain program quality.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Faculty interviews and class schedules verify that adequate time is available for class preparation, to assist with practicums, for curriculum review, and to provide student support.
- Faculty interviews and financial self-study information indicate that support exists for professional development.
- If contracts are utilized, they are renegotiated often enough to address adequacy of compensation, benefits, and employment security.
- The Program documents the use of relevant information in assessing sufficiency of compensation for faculty and staff. This may include but is not limited to:
 - Local, national, and regional remuneration information

- CVTEA program director survey data (<https://www.avma.org/education/veterinary-technology-program-data>)
- Documentation that the college or program provides funds to faculty and staff to maintain professional licenses, certifications, and/or credentials.
- Faculty interviews verify that personnel receive compensation adjustments.

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.

Rationale: Evaluation of instructors is important for their development and to ensure the delivery of quality education to students. Development is also promoted through participation in professional organizations, attendance at conferences, and participation in other continuing education activities. In addition, it is important that professional development and participation in professional organizations be modeled for students.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- A process exists for ongoing instructor evaluation.
- Evidence that faculty and staff are evaluated with regularity and that their professional growth is supported.
- A sample instructor review
- Site visit interviews verify that students have input on instructor performance and have seen that their feedback results in improvements.
- The college provides reimbursement or other funds to put toward dues, renewals, and memberships.
- Professional memberships for Program faculty and staff are documented in the self-study.
- Site visit interviews indicate that the Program encourages and supports faculty to be members of state and national professional organizations.

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 prepare the student to successfully become credentialed and inspire the student to continue life-long learning. Opportunities should exist throughout the curriculum for students to gain an understanding of the important influences of diversity and inclusion in veterinary medicine.

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

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

10d. Practical veterinary experience that expands student knowledge and builds proficiency of acquired skills through task-specific exercises is a required portion of the curriculum. These experiences are usually termed preceptorships, practicums, internships, or externships. Practical experiences are for the purpose of honing skills learned in formal instructional settings and should be scheduled to occur following completion of skills acquisition. These practical experiences should be a minimum of 240 cumulative contact hours and must be monitored by the program director or the director's appointee who must be a program faculty or staff member who is either a licensed veterinarian or credentialed veterinary technician who is a graduate of an AVMA CVTEA/CVMA accredited veterinary technology program. Prior to the beginning of the practical experience, on-site supervisors must be contacted by the program. Students and faculty should seek progressive contemporary facilities that employ credentialed veterinary technicians to act as professional role models and mentors. During the practical experience, contact must be maintained with students and their on-site supervisors to monitor students' personal and educational experiences. It is highly recommended that such contact take place through personal visits and interviews by the program director or appointee. Specific criteria must be used to assist on-site supervisors in monitoring student progress. The program director or appointee shall review student performance evaluations by on-site supervisors, student evaluation of the experiences, and a final student performance evaluation.

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

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

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

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

Rationale: The curriculum is the core of a veterinary technology program and must include sufficient depth and breadth of subject matter to prepare students for professional success. Having a clear focus on the program's mission, scope, and goals is important. The curriculum should reflect the overall mission statement of the program and include contemporary standards of veterinary care. While programs are responsible for the quality of education delivered by their faculty and staff, they are also responsible for assessing student learning and performance at sites offering practical experience. This requires maintaining channels of communication with off-campus clinical sites.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Course catalogs, website, and descriptions indicate where in the curriculum required elements are being addressed.
- Curriculum review indicates that:
 - The curriculum aligns with the mission and focus of the Program.
 - Course sequencing is logical to build on concepts from each course.
 - The curriculum provides a basis for attaining required skills.
 - The curriculum can be completed sequentially within the published timeframe for degree completion.
- Evidence that the Program provides standardized criteria for all Essential Skills.
- If Essential Skills are assessed by personnel working outside the parent institution (for example, staff at a clinical site):
 - Signed agreements demonstrate that these individuals are Program personnel.
 - There is appropriate training in assessment specific to the Program's standardized criteria.
 - There is evidence of ongoing communication with the Program director.
- Training materials document how personnel are instructed in the evaluation of Essential Skills.
- Course credit awarded as transfer credit, credit for prior learning, or credit by exam is evaluated through a verifiable process to ensure that credit is awarded only for coursework that is comparable to Program standards and/or for the attainment of skills and knowledge that align with the Program's learning objectives and meets expected outcomes.
- The process of awarding credit is free of any potential conflict of interest.
- Evidence of curricular, and co-curricular elements that allow students to develop an understanding of diversity, equity, and inclusion as they intersect with veterinary medicine.
- Evidence of an outcomes assessment loop to assess the learning environment, and make adjustments as required.

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

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

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

11d. The program's three year rolling average VTNE pass percentage for first time test takers must be 50% or higher.

Rationale: Student outcomes are the ultimate measure of the success of the program. While the VTNE is a key measure of outcomes, a successful program will also have low attrition rates, graduates who are in demand by employers, and students who are satisfied with their education and recommend the program to others. It is expected that programs will solicit feedback from stakeholders, review feedback, and make necessary changes to improve the program as needed.

Examples of evidence or documentation provided by the program to demonstrate compliance:

- Example evaluations for individual courses and instructors.
- Samples of other mechanisms for student feedback.
- Employers and graduates are surveyed via Program-specific surveys that are designed to provide feedback to improve a veterinary technology program.
- The Program has a process for periodic curriculum review.
- Examples of Program improvements made based on VTNE domain scores, pass rates, and feedback from students, employers, and/or Advisory Committee members.
- The VTNE pass percentage is calculated and posted correctly on the Program website in an easily accessible location.
- If VTNE pass percentages and participation rates are low the Program documents:
 - Efforts to ensure students understand the importance of the examination for credentialing and the importance of credentialing for their career and mobility, even if their initial plans do not include credentialing.
 - Efforts to encourage all students to take the exam (for example, some programs include the exam cost in program fees).
 - Availability of exam preparation sessions.
 - Access to practice exams.
- Input from the advisory committee indicates that the Program utilizes outcomes to improve the Program.