



Lyon
COLLEGE
School of Veterinary Medicine

2027-2028 DVM Student Handbook

TABLE OF CONTENTS

INTRODUCTION	3
Vision	3
Values	3
Mission	3
Veterinarian's Oath	4
Commitment to Diversity	4
LCSVM APPLICATION PROCESS AND ADMISSIONS	4
TRANSFER STUDENT POLICY	6
REFUND POLICY	6
TITLE IX POLICY	6
Reporting	7
WEAPONS POLICY	7
SUBSTANCE ABUSE	7
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT	7
ACCREDITATION AND COE SUGGESTION BOX	8
ATTENDANCE POLICY	8
Excused Absences	8
Authorized Absences	8
Extended Absence	9
EMERGENCY PROCEDURES	9
Evacuations	9
Shelter in Place	9
GRADING	9
GRADING SCALE	9
MAKE UP EXAMINATIONS	10
ACADEMIC STANDARDS	10
Academic Good Standing	10
Academic Minimum Standing	10
Minimum Standard For Classes, Clubs, and Company Officers/ Representatives	10
ACADEMIC DEFICIENCIES AND PROCEDURES	10
ACADEMIC PROBATION	10
LYON COLLEGE HONOR PLEDGE	11
PROFESSIONAL BEHAVIOR	11
REMEDIATION	11
Preclinical Courses	11
Clinical Year Courses	11
ACADEMIC GRADE APPEALS	12
Informal	12
Formal	12
Appeal Process	13
WITHDRAWAL PROCEDURES	13
DEGREE REQUIREMENTS	13
ACCOMMODATIONS	13
TECHNICAL STANDARDS	13
CELL PHONE AND ELECTRONIC DEVICE USE	14
COPYRIGHT MATERIAL VIOLATIONS AND RULES	14
USE OF PHOTOGRAPHS	14
ANIMALS USED IN TEACHING LABORATORIES	14
DRESS CODE	15
Overall	15
Lecture and Laboratory Classes	15
Clinical Rotations	15

DRESS CODE VIOLATIONS	15
LCSVM PRECLINICAL CURRICULUM	15
Semesters 1-6	15-17
Preclinical Course Descriptions, Semester Credit Hours, and Lecture and Lab Contact Hours	17-29
LCSVM CLINICAL CURRICULUM	29
Semesters 7-9	29-30
Course Descriptions, Duration, and Semester Credit Hours	30-32
CLINICAL YEAR OVERVIEW	32
OVERSIGHT OF CLINICAL YEAR CURRICULUM	32
ROTATION SCHEDULING AND SITE SELECTION	33
ASSESSMENT AND EVALUATION	32
NAVLE INFORMATION	33
INDIVIDUAL STATE VETERINARY BOARD INFORMATION	33
CLINICAL YEAR ATTENDANCE GUIDELINES	34
STUDENT ACCIDENT REPORTING	35
CLINICAL SITE RADIOLOGY SAFETY PROTOCOL	35
RISK MANAGEMENT	36
HEALTH INSURANCE	36
RABIES VACCINATION POLICY	36
TRANSPORTATION	36
CLUBS AND ORGANIZATIONS	36

Introduction

Lyon College is a private liberal arts college founded in 1872 as Arkansas College, the oldest independent college in Arkansas. Lyon College offers a challenging undergraduate curriculum grounded in the liberal arts and select graduate programs. In a primarily residential setting, the Lyon College experience is guided by the Honor System and enlightened by co-curricular programs, service and experiential learning, and leadership opportunities. Lyon is more than just a college. It is a community distinguished by its academic curriculum, unique honor and social systems, and award-winning faculty and staff members.

Vision of Lyon College

Lyon College will be the premier institution in Arkansas for academic and professional advancement.

Values of Lyon College

- Promotes curiosity, mentoring students to explore widely and think deeply about, and their role in, the world.
- We respect individuals, differences, and shared experiences so that every student can take part in a nurturing academic, social, and personal educational journey.
- We foster robust connections and respect for others through purposeful collaboration with, and service to, both the local and wider community.
- We encourage integrity, well-being, and life-long success through the study of the liberal arts.

Mission of Lyon College

Lyon College's mission is to foster critical, creative thought and ethical, spiritual growth that will prepare students for fulfilling personal and professional lives committed to lifelong learning and service.

Mission and Goals of the Lyon College School of Veterinary Medicine

The mission of the Lyon College School of Veterinary Medicine (LCSVM) is to cultivate competent, confident, and compassionate veterinarians who are prepared to enter the profession as **career-ready** and **future-ready** graduates equipped to meet the evolving needs of animal, human, and public health. Through immersive

workplace-based and clinical learning experiences spanning companion animal, food animal, equine, and public health sectors, students will develop the professional skills, adaptability, and practical expertise necessary to thrive in a rapidly evolving profession.

By fostering critical and creative thinking, ethical leadership, scholarly inquiry, and service to society, the LCSVM will prepare graduates to become innovative, resilient problem-solvers and lifelong learners dedicated to advancing veterinary medicine and the communities they serve. Grounded in experiential and collaborative learning, students will be empowered to lead meaningful professional and personal lives marked by purpose, perseverance, and compassion.

These goals will be achieved within a student-centered environment intentionally designed to inspire curiosity from day one, strengthen students' understanding of how they learn best, and cultivate the motivation, resilience, and integrative thinking essential for lifelong growth and success. As a college, LCSVM is committed to advancing research, driving scientific discovery, contributing to evidence-based medicine, and leading innovation at the intersection of veterinary, biomedical, and public health sciences.

Veterinarian's Oath

"Being admitted to the profession of veterinary medicine, I solemnly swear to use my scientific knowledge and skills for the benefit of society through the protection of animal health and welfare, the prevention and relief of animal suffering, the conservation of animal resources, the promotion of public health and the advancement of medical knowledge. I will practice my profession conscientiously, with dignity, and in keeping with the principles of veterinary medical ethics. I accept as a lifelong obligation the continual improvement of my professional knowledge and competence."

Commitment to Diversity

The LCSVM fosters mutual respect and understanding among and for all people of different cultures, ethnicities, races, religions, sexual orientations, genders, gender identities or expressions, ages, national origins, socioeconomic backgrounds, physical abilities, military status, or any other protected status. Faculty, staff, and students are encouraged to encounter differences with tolerance and respect to provide a welcoming and secure learning environment for all. This will ultimately cultivate a sense of belonging for all individuals at the LCSVM. The LCSVM will not tolerate acts of discrimination based on any of the statuses described herein. If a member of the college community believes a student or students has/have been subjected to harassment, violence, or other forms of discrimination based on culture, ethnicity, race, religion, sexual orientation, gender, gender identity or expression, age, national origin, socioeconomic background, physical ability, military status, and other protected classification, they have a duty to report the action to the school's administration.

LCSVM Application Process and Admissions

Prospective applicants seeking admission to the Lyon College School of Veterinary Medicine (LCSVM) must demonstrate a comprehensive knowledge base of professional, academic, and personal development to serve as a foundation for the successful pursuit of an education and career in the veterinary profession. The applicant evaluation process by LCSVM comprises a holistic review of all applicants. The inaugural class will be applying through the Jenzabar One/Recruitment Manager, which has been used successfully by our founding campus and School of Dental Medicine. Jenzabar provides secure, centralized, and efficient administration and tracking of applications. Services provided through Jenzabar include 1) document collection; 2) applicant communication; 3) workflow management; 4) interview scheduling; 5) reviewer coordination; and 6) admissions decisions. This guarantees consistency, operational efficiency, transparency, and data-informed oversight for all applicants. Subsequent classes will apply through the traditional Veterinary Medical College Application Service (VMCAS), which is supported by the American Association of Veterinary Medical Colleges (AAVMC). All information and documents will be submitted to and provided to the LCSVM by VMCAS.

Required Coursework and Application Materials

Baseline entry criteria:

- 3.0 overall grade point average (GPA);

- 3.0 science prerequisite GPA;
- All prerequisites must be completed (no grade below C-) by the time of matriculation.

Note: Individuals with cumulative overall GPA less than 3.0 can bypass this specific requirement if their last 45 semester credit hour GPA is equal to or exceeds 3.0.

Foundational Sciences Prerequisites	General Education Prerequisites
General Biology with lab (4 credit hours)	Speech Communication (3 credit hours)
General Microbiology with lab (4 credit hours)	English Composition (6 credit hours)
Genetics (3 credit hours)	
Animal Nutrition or Feeds and Feeding (3 credit hours, not required but preferred)	
General Chemistry with lab (8 credit hours)	
Organic Chemistry with lab (8 credit hours)	
Biophysics or Physics (8 credit hours)	
Biochemistry (3 credit hours)	
Statistics (3 credit hours)	

Additional requirements as part of the application process will be:

- Hours of professional experience (veterinary, research, and/or adjacent field);
- Hours of community engagement, leadership, life experiences (extracurricular, work, service, other);
- Personal statement/essay;
- Letters of recommendation (3);
- *Standardized tests such as the Graduation Record Examination (GRE) are not required.*

By invitation:

- Kira talent interview (www.kiratalent.com): Kira talent is a cloud-based applicant assessment platform that is used as an alternative to in-person, zoom, and phone interviews. Kira talent is designed to holistically assess an applicant based on factors such as communication skills, comprehension, drive, leadership, and other soft skills. The Kira talent Interview is a holistic admissions assessment platform designed for use by academic admissions departments to assess and enroll students. It allows the creation of customized assessments and records video questions, receipt of candidate responses with an established deadline, and evaluation of the responses virtually within the platform.
- In person/zoom/remote interview (format to be determined).

The Current Application Timeline is pending the timing/receipt date of provisional accreditation based on receiving our Letter of Reasonable Assurance from the American Veterinary Medical Association's Council On Education (AVMA COE).

Transcripts

Official transcripts for all courses completed by the time of matriculation must be submitted directly to the LCSVM through Jenzabar.

Applicant Review Process

The following describes the steps involved in reviewing an application after it has been submitted:

- Application Verification. Applications are processed by the Lyon College Admissions Office once they are received through Jenzabar to ensure all required information is provided and necessary documents included.
- Phase 1: Academic phase: All individuals meeting baseline entry criteria will advance to Phase 2.
- Phase 2: Holistic phase: 1) hours of professional experience (veterinary, research, and/or adjacent field); 2) hours of community engagement, leadership, life experiences (extracurricular, work, service, other); 3) personal statement/essay; and 4) letters of recommendation (3) will be evaluated. The top 400 ranked

individuals (****number subject to change based on timing of accreditation decision****) from the above scoring (academic + holistic phase scores) will advance to Phase 3.

- Phase 3: Interview phase (by invitation): Kira talent and in person/zoom/remote interviews.
- Phase 4: Final Decisions About the Admissions of Applicants: The Associate Dean for Professional Programs and the Assistant Dean for Student Affairs oversees the Admissions Process. Upon collection of all data and assessments of applications, a list of recommended applicants (and applicants placed on the alternative list) will be presented to the Dean for final approval and signature. Inclusion of the interview scores will give the final applicant score, of which offers will be extended initially to the top 200 applicants with the goal of admitting 120 candidates. If 120 acceptances are not obtained, we will extend offers sequentially to the remaining balance of the 400 candidates interviewed (****number subject to change based on timing of accreditation decision****), in rank order, until we obtain a class size of 120 students. If this target enrollment is still not obtained, we will extend Kira talent and Zoom only interview invitations to the top remaining individuals from phase 2, in multiples of 100, until a class size of 120 students is obtained.

Transfer Student Policy

We will not accept transfer students or admit advanced standing students at this time.

Refund Policy

Before the first day of class, there will be a 100% tuition refund. From the first day of class to the end of the first week of classes, there will be an 80% tuition refund. From the end of the second week to the end of the third week of classes, there will be a 40% tuition refund. From the end of the third week to the end of the fourth week of classes, there will be a 20% tuition refund. From the end of the fourth week and after that, there will be no refunds.

If the student withdraws during Lyon's refund period, all the student's institutional scholarships and grants will be returned to his/her sources on a basis consistent with the College's refund policy. For example, a student who withdraws and receives an 80% tuition refund will receive 20% of his/her institutional scholarships and grants for that semester, equaling the percentage of tuition they were charged for the semester.

Enrollment is checked as of the College's census day (the 11th day of class) each semester for certifying enrollment/hours necessary to receive state scholarships and grants. If the student is enrolled in the required number of hours as of the census date and withdraws after that date, he/she is allowed to keep the entire semester disbursement of the state scholarship or grant, even if his/her institutional scholarship(s) and or grant(s) are being pro-rated. Return of Title IV (federal) aid is discussed below in the section "Return of Aid." Private outside scholarships are not returned to the donor unless the donor specifically requires it.

All outstanding student accounts become due and payable immediately upon a student's withdrawal.

A tuition refund plan is available through a private insurance carrier that guarantees a partial tuition refund in the event of a medical withdrawal from the semester.

Appeals of institutional refund policy by parents or students who feel that individual circumstances warrant exceptions from the published policy may be addressed in writing to:

Controller
Lyon College,
P.O. Box 2317
Batesville, AR 72503

Title IX Policy

The LCSVM adheres to Lyon College policies on Title IX. Lyon College seeks to provide all members of the community with a safe and secure learning and work environment that is free of crime and/or policy violations

motivated by discrimination, sexual and bias-related harassment, and other violations of rights. The College has a zero-tolerance policy against gender-based misconduct, sexual assault, and interpersonal violence toward any member or guest of the Lyon College community. Any individual who has been the victim of an act of violence or intimidation is urged to make an official report.

Reporting

A report of an act of violence or intimidation will be dealt with promptly. Confidentiality will be maintained to the greatest extent possible within the constraints of the law. Anonymous reporting opportunities are available online through Lyon College and through QR codes placed throughout the LCSVM campus. Students are provided information for anonymous reporting of any concerns or potential violations during first-year orientation as well as visible placards in the academic and clinical buildings. Going forward, these placards will be visible in any area where student-centered activities take place. Anonymity for reporting complaints through these placards will be maintained by using QR code-driven technology. Pre-defined completable forms will then be visible through these QR codes which will request the nature of the complaint, potential individual(s) involved, and relatable standard impacted. Submitted responses will be transmitted directly to the Executive Administrative Dean for review on a weekly basis for further communication to the Dean, taking care to immediately address Title IX concerns.

LCSVM will follow Lyon College procedures in place regarding the receipt, investigation, and resolution of complaints of sex or gender-based discrimination. The LCSVM will work with the College to initiate a prompt, thorough, and impartial investigation into allegations of sex or gender-based discrimination. This investigation is designed to provide a fair and reliable determination about whether the LCSVM's and College's nondiscrimination, sexual and unlawful harassment, and/or gender-based misconduct, sexual assault, and intimate partner violence policies have been violated.

Off-Campus Reporting Options: Reporting parties are encouraged, but not required, to make a formal report to local law enforcement. Making a formal report to law enforcement will not impact the College's responsibility to investigate complaints.

- Cabot Police Department: Emergency: 9-1-1, Non-Emergency: 501-843-6526
- General Resources, Referrals, and Support: National Domestic Violence Hotline: 800-799-7233, National Sexual Assault Hotline: 800-656-4673

Weapons Policy

Possession, use, or storage of weapons of any kind is prohibited on the LCSVM campus and any College building.

Substance Abuse

Substance abuse will not be tolerated by any student while enrolled at LCSVM. Students are not to attend a class, laboratory, or clinical rotation when under the effects of alcohol or drugs. Students found abusing or misusing alcohol or drugs will face disciplinary action up to and including dismissal. Students needing professional help with alcohol or substance abuse/misuse issues should contact the LCSVM counseling services through the Office of Professional Programs.

The LCSVM and its affiliate clinical sites are committed to maintaining a drug-free environment that follows applicable laws. The unlawful possession, use, distribution, sale, or manufacture of controlled substances is prohibited on the LCSVM campus, its facilities, or any clinical site. Violation of this policy may result in the appropriate disciplinary action up to and including dismissal.

Family Educational Rights and Privacy Act (FERPA)

The LCSVM complies with the Family Educational Rights and Privacy Act of 1974 requirements (FERPA). The registrar can provide additional information about the Act's rules and procedures. Generally, the law provides students and former students the right to review their records, request explanations, obtain copies, and challenge

records that they feel are inaccurate, misleading, or otherwise inappropriate. The challenge procedure includes a full and fair opportunity for the student to present relevant evidence at a hearing. The law also provides that students may waive their right to access confidential letters of recommendation and grant permission to release certain personally identifiable information to unauthorized personnel. The college can release directory information such as name, address, telephone number, etc. Students may, however, request that this information be withheld. Student records for veterinary students are maintained in the Office of Professional Programs.

Accreditation and COE Suggestion Box

LCSVM is in the process of seeking accreditation from the AVMA COE. Through the accreditation process, the AVMA COE oversees the quality of education delivered by the LCSVM. Student input and ideas are important to the school and its accrediting body. Any student having suggestions or concerns regarding the veterinary program may anonymously submit them via the QR code placards located in student and clinical areas. Submitted responses will be transmitted directly to the Executive Administrative Dean for review on a weekly basis for further communication to the Dean, taking care to immediately address COE Standards concerns.

Attendance

It is the student's responsibility to make class attendance a high priority. Classes, laboratories, and clinical rotations are required as is completion of all assignments given during these designated learning periods. Unannounced quizzes and in-class activities may be given at the discretion of the instructor. Instructors are expected to give adequate notice in the course syllabus of dates of major tests and due dates for assignments. See Clinical Year Information for more details regarding attendance during clinical year rotations.

Excused Absences

- Excused absences are granted through the Office of Professional Programs. To receive an excused absence, the student must notify the Office by email. Once granted, notices of excused absences are sent to instructors from the Office by email.
- Approved reasons for excused absences are listed as follows: 1) personal illness or injury rendering the student unable to attend class (documentation from a physician may be required for missing a major or final exam and may be requested by the LCSVM for any student absence); 2) illness of a dependent family member, death or major illness of a student's immediate family member; (3) religious holiday; (4) required participation in military duties; (5) participation in a university authorized activity; (6) participation in legal proceedings that require a student's presence and that cannot be rescheduled.
- **In addition**, the following events will be considered for an excused absence if the Office of Professional Programs Office is notified by the student within two weeks of starting the semester in which the trip is planned and the student has a minimum cumulative GPA of 2.5;
 - 1) Scientific presentations at state, national, or international meetings.
 - 2) Committee meetings for two senior and junior ArVMA student delegates ArVMA meetings, such as the ArVMA Winter Meeting and Southwest Veterinary Symposium.
 - 3) Attendance at national meetings, as required, due to the student holding an officer or other official position, representing the LCSVM, etc.
 - 4) Student attendance at any other nationally sponsored event will be at the discretion of the Associate Dean for Professional Programs and will require student attendance confirmation.

While the instructor must provide makeup quizzes or tests missed due to excused absence/s, the LCSVM has no obligation to make any special provisions or repeat laboratory or other hands-on experiences. The student is responsible for all information and learning experiences missed during the absences.

Authorized Absences

- A student may request up to seven authorized absences per academic year for reasons other than those listed for excused absences.
- Unlike excused absences, authorized absences are not approved through the Office of Professional Programs. The student must seek permission from the individual instructor/s teaching on the days requested

at least ten business days before the day of the requested absence and acquire appropriate signatures on the authorization form, which will then be turned into the Office of Professional Programs.

- The instructor may refuse to permit an authorized absence. If the absence is permitted, the instructor must provide makeup quizzes or tests. The student is responsible for all information and learning experiences missed during the absence, and the LCSVM has no obligation to make any special provisions or repeat laboratory or other hands-on experiences.
- If circumstances require a student to need additional authorized days beyond the allotted seven days, the student must seek permission for additional days from the Associate Dean for Professional Programs.

See *Clinical Year Attendance Guidelines for information regarding absences during the clinical year.*

Extended Absence

- Excused absences of a student for 30 or more consecutive calendar days or 30 percent or more of any course, whichever is less, during any phase of the professional program will constitute withdrawal, and the student must petition for readmission into the professional program. However, the Associate Dean for Professional Programs may make exceptions to this policy, if the circumstances warrant.

Emergency Procedures

Notify the Campus Safety Officer and the Associate Dean for Professional Programs in the event of any emergency.

Evacuations

- Situations requiring evacuation include but are not limited to fire, gas leak, power failure, chemical spill, flooding, and tornados. Campus Safety personnel will decide whether an immediate evacuation is warranted. An evacuation will require a room-to-room check of the facility. All evacuees will be moved to a staging area, and a census will be conducted to establish that the evacuation is complete. If individuals with access or functional needs are involved in an evacuation effort, the Campus Safety Officer will make every attempt to lead them to safety.

Shelter-in-Place Procedures

- In the event of a weather emergency or other threat, students may be asked to stay where they are or may be moved to single or multiple specific locations on campus. Safe routes to designated shelter areas and/or refuge areas will be shared with students during orientation and at the beginning of each semester.

Grading

A student's grade in a course depends on the individual's performance and participation in a class, laboratory, examinations, clinical rotations, and other activities outlined in the course syllabus. Class and laboratory attendance may be factored into the overall grade. Course instructors will be responsible for assigning weights for each factor. A syllabus outlining the basis of course grades will be given to all students at the beginning of each course. Course policies relating to reexamination will also be distributed at the beginning of each course.

Grading Scale

For pre-clinical courses

A = 90 – 100 (4 Grade Points)

B = 80 – 89.9 (3 Grade Points)

C = 70 – 79.9 (2 Grade Points) (*minimum passing grade*)

F = below 70 (0 Grade Points)

WF – (0 Grade Points)

I – Incomplete

For clinical rotations/courses

P = Pass

F = Fail

- Grades of A, B, C, and P are passing grades.

- When a student repeats or remediates a course in the DVM program, grades for the original course and its replacement are both used by Lyon College and the LCSVM to compute the grade point average and are recorded on the student's transcript.
- A temporary grade of "I" indicates that the student has completed a course except for a major examination or other requirement. This grade is given primarily when the deficiency is due to excused/authorized absences.
- The Registrar assigns a grade of "X" when the instructor does not submit a grade. The instructor has 30 days from the beginning of the next semester or summer term to submit a grade.

Make-Up Examinations

- A make-up examination can be administered when a student misses an examination due to circumstances that constitute an excused or authorized absence, as previously described. The course coordinator will determine the nature of the make-up examination.
- The course's make-up policy, along with the grading policy, will be included in the syllabus and communicated to students at the beginning of the course.
- The make-up exam will be administered and graded so that a final grade is reported to the Registrar within the outlined time period for that term.

Academic Standards

Academic standards apply to those grades earned in courses that are a part of the professional veterinary curriculum.

Academic good standing

- To be in academic good standing, students must maintain a minimum cumulative GPA of 2.0 and not be on academic probation.

Academic minimum standards

- Students are expected to achieve a 2.0 GPA (grade of C) or better in each course in the professional curriculum.
- A student will not be allowed to enter into the clinical year (Semesters 7-9) with unremediated F grades; this includes electives.
- A student will not be allowed to graduate with unremediated F grades; this includes grades in all professional veterinary medical courses attempted, including electives and all clinical rotations.
- The semester and cumulative GPA are computed by using all courses completed in the professional veterinary medical curriculum. This includes the original grade of F in a course that subsequently may have been remediated.

Minimum standard for class, club, and company officers/representatives

- Students must have a minimum cumulative GPA of 3.0 to be eligible to serve and continue to serve as a class or club officer or company representative.

Academic Deficiencies and Procedures

A DVM student is considered below the minimum academic standards for continuation in the program under the following conditions.

- Student's semester GPA falls below a 2.0, resulting in academic probation or;
- Student's cumulative GPA is below a 2.0, resulting in academic probation or;
- Student accumulates 3 Fs within the same semester, resulting in automatic dismissal or;
- Student accumulates 5 Fs as part of the training program, resulting in automatic dismissal.

A limited number of F grades are allowed in the program, which require remediation; however, the consequences of accumulating such grades are serious.

Academic Probation

Students placed on academic probation for reasons outlined in the previous section will be monitored for academic performance, correction of academic deficiencies, and counseling. Students placed on probation will be allowed to continue in the professional program as long as the probationary terms are being met. Terms of probation are set by the Academic Progress Committee and the Associate Dean for Professional Programs. Ultimately, it is the student's responsibility to clear probation or be dismissed from the program.

Lyon College Honor Pledge

The Honor Pledge is a statement made by each Lyon College/LCSVM student to uphold the Honor Code in all matters related to academic work. Upon matriculation, every student commits to abide by the Honor System.

"I will abstain from all fraud in academic work. I will neither give nor receive aid on any form of test or assigned work where such aid is prohibited nor tolerate this conduct in any member of the community. I will deal responsibly with such acts when I observe them. By my conduct and influence, I will endeavor to build a high standard of honesty and truthfulness in all academic work."

Professional Behavior

DVM students are expected to maintain the highest standards of professional behavior as stated in the Student Handbook and the Veterinarian's Oath. This expectation extends to students participating in all parts of the curriculum, including classes, laboratories, clinical rotations, and any other research, learning, or community opportunities and all off-campus activities.

Should unprofessional conduct be noted, there will be a discussion with the student regarding expectations for professionalism, and a written warning issued. Student actions that are considered to be serious, including but not limited to dishonesty, defamation, obscenity, disruption of the academic environment, racial or sexual harassment, threat of violence, or violence may require additional sanctions through the Office of Professional Programs.

Remediation

Preclinical Courses

If a student fails a preclinical course, remediation of course deficiencies will be required while being retained in the program. The Academic Progress Committee will make recommendations for remediation to the Associate Dean for Professional Programs. This action is binding on the department in which the deficiency occurred. The instructor shall determine the precise method of remediation.

- The remediation must be successfully completed prior to promotion into the next year.
- The remediation will occur through formal enrollment in a course determined by the department where the deficiency occurred.
- A grade of "C" or above must be achieved to meet the remediation requirements.
- Both the remediation grade and the "F" in the course that led to the remediation will be included in calculating the cumulative GPA.
- If this requirement is not met, the student will be automatically dismissed from the program.
- All remediations must be completed before entry into the clinical year.
- The department will officially inform the Associate Dean for Professional Programs of the remediation agreement and report the results and grade of the remediation in writing.

Clinical Year Courses

If a student fails a clinical rotation or receives two or more unsatisfactory scores for individual competencies, remediation and/or repetition of the rotation will be required. Any course/rotation deficiency (failure) must be reported to the Office of Professional Programs within three days following the end of the course/rotation. The student will meet with the Associate Dean for Professional Programs and Associate Dean for Clinical Programs and Outreach to discuss reasons for failure and make recommendations. The Associate Dean for Professional

Programs and Associate Dean for Clinical Programs and Outreach will present their recommendations to the Dean, who will determine whether remediation or repetition of the rotation is required, based upon those recommendations. The decision is final and not subject to appeal. A second failure will result in a referral to the Academic Progress Committee, that will make recommendations regarding remediation to Office of Professional Programs. For students who appear before the Academic Progress Committee, there will be one of the following actions:

- The second failure in the clinical year shall result in the repetition of the rotation or repetition of part or all of the academic year.
- The third failure in the clinical year shall result in dismissal.
- The second failure of a previously failed rotation will result in dismissal.
- Failure of remediation will result in the student repeating the rotation unless this constitutes the third cumulative failure, which results in dismissal.
- Serious and/or egregious misbehavior shall result in one of the following recommendations: 1) Remediation; 2) Repetition of the rotation(s); 3) Recession; 4) Dismissal from the LCSVM

**All rotations must be satisfactorily completed prior to graduation.*

Academic Grade Appeals

A student who believes that his/her final grade in a course reflects **capricious** or **discriminatory** academic evaluation has the right to appeal his/her grade/s. A student may choose one of two ways to resolve a grievance: (1) informal; or (2) formal. The choice of the student to use one of the following automatically waives the use of the other. During the entire academic appeal process, the student is not entitled to have an attorney present. All communication from the LCSVM during the appeal process will be directly with the veterinary student, not with an outside party.

Informal grade appeal process

The grade appeal may be filed **informally**, upon the student's request, through an interview conducted by the department head or Associate Dean for Professional Programs. The procedure for informal grade appeal is as follows;

- First, discuss the matter with the course coordinator and instructor.
- If satisfactory resolution is not reached with the course coordinator and/or instructor, the student may file a written grievance with the Associate Dean for Professional Programs. No written grievance shall be considered unless filed within ten business days after notification of his/her final grade in a didactic course or rotation. Due to the established calendar for the clinical year, students desiring to file a grade appeal following semester six must do so by Friday of the first week of the clinical year.
- The instructor and student will be present, and both will be allowed to explain their positions during the informal grade appeal meeting fully. The standard for overturning a grade is objective evidence that the grading was capricious or discriminatory.
- The unit head or Associate Dean for Professional Programs will make a decision and inform the student in a timely manner.

Formal grade appeal process

The grade appeal may be filed **formally**, upon student request, through the Academic Appeals Committee.

- The student must file a written grievance with the Associate Dean for Professional Programs within ten business days after the notification of his/her final grade. Due to the established calendar for the clinical year, students desiring to file a grade appeal following semester six must do so by Friday of the first week of the clinical year.
- The Associate Dean for Professional Programs must receive a list of witnesses, if any, at least 72 hours before the date of the Academic Appeals Committee meeting.
- The Committee will be appointed by the Associate Dean for Professional Programs. The meeting will be moderated by a unit head whose faculty are not involved with the appealed grade.
- The instructor and student will be present, and both will be allowed to bring witnesses to support his or her position. The student must produce objective evidence that the grading was capricious or discriminatory.

- The Appeals Committee may directly question the student, instructors, and witnesses and may require additional witnesses to appear for questioning if necessary.
- The Appeals Committee will notify the student of their decision by letter through the Associate Dean for Professional Programs.

Appeal of the results of an Informal or Formal Grade Appeal Process

The student may appeal the decision of an informal or formal appeal by notifying the Dean of the School in writing within ten business days of the notification. Upon such notice, the Dean will convene the Academic Appeals Committee, the members of which will not have been participants in the course in question or members of the unit in which the grade was earned, to the petition. If members of the Academic Appeals Committee do not meet these requirements, the Dean may assign substitute faculty members who do meet the requirements.

- The Academic Appeals Committee will have the right to call before them witnesses or persons having information relevant to the appeal.
- The student and instructor will be allowed to fully explain his or her position to the committee and bring witnesses to support his or her position.
- The list of witnesses must be provided to the Dean at least 72 hours before the committee meeting's date.
- The standard remains that the student must provide objective evidence that the grade was capricious or discriminatory.
- The chair of the Academic Appeals Committee will communicate the committee's findings and recommendations to the Dean. The decision of the College Academic Appeals Committee will be final.

Withdrawal Procedures

Students choosing to withdraw from the program must submit a written notification to the Office of Professional Programs. Students should consult with the Refund Policy (above) to determine if any of these are applicable based on the time of withdrawal within the semester. Students who have three unexcused absences in a row will be contacted from the Office of Professional Programs to determine student well-being. If the student is determined not to be in need, the Office of Professional Programs will work with the student for them to return to the course of study. After this well-being assessment, if a total of 10 consecutive days of unexcused absences are achieved, the student will be notified that the LCSVM has determined they have withdrawn from the program. After this point, the student must petition for readmission into the professional program. However, the Associate Dean for Professional Programs may make exceptions to this policy, if the circumstances warrant.

Degree Requirements

Students must successfully complete all program requirements, including core and elective courses in Semesters 1-9. All outlined goals for benchmarks and competencies must be met before commencement.

Accommodations

The Americans with Disabilities Act as Amended (ADAAA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. LCSVM recognizes the ADAAA and is committed to seeking reasonable accommodations for qualified students.

A student who believes he/she has a disability requiring special accommodations for any class should go through the founding campus Office of Academic Support and Accessibility for documentation of the disability and recommended accommodations. If it is determined that the student is eligible for special accommodations, he/she will receive a report from the office responsible for ADAAA compliance that the student should present to each course coordinator. In most cases accommodations will not be given without this report.

Technical Standards

In accordance with the Exemplar Technical Standards for Veterinary Medical Education provided by the AAVMC Taskforce on Technical Competencies, the LCSVM actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful, accountable culture through our Office of Academic Support and Accessibility. We are committed to excellence in accessibility and encourage students with disabilities to seek accommodations.

Applicants and students who, after review of the AAVMC Technical Standards, determine that they require reasonable accommodation to fully engage in the DVM program should contact the Office of Academic Support and Accessibility to privately discuss their accommodation needs. Given the clinical nature of our program, time may be needed to create and implement the accommodation(s) in coordination with the Office of Professional Programs and Office of Clinical Programs and Outreach. Accommodation(s) are never retroactive; therefore, timely requests are essential and encouraged.

We encourage the students to consult the AAVMC Technical Standards:

<https://www.aavmc.org/resource/exemplar-technical-standards-for-veterinary-medical-education/>

At the time of enrollment at the LCSVM, all students are expected to agree by signature to have read the Technical Standards and attest they are able to meet these standards with or without reasonable accommodation.

Cell Phone and Electronic Device Use

Students will be provided laptop computers as part of the onboarding procedure at the LCSVM, which are theirs to keep after graduation. Each instructor or course coordinator will determine if the use of electronic devices is permissible in his/her lecture and/or laboratory. This information will be made available in the respective syllabi.

Copyright Material Violations and Rules

The following rules regarding copying and distributing textbooks and classroom materials should be followed:

- A teacher or student may reproduce small parts of a copyrighted work to illustrate a lesson. The quotation of short passages from scholarly or technical works for illustration or clarification of the author's observations is also acceptable.
- Teachers may photocopy articles to hand out in class, but the guidelines impose restrictions. Classroom copying cannot be used to replace texts or workbooks used in the classroom. The number of copies cannot exceed more than one copy per student. Students may not redistribute to other students unless it is to replace a lost or destroyed original copy.
- Students may not copy and distribute, either by hand-copy or electronically, any material created by their instructor unless given permission by the respective instructor. This includes past exams, PowerPoints, images, notes, and answer keys written by the instructor. In fairness to the other students, if permission is given to distribute an old exam, the exam must be distributed to the entire class.
- Under no circumstance should any text be copied in its entirety.

Use of Photographs

It is the responsibility of LCSVM faculty, staff, and students to ensure the privacy of all clients and patients. As a result, taking personal pictures or videos of client-owned, teaching, or research animals is prohibited and may not be used on any website or social media platform.

Animals Used in Teaching Laboratories

The policy of the LCSVM animal use in teaching and research includes situations where acceptable alternatives are not available. In these instances, animals will be always treated humanely and with respect. As few animals as possible will be used to maintain high-quality teaching and research. All animal usage is reviewed for strict compliance with appropriate guidelines and regulations by Lyon College's Institutional Animal Care and Use Committee (IACUC).

In a restricted number of courses, live animals are used in laboratory exercises for the teaching of basic concepts, skills, and procedures. Strict faculty supervision and specific procedures are enforced regarding the animals' well-being. Participation in these exercises is required for all students to complete satisfactorily certain courses and to be given a passing grade and credit.

Laboratory exercises that use animals are designed to complement didactic lectures and demonstrations through hands-on experience with various species of animals. In all instances, the animals will be humanely treated.

Dress Code

Overall

The personal appearance of health professionals and students is extremely important in establishing and maintaining respect for the veterinary profession and respected doctor-client relationships. The public expects that veterinarian professionals to be neatly dressed and groomed. Students in the LCSVM are expected to always develop and uphold these standards and to use good judgment in proper dress and grooming. Students have a professional responsibility to demonstrate these standards and to set proper attitudes and behaviors while pursuing their DVM degree. The assessment of student professionalism will be tied to appearance, as well as actions and words.

Lecture and Laboratory Classes

Students dress should be neat, modest, and appropriate for lecture classes. Course instructors may require personal protective equipment as needed for specific laboratories. Coveralls or overalls will be worn for large animal activities, necropsy, and in other labs as specified by the instructor. Closed-toe and closed-heel shoes or boots are required for all students in laboratories and clinical rotations.

Clinical Rotations

Students should dress in the manner outlined by the clinic in which they are assigned. Maintaining a professional appearance before the public is of high importance for students while participating in clinical rotations to optimally represent the clinic, LCSVM, and the profession, as a veterinary professional. Adherence to the individual clinic's specified dress code will be considered in performance evaluations. Name tags should be worn at all times.

Dress Code Violation

If a student violates the LCSVM dress code, the instructor or supervisor is authorized to dismiss the student from laboratory, clinic, or other official activities. Repeated violations may be sufficient cause for an unsatisfactory grade.

LCSVM Preclinical Curriculum

Overview:

The LCSVM is proposed to be a 4-year program with nine semesters. Semester 1 will start in the Fall of the first year. Graduation will take place at the beginning of the Summer of the fourth year. The first six semesters will be primarily didactic and laboratory courses. Digital learning and immersive technologies will be incorporated throughout the curriculum where appropriate, increasingly as technologies advance. Elective courses are offered in semesters 3 through 6. Semesters 7, 8, and 9 will consist of clinical rotations within the LCSVM and through collaborative partnerships between community professionals and the veterinary school.

SEMESTER 1: Required Courses and Credits

Veterinary Anatomy I (4 SCH)
Veterinary Physiology (5 SCH)
Veterinary Histology (2 SCH)
One Health I (1 SCH)
Understanding Self and the Veterinary Profession I (1 SCH)

Understanding Self and the Veterinary Profession II (1 SCH)
Clinical Skills I (1 SCH)
Introduction to AI in Veterinary Healthcare and Education (1 SCH)
Integrated Thinking I (2 SCH)

Total Core Credits 18 SCH

SEMESTER 2: Required Courses and Credits

Comparative Veterinary Anatomy (5 SCH)
Veterinary Parasitology (3 SCH)
Veterinary Research and Innovation (2 SCH)
Veterinary Immunology (2 SCH)
Veterinary Microbiology (4 SCH)
One Health II (Epidemiology and Biostatistics) (1 SCH)
Clinical Skills II (1 SCH)
Pharmacology Foundations (1 SCH)

Total Core Credits 19 SCH

SEMESTER 3: Required Courses and Credits

Anatomic Pathology (5 SCH)
Clinical Pathology (3 SCH)
One Health III (Zoonotic and Transboundary Diseases) (2 SCH)
Veterinary Toxicology (2 SCH)
Clinical Skills III (1 SCH)
Understanding Self and the Veterinary Profession III (1 SCH)
Foundations in Diagnostic Imaging (3 SCH)
Integrated Thinking II (1 SCH)

Total Core Credits 18 SCH

Elective Course Credits 2 SCH

Total Core + Elective Credits 20 SCH

SEMESTER 4: Required Courses and Credits

Animal Welfare and Behavior (2 SCH)
Introduction to Surgery (3 SCH)
Small Animal Surgical Approaches and Techniques (3 SCH)
Veterinary Dentistry (2 SCH)
One Health IV (Animal, Human, Environmental Health) (1 SCH)
Clinical Skills IV (1 SCH)
Fundamentals of Anesthesia and Analgesia (2 SCH)
Clinical Pharmacology (3 SCH)

Total Core Credits 17 SCH

Elective Course Credits 2 SCH

Total Core + Elective Credits 19 SCH

SEMESTER 5: Required Courses and Credits

Small Animal Medicine I (3 SCH)
Clinical Surgery (4 SCH)
Production Animal Management, Medicine, and Surgery I (4 SCH)

Equine Medicine and Surgery I (3 SCH)
Veterinary Nutrition (2 SCH)
Integrated Thinking III (1 CSH)
Radiographic Interpretation (1 CSH)
Avian and Exotic Animal Medicine (1 SCH)

Total Core Credits 19 SCH
Elective Course Credits 2 SCH
Total Core + Elective Credits 21 SCH

SEMESTER 6: Required Courses and Credits

Emergency and Critical Care (4 SCH)
Small Animal Medicine II (3 SCH)
Production Animal Management, Medicine, and Surgery II (4 SCH)
Equine Medicine and Surgery II (3 SCH)
Understanding Self and Veterinary Profession IV (1 SCH)
Integrated Thinking IV (2 SCH)

Total Core Credits 17 SCH
Elective Course Credits 2 SCH
Total Core + Elective Credits 19 SCH

Preclinical Course Descriptions, Semester Credit Hours, and Lecture and Lab Contact Hours:

******If applicable, the percentage of course instruction delivered by distance education is provided******

Semester 1

Veterinary Anatomy I
4 Credits: Lec: 30, Lab: 60

This course provides a systemic and topographic study of macroscopic structure, function, and clinically important relationships of anatomical features using the dog and the cat as the primary models of study for the general mammalian form. Lectures provide foundational information and dimensional orientation for students to then apply and explore through laboratory sessions, completed in small groups. Prosected specimens, skeletons, models, diagnostic images, and state-of-the-art 3D and immersive technologies (e.g., virtual reality and on-demand access anatomy atlas resources) are provided for student interaction intended to provide learning consolidation. Function is correlated with clinically relevant malfunction of anatomical structures, while clinical relevance and applications are emphasized throughout. We do not plan to utilize cadavers on a regular basis due to issues of procurement, exposure to formaldehyde, and ethical sourcing. A community and shelter donor program will provide opportunity to acquire cadavers. Students will learn instrument use and tissue handling on models and poultry tissues in Clinical Skills 1-3.

Veterinary Physiology
5 Credits: Lec: 83, Lab: 0

The course offers comprehensive understanding of normal mammalian physiologic function with emphasis on clinical application. Through clinical case examples and using digital learning and immersive technologies, the connection between physiologic knowledge and the practice of veterinary medicine is illustrated and basic mathematical and client education skills are practiced. Course content includes basic cell and cell membrane function, body fluid compartments, water and the major electrolytes, transport processes, excitable tissues, temperature regulation, as well as physiology of the important body systems: (1) neuromuscular; (2) cardiovascular; (3) respiratory; (4) endocrine; (5) nervous system; and (6) integumentary.

Veterinary Histology
2 Credits: Lec: 15, Lab: 30

This course introduces students to microscopy and focuses on identification and description of microscopic anatomy of basic cell types, tissues, organs, and organ systems. Comparative microscopic anatomy is presented

using the dog and cat as the primary controls and as a precursor to the Comparative Anatomy course students take in the second semester. Course content integrates gross anatomy, microscopic anatomy, and the various normal physiological states of common domestic species.

One Health I

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

This course introduces the concept of One Health, emphasizes the role of veterinarians in the movement, and lays the foundations for further exploration of veterinary careers outside of clinical practice, to include public health, research, academia, government, and others. A brief history of veterinary medicine grounds students' understanding of the profession within the larger medical systems, with other topics covered to include the human animal bond, animal welfare and professional ethics and jurisprudence. Throughout the course, evidence-based information is provided and students are engaged in finding, critically assessing, and understanding appropriate and pertinent research and literature.

Understanding Self and the Veterinary Profession I

1 Credit: Lec: 15, Lab: 0 ***25% distance education***

Students will gain insights into their strengths and weaknesses while learning about the importance of adaptability, resiliency, and a growth mindset to their success as professional students and future veterinarians. The course will focus on the transition to professional student, address common hurdles to student success, resources available to students to support them during their studies, and the importance of creating a flexible and achievable study plan. An introduction to the research covering the neuroscience of learning and professional identity development will begin to encourage students to explore high quality literature intended to help them develop as healthy people, evidence-informed learners, and research-literate veterinarians.

Understanding Self and the Veterinary Profession II

1 Credit: Lec: 10, Lab: 10 ***25% distance education***

Students will be introduced to good communication skills and conflict management/resolution. Included are self-regulatory practices, emotional intelligence, inclusive identity practices, and the importance of quality self-reflection. Successful course navigation requires strong communication practices over multiple types of media (verbal, written, electronic, etc.) that demonstrate forethought and critical analysis of self, others, and unexpected/novel situations.

Clinical Skills I

1 Credit: Lec: 0, Lab: 30

Students gain experience with safe animal handling and restraint techniques and are introduced to the general physical examination of various domestic animal species, including small animals (dogs & cats), horses, and production animals (cattle and small ruminants). Students are introduced to basic patient history-taking, client communication, and the initial psychomotor skills needed for surgery and other clinical procedures.

Introduction to Artificial Intelligence in Veterinary Healthcare & Education

1 Credit: Lec: 15, Lab: 0 ***40% distance education***

This course provides a foundational overview of artificial intelligence (AI), exploring core concepts, techniques, and real-world applications. Students will learn about machine learning, neural networks, natural language processing, and robotics, gaining insight into how AI systems are designed and used across various industries. The course also introduces key ethical considerations regarding how they should use AI in their own learning and the future impact of AI on society. Applications of AI in the veterinary space will be emphasized.

Integrated Thinking I

2 Credits: Lec: 15, Lab: 30 ***20% distance education***

This course introduces clinical reasoning and medical problem solving, with a focus on teaching students to effectively integrate the knowledge and skills gained during the semester. Students will rely on learning from Medical Science Foundations, Veterinary Anatomy, Veterinary Physiology, Veterinary Histology, One Health, and Clinical Skills to work on interesting clinical cases. In small groups and using inquiry-based learning approaches, students and faculty will work together to better understand how each of the courses to date are

building student foundational knowledge and skills that will be applied throughout their training and careers. Clinical cases in this course are intended to be challenging enough that students will not necessarily know or be able to find the diagnosis as the intent is to focus students on the processes rather than the outcomes.

Semester 2

Comparative Veterinary Anatomy

5 Credits: Lec: 37, Lab: 75

This course introduces large animal and exotic animal species and uses the horse as the primary model for studying large animal anatomy. Anatomy of large animals (horses, large and small ruminants, and pigs) is emphasized in the first part of the semester. The latter part of the semester focuses on reptiles/amphibians, avian species, and pocket pets using the dog and cat as the anatomic norm. Topographical, regional, systemic, and functional anatomy are integrated and related to 2-D structures seen during upcoming diagnostic imaging courses. Prosections, models, imaging, digital and immersive technologies, comparative, and clinical approaches with clinical cases are emphasized throughout. Students are challenged to synthesize their anatomical knowledge with clinical skills and reasoning as they continue to grow their understanding of the value of anatomy to veterinary medical practice.

Veterinary Parasitology

3 Credits: Lec: 37, Lab: 15

This course teaches principles of parasitology, including etiology, pathogenesis, diagnosis, treatment, and control of selected, clinically relevant parasitic diseases in animals. Students gain knowledge of life cycle biology, transmission strategies, natural hosts, and zoonotic potential/nature of the most pertinent and important animal parasites encountered in veterinary medicine. Students are expected to begin making connections to content in other relevant courses, such as Pharmacology Foundations and Veterinary Immunology.

Veterinary Research and Innovation

2 Credits: Lec: 20, Lab: 15 ***20% distance education***

This course builds on learning in Understanding Self and the Veterinary Profession and One Health I by furthering the student's comprehension of how to apply evidence-based veterinary medicine in their working life. Training in both quantitative and qualitative research methodologies is delivered, and students will gain a deeper understanding of how new scientific evidence is discovered, assessed, shared, and applied. Students are guided in creating a veterinary-related research project of their own and are engaged in a series of One Health-oriented case studies that allow them to function as the veterinarian(s) on a multi-disciplinary team responding to various relevant situations (e.g., emergence of a new zoonotic disease, disaster response and management, etc.) that requires them to be able to find and apply pertinent, high quality information rapidly and effectively.

Veterinary Immunology

2 Credits: Lec: 30, Lab: 0

This course presents current concepts in basic and clinical immunology with special emphasis on protective immunity against infectious diseases and the role of aberrant immune responses in disease. The principles of immune-based laboratory diagnostic techniques and their interpretation are discussed. Application of immunologic principles to disease prevention, biosecurity, and therapeutic intervention are emphasized and explicitly connected to the Veterinary Parasitology, Veterinary Microbiology, Pharmacology Foundations, and One Health II courses.

Veterinary Microbiology

4 Credits: Lec: 52, Lab: 15

This course introduces students to principles of virology, bacteriology, and mycology as applied to important viral, bacterial, and fungal diseases of animals. Students will connect this learning to the material concurrently delivered in the Veterinary Immunology course to develop understanding of the interplay between foreign microbes and the immune system. Students are also expected to connect the content learned in Pharmacology

Foundations to begin forming their approaches to judicious use of antimicrobials and explanations for clients about appropriate use of medications and drugs. Lecture materials are reinforced in laboratory experiences that provide students the opportunity to gain a deeper understanding of the available resources they may access during their veterinary careers.

One Health II (Epidemiology and Biostatistics)

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

Introduction to epidemiology and biostatistics necessary to understand information related to veterinary research and One Health issues. Emphasis is placed on the principles and methods of epidemiologic investigation, epidemiologic definitions, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease and how to use rates, ratios, proportions, odds ratios, and other statistical tools to better understand disease outbreaks. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are also introduced, culminating with criteria for causal inferences. Discussions of how epidemiology and biostatistics may be used to influence legal and ethical issues affecting animals, humans, and the environment are incorporated and students are encouraged to carefully consider the veterinarian's role in society. Critical review of scientific literature is continued.

Clinical Skills II

1 Credit: Lec: 0, Lab: 30

Students practice basic suture patterns and techniques, phlebotomy, and intramuscular and subcutaneous injection techniques on models and live animals. Students begin performing physical examinations of canine, feline, equine, bovine, and small ruminant species and are introduced to the Subjective and Objective (SOAP) format used for medical record keeping, including obtaining, documenting, storing, retrieving, and communicating patient medical information.

Pharmacology Foundations

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

This course provides foundational information about pharmacodynamics (what drugs do to body systems) and pharmacokinetics (how body systems react to drugs). A sample of topics covered includes drug classes, mechanisms of action, half-life, and metabolism and excretion. Content relates to information being learned in veterinary immunology, bacteriology, and mycology on an introductory level.

Semester 3

Anatomic Pathology

5 Credits: Lec: 90, Lab: 0

The first part of this course introduces the student to general pathology of all organ systems. The second part of this course covers systemic pathology of domestic animals. Students will apply knowledge from previous courses (anatomy, histology, physiology, parasitology, immunology, and infectious disease) with the new knowledge of general pathology to describe the pathogenesis and diagnosis of diseases. The pathophysiology of diseases will be covered for body systems of domestic animals: hepatic, pancreatic, urinary cardiovascular, endocrine, musculoskeletal, respiratory, CNS, special senses, reproductive, gastrointestinal, integumentary, and ophthalmic systems. VR will be used to provide individualized opportunities for study and review diseases and necropsy techniques.

Clinical Pathology

3 Credits: Lec: 45, Lab: 0 ***20% distance education***

This course explains pathophysiologic mechanisms responsible for abnormal findings in hematologic, biochemical, cytologic tests, and urinalysis in health and disease of animals. Students will learn a selection of appropriate diagnostic tests for various diseases and how to interpret the results of these tests. They will

additionally learn basic principles of laboratory medicine, including quality control, reference intervals, specificity, sensitivity, and positive and negative predictive value.

One Health III (Zoonotic and Transboundary Diseases)

2 Credits: Lec: 30, Lab: 0 ***20% distance education***

This course explores the concepts of distribution, diagnosis, treatment, and control of zoonotic and transboundary diseases. The course builds on the previous two courses in the series through interactive small group work that has students investigating disease outbreaks and engaging in mock pandemic outbreak management and response activities. Scenarios addressed are grounded in zoonotic and transboundary diseases that demonstrate the interrelatedness of human health, animal health, and the environment at the individual and population levels and require students to revisit and apply knowledge and skills gained from previous courses. Students also complete phase one of The United States Department of Agriculture (USDA) Initial Accreditation Training.

Veterinary Toxicology

2 Credits: Lec: 30, Lab: 0 ***20% distance education***

Veterinary Toxicology is a comprehensive course that explores the identification, diagnosis, and management of toxic substances affecting animals. Students will learn about common toxicants, clinical signs of poisoning, diagnostic techniques, and treatment strategies to ensure animal health and safety. The course emphasizes practical applications in clinical and field settings, preparing students to handle toxicological emergencies effectively. Our partnership with the NTRC provides a unique opportunity to learn about toxicological research and to participate in high volume necropsy sessions at time of FDA study completions.

Clinical Skills III

1 Credit: Lec: 0, Lab: 30

Students continue developing expertise in animal handling and interpretation of general physical examination findings in horses, cattle, small ruminants, and small animals. Handling of pocket pets and other small exotics is introduced and practiced. Good physical examinations are performed on a variety of species and continued practice of psychomotor skills necessary for successful surgery performance, such as catheter placement, closure of abdominal incisions, gloving techniques, and clamping/ligating, is achieved. Students additionally practice appropriate sampling for diagnostic tests (e.g., punch biopsies, skin scrapings, cystocentesis, etc.).

Understanding Self and the Veterinary Profession III

1 Credit: Lec: 7, Lab: 15 ***25% distance education***

Students strengthen their communication skills with a focus on managing conflict. Financial literacy and planning, practice management, leadership training, and contract negotiations are covered. Students gain an understanding of the economic state of the profession within the clinical and non clinical career opportunities open to them. Continued self-reflection is incorporated for students to remind themselves how far they have come and to revisit future goals.

Foundations in Diagnostic Imaging

3 Credits: Lec: 45, Lab: 0 ***25% distance education***

This introductory diagnostic imaging course covers methods of imaging, radiation safety measures, and principles of image interpretation. Radiography and ultrasonography are emphasized. Also included are computed tomography, magnetic resonance imaging, and nuclear scintigraphy.

Lectures on basic image interpretation include normal findings and classical signs of common conditions as visualized through imaging methodologies. Advantages and disadvantages of artificial intelligence in diagnostic imaging will be discussed.

Integrated Thinking II

1 Credit: Lec: 0 Lab/Case Study: 30 ***20% distance education***

Using inquiry-based learning techniques, students work in small groups with faculty facilitators to tackle real-world issues related to the veterinary profession. Examples of such issues include (but are not limited to: the veterinarian's role in One Health; the important role of shelters in society; spectrum of care; herd health and herd management; and food safety and security. Drawing upon the information and skills learned throughout the curriculum to this point, students are expected to integrate their knowledge, skills, and individual strengths to explicitly synthesize content and demonstrate creativity and flexibility as they problem solve each unique scenario.

Semester 4

Animal Welfare and Behavior

2 Credits: Lec: 30, Lab: 0 ***20% distance education***

This course introduces students to animal welfare, behavior, and related husbandry practices in major species. Normal animal behavior, social organization from a biological perspective, and how to identify abnormal behavior are covered. Students learn how to assess animal welfare, behavior, and husbandry, and acquire skill in communicating appropriate recommendations to animal owners, colleagues, and the general public.

Introduction to Surgery

3 Credits: Lec: 37, Lab: 15

This course covers principles of surgery, including selection of suture type, size, and patterns; aseptic technique; perioperative patient care; and fundamentals of analgesia. Application of anatomic knowledge to surgical approaches is included and information is connected to the concurrent introductory anesthesia and analgesia course. Soft tissue handling is emphasized. Students are expected to have gained the basic psychomotor skills needed to understand and successfully engage in deliberate practice as they prepare for their initial live animal surgical experiences.

Small Animal Surgical Approaches and Techniques

3 Credits: Lec: 45, Lab: 0

Soft tissue and orthopedic approaches and techniques commonly performed in general practice (including urgent and emergency care) in dogs and cats is covered. Includes information on useful suture techniques (e.g., hand ties), managing intraoperative complications, and post-operative monitoring/management of more advanced surgical cases (e.g., splenectomy, gastric dilatation and volvulus). Students are expected to have gained the basic psychomotor skills needed to understand and successfully engage in deliberate practice as they prepare for their initial live animal surgical experiences.

Veterinary Dentistry

2 Credits: Lec: 22, Lab: 15

This course covers the diagnosis, treatment, prognosis, and prevention of dental diseases of various species. The importance of dental health to overall health will be included. Cases are presented as examples to emphasize clinical application in practice with labs providing an opportunity to practice various types of dental procedures (e.g., simple and complicated extractions, gingival flaps, teeth floating). Models and virtual technologies are employed; cadavers are incorporated as they are available.

One Health IV (Animal, Human, Environmental Health)

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

This course introduces the basic concepts of the role of environmental and global components of One Health and the veterinary profession's responsibility for being good environmental stewards. Environmental impacts of livestock production, climate change, food safety and security, and the importance of bio-threats and biosecurity are presented. Topics are contextualized across all ecosystems (air, land, fresh water, and oceans). The inextricable links between animal, human, and environmental health are emphasized. During this course, students will be provided the time to attend the USDA Accreditation Orientation Program, the second step of achieving USDA Accreditation.

Clinical Skills IV

1 Credit: Lec: 0, Lab: 30

Students continue developing expertise in safe animal handling and restraint methods and the interpretation of general physical examination findings in large animals (equine, bovine, small ruminants). Students progress towards mastery of psychomotor skills for surgery, such as aseptic technique, and anesthetic monitoring, also incorporating immersive technologies and surgical models. Opportunities for calculating drug doses, writing prescriptions correctly, and creating good SOAP notes are provided.

Fundamentals of Anesthesia and Analgesia

2 Credits: Lec: 30, Lab: 0

This course provides the fundamentals of veterinary anesthesia, reviews and extends the information learned in the introductory surgery course covering analgesia, and introduces pre-, peri-, and post-operative case management. Students are expected to synthesize the contents of this course with Introduction to surgery, Pharmacology Foundations, Veterinary Physiology, and Toxicology. Elements of Small Animal Medicine I are also incorporated. Digital learning and immersive technologies will be a fundamental component of instruction.

Clinical Pharmacology

3 Credits: Lec: 45, Lab: 0 ***20% distance education***

The course reviews and builds upon information learned in Pharmacology Foundations. Pharmacodynamics and pharmacokinetics are more deeply explored and presented through for individual species, highlighting the commonalities and important differences in each of the core species at the systemic and inter-systemic levels. Drugs commonly used for pain, inflammation, infections (e.g., antimicrobials) and cancer (e.g., antineoplastics) in animals are presented. Legal issues, good drug stewardship, and current evidence for developing approaches to drug use are presented and explored. Therapeutic uses, contraindications, monitoring, and adverse effects of drugs are discussed. Highly regarded and available resources for obtaining evidenced-informed drug information for accurate diagnosis and treatment is provided, including Plumb'sTM drug monographs, and others.

Semester 5

Small Animal Medicine I

3 Credits: Lec: 45, Lab: 0

This course covers diagnosis, treatment, prognosis, and prevention of the most common non-surgical diseases of the dog and cat that affect all body systems. Students gain understanding of pathophysiological mechanisms of these diseases and their clinical manifestations. Connections to the SO learned in Clinical Skills II are made and expanded upon by introducing and using the Assessment and Plan (AP) of the SOAP note as part of the patient work up process incorporated during the course. Anatomic Pathology, Clinical Pathology, Physiology, Microbiology, Immunology, Parasitology, and Diagnostic Imaging are revisited as students are guided toward synthesis of information so they can begin to identify and formulate a list of medical problems, create a prioritized list of differential diagnoses for identified problems, and develop appropriate diagnostic plans. Students also practice communication of diagnostic and treatment recommendations through medical documentation, case discussions, and client-focused clinical communication.

Clinical Surgery

4 Credits: Lec: 0, Lab: 120

Students engage in live animal surgeries focused on ovariohysterectomy and castration of dogs and cats. Application of skills and knowledge acquired to date is expected with particular focus on selecting and implementing appropriate anesthetic and analgesic protocols, ensuring good pre-, peri-, and post-operative care of patients, and correctly performing surgical techniques appropriate for the size, species, and procedure assigned. Patient care and evaluation is practiced from intake to discharge of live patients.

Production Animal Management, Medicine and Surgery I

4 Credits: Lec: 60, Lab: 0

This course covers the diagnosis, treatment, prognosis, and prevention of common non-surgical and surgical diseases of production animals (bovine, ovine, caprine, porcine, camelid). Reproductive management practices (theriogenology) of production animals are introduced. Herd health management and planning is covered. The importance of field diagnostic imaging (radiographs, point of care ultrasound), referral diagnostic imaging (computed tomography, magnetic resonance imaging) and diagnostic services (clinical pathology, histology, necropsy) are explicitly covered in relation to each disease process and anticipated outcome. Digital and immersive technologies are incorporated throughout the course.

Equine Medicine and Surgery I

3 Credits: Lec: 45, Lab: 0

This course covers the diagnosis, treatment, prognosis, and prevention of common non-surgical and surgical diseases of domestic equids. Breeding management and practices (theriogenology) are also introduced. Individual and herd health care are discussed. The importance of field diagnostic imaging (radiographs, point of care ultrasound), referral diagnostic imaging (computed tomography, magnetic resonance imaging) and diagnostic services (clinical pathology, histology, necropsy) are explicitly covered in relation to each disease process and anticipated outcome. Digital and immersive technologies are incorporated throughout the course.

Veterinary Nutrition

2 Credits: Lec: 30, Lab: 0 ***20% distance education***

This course presents foundational concepts in small animal (dogs and cats) nutrition and equine and production animal nutrition. Included in small animal nutrition will be nutritional assessment and calculations, review of commercial therapeutic diets and product guides, diseases of the GI tract and pancreas, diabetes mellitus, kidney disease, liver disease, dermatologic problems and allergies, urolithiasis, assisted feeding in critical care, management of obesity, and supplements. Included in large animal nutrition will be digestion and metabolism, feeds and feeding methods, equine GI system, ruminant GI system, nutrition and health, healthy nutrition for growth, maintenance, reproduction, senior animals, body mass condition scoring,

Integrated Thinking III

1 Credit: Lec: 0, Lab: 30 ***20% distance education***

The emphasis of this course is directed toward the integration of basic science with clinical skills, especially the use of diagnostic imaging and clinical pathology when working through a clinical case. Students will develop their skills in critical thinking, communication, resource identification, evaluation, and clinical decision-making through small group management of hypothetical veterinary cases. Through case-based learning, students will revisit and apply knowledge from previous courses as well as preview the application and interpretation of content from upcoming semesters. The role of AI in diagnostics will be included.

Radiographic Interpretation

1 Credit: Lec: 15, Lab: 0 ***25% distance education***

This course covers principles and applications of radiographic image interpretation using the foundation of Roentgen signs. Each case presented will give students the opportunity to practice the skills of basic image interpretation, including identifying normal findings as well as classical imaging findings associated with commonly encountered radiographic diagnoses, and application of AI diagnosis. A working knowledge of veterinary anatomy and physiology is a prerequisite for this course. The role of AI in radiographic diagnostics will be included.

Avian & Exotic Animal Medicine

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

This introductory course lays the groundwork for pursuing further learning about the most commonly kept avian, mammalian, amphibian, aquatic, and reptilian species in North American. The intent of this course is to provide

students basic knowledge of husbandry, medical, and surgical issues related to these species, as well as deliver information about the unique handling techniques required for each.

Emergency & Critical Care

4 Credits: Lec: 45, Lab: 30 ***10% distance education***

This course introduces emergency and critical care topics and techniques for production animals, horses, and small animals. Lectures provide the foundational knowledge and description of skills, while laboratory time provides opportunities to practice skills unique to handling emergency situations for a variety of large and small animal species. Patient care, creation, and modification of treatment plans for critical patients is emphasized. Inquiry-based learning techniques are used to actively engage students in clinical reasoning and problem solving, while models, digital, and immersive technologies are incorporated to enable students to practice skills unique to emergency situations (abdominocentesis, thoracocentesis, etc.).

Small Animal Medicine II

3 Credits: Lec: 60, Lab: 0

This course reviews the information delivered in Small Animal Medicine I and extends student knowledge by covering the diagnosis, treatment, prognosis, and prevention of important but uncommon non-surgical diseases of the dog and cat. Students are expected to create appropriate prioritized differential diagnoses lists, propose and prioritize appropriate diagnostic plans keeping the spectrum of care in mind, analyze and interpret diagnostic test results, and design appropriate therapeutic monitoring plans. Use of the SOAP note is continued and reinforces the work accomplished in Integrated Thinking III.

Production Animal Management, Medicine, and Surgery II

4 Credits: Lec: 60, Lab: 0

This course reviews the information learned in Production Animal Management, Medicine, and Surgery I and expands its content to present uncommon but important non-surgical and surgical diseases of food and fiber animals (bovine, ovine, caprine, porcine, camelid). Students learn how to diagnose and treat these pathological processes, acquire understanding of their prognoses, and discover how they might be prevented. Reproductive issues (mechanical, infectious, toxic, and genetic) that may arise in individual animals and herds is also covered.

Equine Medicine and Surgery II

3 Credits: Lec: 45, Lab: 0

This course reviews the information learned in Equine Medicine and Surgery II and expands its content to present uncommon but important non-surgical and surgical diseases of domestic equids. Students learn how to diagnose and treat these pathological processes, acquire understanding of their prognoses, and discover how they might be prevented. Reproductive issues (mechanical, infectious, toxic, and genetic) that may arise in individual animals is also covered.

Understanding Self and the Veterinary Profession IV

1 Credit: Lec: 5, Lab: 20 ***25% distance education***

Students participate in mock application processes, mock job interviews, and learn how to effectively manage contract negotiations. Lectures review information learned in the earlier courses in the series and provide tips for the job search. Laboratory time is committed to practicing interviewing skills and analyzing real-time or example contracts, so students are prepared for contract negotiations as they head into their clinical rotations. Final preparations for the clinical year are made.

Integrated Thinking IV

2 Credits: Lec: 0, Lab: 90 ***20% distance education***

Students work up realistic cases, starting in small groups and eventually moving to individual work. At least one case for each of the core species is worked up and all cases incorporate one or more body systems and will vary in difficulty level to better simulate the clinical rotation experience. Students are expected to synthesize and apply

their learning to date and practice their clinical reasoning, problem-solving skills, and research skills to create comprehensive SOAP notes for each case using the history, signalment, and additional information provided for each case. This course requires students to synthesize their knowledge, evaluate information, and create appropriate medical treatment plans and documentation, including comprehensive medical records, case summaries, and communication of clinical findings in preparation for moving into clinical rotations. The role of AI will be included.

Electives

Veterinary Oncology Elective

1 Credit: Lec: 15, Lab: 0

This course teaches principles and practice of veterinary oncology. Students will gain knowledge of the most common malignancies seen in both small and large animals, including diagnosis and appropriate treatment options with associated prognoses. Information will be presented in both didactic and case-based format.

Wildlife & Zoological Medicine Elective

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

The purpose of this course is to introduce and expose veterinary students to the diversity of this discipline of veterinary medicine. The representative species discussed and studied in this course will enable the veterinary student to gain a basic understanding of the unique challenges and requirements of medicine and surgery involving diverse species in ex situ locations within zoological parks and in situ within natural habitats or other environments. Likewise, the veterinary student will broaden one's knowledge and skill base, but also see the potential and benefits of providing professional veterinary care for these species. This course will build upon the knowledge & skills the sixth semester veterinary student has developed over the previous five semesters. This course will require a sound knowledge of parasitology, anatomy, physiology, general pathology, immunology, infectious diseases, and other disciplines of medicine and surgery. The veterinary student will be expected to adapt and modify their skill sets and knowledge base to apply them to the unique characteristics of these species of other taxa of the vertebrate phylum.

Nutritional Management of Small Animal Diseases Elective

1 Credit: Lec: 15, Lab: 0 ***20% distance education***

This course is an introduction to clinical nutrition that will cover recognition and management of common diseases of dogs and cats in which proper diet and nutrition play important roles.

Advanced Equine Diagnostic Procedures Elective

1 Credit: Lec: 0, Lab: 30

This course expands on principles introduced in Equine Medicine and Surgery, Clinical Skills, and other courses taught in the LCSVM curriculum that are applicable to equine practice. Students will learn to use advanced diagnostic procedures and techniques commonly applied in equine medicine, surgery, and theriogenology. This course is particularly recommended for equine-oriented students before the beginning of their clinical year rotation. The course is designed to allow students to become competent and confident using basic diagnostic procedures and techniques encountered in equine practice. The individual student will be required to prepare in advance for the laboratories by reading assigned material and completing laboratory assignments.

Advanced Equine Lameness Elective

1 Credit: Lec: 12, Case: 5

This elective course can be taken after completion of the first two semesters by veterinary students that have an interest in doing equine sports medicine practice after graduation. The course will cover topics about the pathophysiology of joint disease, advanced performance evaluation, treatment options in athletic horses, abnormalities of the axial skeleton, imaging of the equine athlete, regenerative therapies, and rules and regulations for equine competitions, like showing and racing, including those pertaining to medications.

Equine Nutrition

1 credit: Lec: 15

20% distance education

This course will be an introduction to equine nutrition and equine clinical nutrition that will cover basic nutrition and recognition and management of common diseases of horses in which proper diet and nutrition play important roles.

Large Animal Ambulatory Elective

0.5 Credits: Lec: 0, Lab: 15

Students will accompany a clinician on farm calls and participate in all aspects of large animal ambulatory medicine. This course is open to 2nd and 3rd year LCSVM students interested in pursuing large animal medicine. Food animal species will be the focus of the course, but some cases may include other large animals.

Mixed Animal Practice Elective

1 Credits: Lec: 15, Lab: 0

This course is primarily directed toward students that wish to focus on rural practice or want to gain broader skills across species. The course is designed to increase expertise in basic skills and techniques across species and offers opportunities to increase problem solving and critical thinking skills. Small animal, equine, dairy, beef, and small ruminant topics will be conducted.

Food Animal Elective

1 Credit: Lec: 0, Lab: 30

This course is designed to increase expertise in food animal skills and techniques and increase their food animal problem solving and critical thinking skills. This course is primarily directed toward students that intend to concentrate and/or specialize in food animal practice. Dairy, beef, and small ruminant topics and exercises will be conducted. At least one outbreak investigation will be included.

Herd and Population Medicine Elective

1 Credit: Lec: 15, Lab: 0

20% distance education

This course targets students interested in careers in production animal medicine/management. It provides a deeper dive into the concepts of herd and population management. Applied principles of herd health will be examined in the context of major production systems (e.g., dairy, beef, pork, poultry), as well as other domestic species (e.g., horses, small animals), and non-traditional species (e.g., reindeer). Building upon content exposure from the core curriculum, the principles of population medicine, particularly as they relate to livestock production systems in North America, will be the focus of this elective course. This course provides students additional opportunities to understand the diversity of careers and the skills and knowledge required for jobs related to population management, herd health, and animal welfare within production systems.

Poultry Health Elective

1 Credit: Lec: 15, Lab: 0

20% distance education

This course teaches principles of Poultry Health. Students will gain knowledge of avian (poultry) clinical anatomy and physiology, nutrition, basic management, clinical signs of common diseases/disorders, generation of differential diagnoses lists, development of diagnostic plans, treatment, control, and prevention strategies. The students will be able to rotate through the Arkansas Poultry Diagnostic Laboratory. The course stresses critical thinking and problem solving.

Animals In Society Elective

1 Credit: Lec: 15, Lab: 0

25% distance education

This elective course takes a deeper dive into the role animals play in society. It covers topics like the human-animal bond, human-animal interaction, benefits to people of animal ownership, various roles animals play (companion, recreation, sport, work, therapy, food, etc.), trends in animal ownership, economics, and policy. The responsibilities and obligations of veterinarians, as major providers of healthcare, will be included.

Introduction To Veterinary Emergency & Disaster Management Elective

1 Credit: Lec: 10, Lab: 8 ***50% distance education***

This course introduces the concepts and issues involved in veterinary emergency and disaster medicine at the local, national, and international level. Lectures, case studies, table-top exercises, hands-on laboratories, and simulations will be used to train basic response processes and techniques. Online Federal Emergency Management Agency (FEMA) courses will be used to build background training. Deployment to actual disasters and emergencies may be possible depending upon circumstances.

Virtual Care/ Telemedicine

1 Credit: Lec: 10, Lab: 8 ***50% distance education***

This course introduces students to virtual care/telehealth to prepare them for its steadily rising use and applications in veterinary medicine and its benefits for enhancing delivery of care, access to care, and client engagement. Students will learn about its different dimensions, such as telemedicine, telemonitoring, and teleconsulting. They will learn the importance of proper training of the healthcare team, virtual communication skills, guardrails, ethical use, privacy/cybersecurity, best practices, standards of care, and regulations. They will become familiar with essential technologies and technological advancements. They will be exposed to job opportunities, such as within practices, companies, start-up companies, and emerging technologies. Students will also learn appropriate documentation and communication standards associated with telemedicine and virtual care encounters.

Introduction To Practice Management Elective

1 Credit: Lec: 15, Lab: 0 ***50% distance education***

This course exposes students to key concepts in veterinary practice management and ownership. Students will gain insights into the operational workings in a variety of clinical settings, including business operations, team management, and client acquisition and retention.

Veterinary Innovation and Entrepreneurship Elective

1 Credit: Lec: 15, Lab: 0 ***25% distance education***

This elective course provides a look into the future of veterinary healthcare, including evolving trends (e.g., technologies, digital health, telehealth, artificial intelligence, AI, GPT, robotics, 3D printing and care that is personalized, integrated, continuous). Insights into development and adoption of innovations will be explored. Students interested in entrepreneurship will be exposed to basic elements of healthcare ventures.

Artificial Intelligence in Veterinary Healthcare & Education Elective

1 Credit: Lec: 10, Lab: 10 ***40% distance education***

This course explores the transformative role of artificial intelligence (AI) in veterinary medicine and education. Students will examine current and emerging AI applications in diagnostics, treatment planning, animal health monitoring, and veterinary training. Through case studies and practical examples, the course will highlight how AI enhances business operational efficiency, clinical decision-making, diagnostics, treatment planning, disease monitoring, along with personalized learning for veterinary professionals. Ethical considerations, data management, and the integration of AI into existing veterinary systems will also be discussed. This course is meant to further basic understanding of AI and ways to leverage AI in veterinary practice now and into the future. Real world case studies will be emphasized. The course prepares veterinary professionals to integrate AI tools effectively for improved animal health outcomes and improved efficiency and effectiveness of the business of veterinary practice.

Veterinary Legislative Advocacy Elective

1 Credit: Lec: 15, Lab: 0 ***50% distance education***

This elective course reveals how the legislative process works and how legislation affects the profession of veterinary medicine and the animals it serves, including companion animals, farm animals, and wildlife species. Current relevant legislation will be explored.

Public Service for Veterinarians Elective

1 Credit: Lec: 15, Lab: 0 ***50% distance education***

This course is presented with the Clinton School of Public Service and provides an introduction to the foundations of public service and leadership tools needed to impact communities and enact change.

Veterinary Industry Pharmaceuticals, Biologicals, & Diagnostics Elective

1 Credit: Lec: 15, Lab: 0 ***50% distance education***

This elective course involves exposure to major pharmaceutical companies and covers topics such as: value of industry to the veterinary profession, benefits of practitioner partnerships with industry, overview of FDA vs compounded products, path for taking a product to market, career opportunities for veterinarians. It is especially pertinent to students with interest in a career in the veterinary pharmaceutical industry.

Research

1 Credit: Lec: 0, Lab: 30

This elective course is intended to expand the student's involvement in research under the guidance of a faculty research mentor. Experiences include but are not limited to: 1) continued progress on an existing research project the student is involved in/conducting (i.e. extension of the summer research project into the academic year for continued progress); 2) foundational work on a new research project; or 3) integration into existing research project(s) of the faculty research mentor. There is no limit to how many times the research elective can be taken, with the intent of expanding the student's research knowledge and experiences.

LCSVM Clinical Curriculum

Semesters 7-9

LCSVM CLINICAL ROTATIONS					
Required Clinical Rotations: These Required and elective rotations are intended to provide all students basic, broad clinical experiences that serve as solid building blocks for additional clinical experiences. Required rotations must be taken at a site defined by LCSVM and will have college oversight.					
Required Rotations	Shelter Medicine/ Small Animal Primary Care	4 weeks	Small Animal Specialty/ Referral	4 weeks	22 weeks
	Large Animal/ Equine	4 weeks	Diagnostic Medicine/ Pathology	2 weeks	
	Small Animal General Practice	4 weeks	Applied Diagnostic Medicine: Diagnostic Imaging & Clinical Pathology	4 weeks	
Elective Rotations: student-selected, career-focused rotations.					
Elective Rotations	Elective rotations can be taken at sites chosen by the student from a list of required rotation sites, pre-approved elective sites, approved research institutions, other veterinary schools, or other student-proposed elective sites where students make contact and LCSVM approvals have been granted. Rotations may be selected based on species, such as small, large, mixed, specialty, exotic, zoo, etc., disciplines, or other student preferences. Students are encouraged to take specialty/referral elective rotation/s in which they select species and/or specialty discipline/s. Elective rotations also could include experiences, such as virtual care/telemedicine rotations that range from practices offering telemedicine, digital-first employers, telemedicine companies with a veterinarian, etc.			(4) 4 week rotations	16 weeks

Externships	Proposed externship sites offer the highest amount of flexibility and career focus. The student must independently identify the site, make contact, and agree on dates, times, and learning outcomes.	(2) 4 week rotations	8 weeks
Required Experiences: (1) Clinical Orientation, a 1 week orientation at the beginning of clinical rotations, (2) NAVLE/Vacation, a 4 week self-directed block in the fall that is concurrent vacation and preparation for and administration of the NAVLE, and (3) Clinical Launch/Capstone, 1 week at the end of the clinical year with a series of experiences designed to launch students into successful careers in veterinary medicine.		6 weeks	
52 weeks			

Course Descriptions, Duration, and Semester Credit Hours:

Shelter Medicine/Small Animal Primary Care

4 weeks, 4 credits

This rotation consists of supervised clinical instruction in the medical and surgical areas of a busy community shelter practice. Students will receive an introduction to all aspects of shelter operations and gain a better understanding of the challenges that animal shelters encounter. Students will learn why and how animals are admitted to shelters, behavior assessments, and enrichment strategies used in this environment, and how community engagement leads to successful adoptions. Students will also accompany the LCSVM veterinarian during visits to other shelters. General practice activities including wellness care, dentistry, minor surgery, wound management and dermatology, will be covered during this rotation.

Large Animal/Equine

4 weeks, 4 credits

Students will be introduced to diagnostic and therapeutic procedures for large animals including internal medicine cases, bovine lameness, herd and flock health consultation and routine procedures, ophthalmology procedures, diagnostic imaging, equine lameness examination, reproductive technology, bandaging and wound care, dental procedures, anesthesia, and general surgical procedures using a combination of live animals, models, technologies, and cadavers. Students will demonstrate continued communications skills development including obtaining patient histories, communication with owners through written discharge instructions and communication with colleagues via referral letters.

Small Animal General Practice

4 weeks, 4 credits

The course consists of supervised clinical instruction in a selected, pre-approved, high quality, small animal general practice (canine, feline, pocket pets). Students see a wide variety of medical and surgical cases and are active participants in their diagnostic and therapeutic management, to include documentation, retrieval, and communication of findings and care in problem-oriented medical records and performance of clinical procedures.

Small Animal Specialty Practice

4 weeks, 4 credits

This clinical rotation immerses clinical year students in a high quality, specialty practice focusing on small animal species. Students are active participants in diagnostic workups and therapeutic management of a wide variety of cases with instructive pathophysiological learning issues requiring appropriate medical and/or surgical management in veterinary advanced care situations under the supervision of board-certified specialists and other experts. The rotation emphasizes interdisciplinary collaboration, advanced diagnostics, and specialty care. Each selected service provides immersive exposure to specialty-specific cases, procedures, and clinical reasoning. Students are expected to actively participate in client education, rounds, case discussions, and service-specific learning opportunities.

Diagnostic Medicine/ Pathology

2 weeks, 2 credits

The course is a 2-week rotation during which the students will receive senior level training in diagnostic pathology and 10 ancillary diagnostic services, including bacteriology, virology, molecular biology, serology, toxicology, clinical receiving, histology, parasitology, clinical pathology, and epidemiology. The course is composed of lecture/cooperative/active /group and self-learning sessions. The students will also perform postmortem examinations at a state or university veterinary diagnostic laboratory necropsy floor or will work on diagnostic case studies and allied diagnostic services assignments.

Applied Diagnostic Medicine: Diagnostic Imaging Clinical Pathology

4 weeks, 4 credits

This course will provide a structured means for students in the clinical year of the DVM program to apply and synthesize the knowledge gained in the pre-clinical training into the clinical setting at the LCSVM/CASS Veterinary Medical Veterinary Hospital. 2 weeks will be focused on Diagnostic imaging and 2 weeks will be focused on Clinical Pathology. Students will have the opportunity to see the cases in the VMTH to correlate physical and diagnostic findings.

Elective Rotations

16 weeks, 16 credits

Students may select from required rotation sites, pre-approved elective sites, approved research institutions, or student-proposed elective sites where students make contact and LCSVM approvals have been granted, e.g., small, large, mixed, specialty, exotic, zoo, etc.).

Externships

8 weeks, 8 credits

Proposed externship sites offer the highest amount of flexibility and career focus. The student must independently identify the site, make contact, and agree on dates, times, and learning outcomes.

Clinical Orientation

1 week, 1 credit

This is a required course offered at the beginning of the clinical year designed to consolidate lessons previously learned about clinical practice and other upcoming experiences to further prepare students for their clinical year rotations. Various topics of relevance will be included/ reviewed, such as personal responsibilities, their personal brand, ethical considerations, conflict resolution, biosecurity, safety of people and animals, animal welfare, and communications within and beyond the healthcare team.

NAVLE Test Preparation and Examination

4 weeks, 0 credits

This is a Required Course offered in the fall semester. Students will prepare and sit for the North American Veterinary Licensing Exam (NAVLE). Students will conduct independent studies and review in preparation for the NAVLE. Students are not required to pass the NAVLE to pass the course. Anticipated 3 weeks of preparation time, 1 week of vacation taken by the student.

Clinical Launch

1 week, 1 credit

This is a required course offered at the conclusion of the clinical year to assist students in their transition from student to veterinary professional. Course content will include exit surveys, financial literacy education, veterinary imaging monitoring verification, and interactive professional communication activities. Commencement activities will be held at the end of this week.

Examples of Elective Clinical Rotations and Externships

Students may select their elective rotations from required rotation sites, pre-approved elective sites, approved research institutions, academic institutions, other locations, or student-proposed elective sites where students make contact and then LCSVM grants approval. The list below provides examples of elective clinical rotations and externships.		
Small Animal General Practice	Equine Reproduction Practice	Public Health
Small Animal Specialty Practice (Neurology, Oncology, Surgery, Medicine, Dermatology, Ophthalmology, Cardiology)	Equine Dentistry	Global Health
Emergency Medicine & Critical Care	Food Animal Practice	Public Policy
Dentistry	Production Animal Medicine	Anatomic Medicine
Anesthesia	Feedlot Practice	Clinical Pathology and Ancillary Diagnostics
Shelter Medicine	Dairy Practice	Academic Veterinary Medicine
Diagnostic Imaging	Mixed Animal & Rural Practice	Research
Radiation Oncology	Camelid Medicine	Other Student Proposed Electives
Telemedicine	Small Ruminant Medicine	Laboratory Animal Medicine
Complementary/Alternative/Integrative Medicine Practice	Nutrition	Regulatory
Equine General Practice	Aquatic Medicine Practice	Epidemiology
Equine Specialty Practice (Medicine, Surgery, etc.)	Zoological Medicine Practice	Wildlife & Conservation Medicine Practice
Equine Sports Medicine & Rehabilitation Practice or Equine Racetrack Practice	Avian Medicine	Poultry Medicine Practice

Clinical Year Overview

Students will enter clinical rotations at the end of the third year of the professional curriculum. Rotations are supervised clinical experiences that integrate pre-clinical learning and expand veterinary knowledge and skills training. Through completion of core and elective rotations in partnership with LCSVM and clinical affiliate sites, students will develop the skills required to become competent, confident veterinarians prepared for choice careers within the veterinary profession. Off-site learning experiences will offer an abundance of real-world learning opportunities. Elective rotations will allow students to explore areas of career interest further.

LCSVM, in partnership with trained and dedicated clinical affiliate sites and Professors of Practice, will educate, supervise, and evaluate students in all aspects of the clinical year curriculum. Professors of Practice will balance student learning requirements and needs with educational resources available to the specific site. Best teaching practices in clinical education will be employed, including but not limited to individual case discussion with timely feedback, presentations by students, small group and case-based learning, student rounds, online resources including audio and visual recordings, scientific journal and article reviews, monitored participation, and observation. Curricular expectations will be outlined in the form of course syllabi with learning objectives. They will be available to each student and clinical site in the clinical LMS and associated clinical year software.

Oversight of Clinical Year Curriculum

The Office of Clinical Programs and Outreach (CRO) will oversee the administration of the clinical curriculum through three areas of focus:

1. Clinical Programs and Outreach: The Associate Dean for Clinical Programs and Outreach and associated staff are responsible for clinical affiliate relationships and site training.
2. Clinical Curriculum Program: Along with the Clinical Relations and Outreach team, LCSVM faculty members serving as Clinical Course Mentors support and mentor students and monitor course learning outcomes during the clinical year. Hub Liaisons support students, clinical affiliate sites, and Professors of Practice at secondary core instructional sites during clinical rotations.
3. Rotational Logistics: The Clinical Relations and Outreach Team leads course scheduling, evaluations, and the management of clinical year software.

Students should refer to Canvas for further information on the administration and oversight of the clinical year curriculum.

Rotation Scheduling and Site Selection

Students design their clinical year schedule during the fall semester of their third year and receive their schedules in the following spring semester. The Office of Student Affairs has a list of career advisors available for consultation. Refer to Canvas for instructions on scheduling and site selection. The clinical year software has a current list of clinical affiliates and pre-approved elective courses. Students are encouraged to select a variety of elective clinical experiences to build confidence in areas of professional interest and explore diverse opportunities for graduate veterinarians. If an elective distributive course is not pre-approved and listed in the clinical year software, the student may submit a request for elective site approval to the Office of Clinical Programs and Outreach. A minimum of 30 days is required prior to scheduling for students to have an elective course site approved.

Assessment and Evaluation

The assessment of clinical skills and competencies varies depending on the course learning objectives and rotational site (core, elective, etc.). Assessment of students will be done both formatively (in the moment) and summatively at the conclusion of the rotation to measure learning and improvement. Please refer to the course syllabus for further details on the assessment, evaluation and submission criteria for specific rotations.

Types of Student Submissions during clinical rotations

- Learning Agreement
- Case Logs
- Medical Records and SOAPs
- Reflections
- Capstone Project
- Evaluation of Clinical Sites by Students

NAVLE Information

Veterinarians must be licensed (at both the state and national level) before being able to practice veterinary medicine.

The North American Veterinary Licensing Examination (NAVLE) is traditionally conducted in October/November, March, and July/August of each year (dates vary by year). Based on the LCSVM being provisionally accredited by the American Veterinary Medical Association Council On Education (AVMA COE), senior LCSVM students are eligible to take the NAVLE in October/November or March of their senior year since these dates fall within ten months of their graduation (the last June of their senior year).

Senior LCSVM students applying for the NAVLE through the state of Arkansas must:

- 1) Meet NAVLE eligibility requirements established by the International Council for Veterinary Assessment (ICVA) (www.icva.net/).
- 2) Complete the following applications:
 - a) Arkansas veterinary licensure (mip.agri.arkansas.gov/VetLicensingPortal/Guest/Home/Applicants)
 - b) NAVLE (www.icva.net/)
- 3) Submit the Arkansas veterinary licensure application to the Arkansas Board of Animal Health 1) in advance of the NAVLE and 2) no later than 30 days before the Arkansas veterinary licensure written examination. The Arkansas veterinary licensure written examination is given annually, typically in June.

Note: Based on our provisional accreditation by the AVMA COE, our curriculum meets the requirements for professional licensure in all fifty of the United States. However, some NAVLE eligibility requirements differ between state/territory licensing boards. Please consult local regulatory guidelines. LCSVM students applying in Arkansas are required to pay a fee to the American Association of Veterinary State Boards (www.aavsb.org) to have their score transferred to another state/territory.

Individual State Veterinary Board Information

Applicants are encouraged to familiarize themselves with the licensing requirements that are applicable to the states or commonwealths in which they may opt to practice veterinary medicine. A complete list of Veterinary State Board Websites can be found at the following AAVSB website.

<https://www.aavsb.org/public-resources/find-regulatory-board-information>

Clinical Year Attendance Guidelines

Attendance Requirements

Attendance is mandatory for daily clinical responsibilities, including after-hours duty assignments. Students should be prepared to attend during regular clinic hours, weekends, and holidays when they have case responsibilities, as well as evening, weekend, and holiday treatment assignments, emergency duty assignments, or intensive care duty assignments. The LCSVM academic calendar, including observed holidays, does not apply to students on clinical rotations. Student clinical responsibilities, expectations, and scheduling (including rotation start and end dates) will be discussed with the student during orientation at the clinical affiliate site. Failure to attend rotation activities may result in course failure.

General Schedule Guidelines and Absences

- Students will work the schedule given to them by their Professor of Practice OR at least 40 hours per week (Monday through Sunday), whichever is greater.
- One of your four-week blocks is for vacation/self-directed study.
- For any day you are not physically at your affiliate site when you are scheduled to be, you must submit an Absence Request (AR) via clinical year software.

In addition to the required vacation block, you are allowed six personal days during the clinical year.

- Personal days can be used for planned events. You are expected to complete your AR in advance with your Professor of Practice.
- Planned absences will be scheduled at least three weeks before the date of the planned absence.
- Planned absence days will require the approval of the clinical affiliate site representative or primary instructional site course director and the Office of Clinical Programs and Outreach. Prior to submitting the absence form, available on Canvas to the Office of Clinical Programs and Outreach, students should discuss a make-up plan for the missed time with the clinical site representative and outline this on the absence form. A link will be sent to the Professor of Practice to approve the request.
- If a student must schedule to take the NAVLE during a clinical rotation block, the student must use a planned absence day. Students must request a leave of absence to take the NAVLE if they will be taking the NAVLE outside of the three-week NAVLE block. A copy of the student's Scheduling and Admissions Permit must be provided with the Absence Request Form for a student's request for time off to take the NAVLE to be considered.

- No planned absence days are allowed on the first day of a rotation. Students are required to be at the clinical site on the first day of the rotation when orientation is provided.
- Personal days can be used for unplanned events such as illness, in which case you submit your AR as soon as possible after the absence has occurred.
- Medical documentation from the student's healthcare provider will be required for absences due to illness that require missing three or more days of a rotation.
- Only one personal day is allowed for any given block.
- A personal day does not have to be made up as long as it is one of the 6 personal days you are allowed to take and you did not take any other days off during that particular block. If more than one day is taken in a given block, the time must be made up in hours during that rotation block.
- If a student uses all 6 personal days during the clinical year, any subsequent absences are considered unexcused, and the time taken on the rotation must be made up during that rotation. This will be at the discretion of the Course Director/Professor of Practice and the Clinical Relations Office.
- If you are submitting an Absence Request for time that must be made up at that site, you must include a plan showing how you will do so. If the time cannot be made up in that rotation, such as for a prolonged illness or other extreme event, then the entire rotation must be repeated.
- Students with unexcused absences will be required to meet with a member of the Clinical Relations team. Potential outcomes for having an unexcused absence include making up the missed work, remediation, failure of the rotation, or a combination of these outcomes, up to and including dismissal from the LCSVM program.

Student Accident Reporting

Every effort will be made to minimize danger and maximize safety for students and others during clinical rotations. Students must utilize their veterinary training to properly and humanely approach and restrain animals to avoid both personal injury and injury to personnel or patients. Students are expected to apply the principles of animal behavior learned throughout the pre-clinical curriculum to ensure their own safety and that of others around them, including their patients.

If an injury occurs during a clinical rotation and requires medical attention beyond first aid, the student, as able, should immediately obtain help from either 911 or the closest hospital or urgent care facility. In the event of an accident/incident, the student must fill out a Student Accident/Incident Report form, which is located in Canvas. The student should contact the Clinical Relations Office as soon as possible.

Clinical Site Radiology Safety Protocol

All students must follow these required procedures when using x-ray equipment:

- Students must have completed Radiology Orientation prior to starting clinical rotations. Failure to complete the required training may delay the start of the clinical year and graduation.
- The student should know and become familiar with the clinical site Radiation Quality Control Officer or similar designee. This needs to be discussed during orientation/tour for each rotation.
- All students must wear their LCSVM-supplied dosimeter when conducting radiographic examination.
- If a dosimeter is issued by the clinic, students must wear the LCSVM dosimeter badge in addition to the one provided by the clinical site.
- Students must record radiation dosimeter badge readings in the Dosimeter Log located in the Clinical year software on their first AND last day of the rotation to "Pass."
- LCSVM suggests following the guidance provided by the American College of Radiology's Radiation Safety.
- All students in the area of a radiation-producing device/x-ray machine must wear a lead apron, gloves, thyroid protector, and eyewear (as available and as the laws corresponding to the geographic area of practice require) or be outside the room when using exposing radiographs.
- Pregnancy: It is recommended that individuals who are pregnant should not participate in radiation-producing procedures.

Device Management

- When not using the dosimeter badge, place it in a secure area with a stable room temperature.
- Extreme temperatures, either high or low, may permanently damage the badge. Do not leave the badge in a car or areas of direct sunlight. Avoid putting the badge in water, such as a washing machine.
- At the completion of the clinical year and prior to graduation, the student must return their LCSVM-supplied dosimeter badge to the SVM. Failure to return the dosimeter badge may result in a financial charge to the student's account and a delay in graduation.

Risk Management

LCSVM maintains liability coverage for clinical activity for each veterinary student in approved clinical courses while the student is under the direct supervision of the assigned clinical site supervisor or designee. The liability coverage only extends to learning experiences scheduled by the Office of Clinical Relations. Should you or your clinical affiliate request proof of coverage, please email the Office of Clinical Programs and Outreach.

Health Insurance

The study and practice of veterinary medicine are inherently dangerous and impose risks of traumatic injury and exposure to potentially fatal zoonotic diseases. Students are responsible for the cost of their own medical care during their veterinary training and are required to have health and accident insurance during the entire professional curriculum. Students will be required to provide proof of insurance to the Office of Professional Programs at the beginning of each academic year. Those who fail to provide proof of insurance will not be allowed to participate in activities that involve contact with live animals or animal tissues and will not meet the academic requirements of the LCSVM. If there are any questions on health insurance coverage or if obtaining a health insurance policy is needed, the students are advised to consult and meet with the Office of Professional Programs.

Rabies Vaccination Policy

All students must be vaccinated against rabies virus before starting the DVM program. If a student is already vaccinated, a blood antibody titer analysis must be performed at minimum every five years to demonstrate protection.

Transportation

Students are required to ensure reliable transportation for commutes to learning opportunities within the city of Cabot and regional farms/facilities used for the pre-clinical curriculum and clinical rotations (if applicable) during the clinical year.

Clubs and Organizations

The LCSVM promotes the development and sustainability of clubs and organizations within the student body at all stages of training. These include, but are not limited to, the Student Chapter of the AVMA. For a club to exist, a faculty advisor must be identified and selected and a minimum of (4) elected officials chosen (President, Vice President, Secretary, and Treasurer). Established clubs and organizations must register with the Office of Professional Programs. All banking for clubs/organizations must be established with Regions Bank across the street from the LCSVM Administration Offices. All record keeping and financial records must be maintained by the club or organization. Defined guidelines for member rules/membership criteria and club activity/behaviors may be established by the individual club/organization, but they must be approved by the Office of Professional Programs prior to club/organization activities.