

Student Handbook



Welcome

Welcome to the College of Veterinary Medicine, and congratulations on your admission to the Class of 2022. You were selected from a large, talented field of applicants; one hundred and twenty students will matriculate in August.

You are among a select few who have earned the privilege of a world-class education, at a college with internationally renowned faculty and facilities, a unique, innovative educational approach, and an unmatched network of academic support.



In welcoming you to the College of Veterinary Medicine and the veterinary profession, the faculty and staff of the College are committing to help you reach your career goals in veterinary medicine. Years of thoughtful reflection on what is known about learning and the demands of the veterinary professional practice, carefully-considered translations of state of the art research in the biomedical and clinical sciences, and the ongoing dedication of caring faculty come together in the curriculum and learning environment at Cornell.

The faculty and staff want you to succeed at Cornell and in your professional life. Financial planning, lifestyle decisions, and career planning go hand in hand, starting even now, before you enter your first year.

Now is the time to create a budget, determine your living arrangements, and make lifestyle choices that will minimize your educational debt. Similarly, career planning will be an ongoing activity as you come to appreciate the breadth and depth of veterinary medicine and take advantage of the opportunities that are available through the College. We hope your time here will be both challenging and rewarding. The Office of Student and Academic

Services has professionals dedicated to helping you in the areas of academic and personal support, financial planning, and career development.

By coming to Cornell, you are making a commitment to yourself, your families, your classmates, to the College and to your future clients and patients. The very few students who start

but do not finish the DVM program represent a loss to the profession and the college community. Thus, by accepting an offer of admission, you accept the responsibilities and privileges of a member of this academic community, as well as the responsibilities of a career in veterinary medicine.

You are embarking on a new career in a physically, emotionally, and intellectually challenging profession that offers great personal satisfaction and public respect. The faculty, staff, and

students who comprise this academic community will become your mentors, friends, and colleagues, supporting you through the next four years and beyond. We hope you will make the most of this rich and diverse environment. Again, welcome to the College.



AUGUST 9-10, 13-14, 2018

Orientation

Orientation will begin on Thursday, August 9 in Lecture Hall 1 . The program will begin with the Dean's Welcome at 8:30 am.

Please plan to pick up your registration material and name tag between 8:15 am and 8:30 am in the lobby of the Veterinary Medical Center and enjoy a cup of coffee with other new students before the formal program begins.

If you have any questions about Orientation, please feel free to contact Dr. Jai Sweet, Director of Student Services and Multicultural Affairs, at (607) 253-3700 or by e-mail at jr27@cornell.edu.



[Familiarize Yourself with this Handbook](#)

Please take time to acquaint yourself with this handbook. It contains a great deal of helpful information to help you settle in at the Veterinary College, at Cornell and in Ithaca. It will serve as your reference for college and university policies, budgets, financial aid information, community information, and local services and activities.

Preparations during the Summer

As your time will be heavily scheduled with important college activities during Orientation, we encourage those of you who are relocating to Ithaca to allow a few days before Orientation to tend to personal matters connected with moving and settling in. *There are a number of deadlines we urge you to meet this summer, and these are listed at:*

<https://www2.vet.cornell.edu/education/doctor-veterinary-medicine/current-students/new-students/do-list>

Finding a Place to Live

See the "Student Life" section in this Handbook for information and advice about locating on- and off-campus housing. The earlier you do this, the better.

Settling into your New Home

More information about Ithaca and the surrounding community is available at (www.visitithaca.com/) . This website has information about where to eat, what to see and do, maps and more.

Links to local businesses and services, including such things as financial institutions, insurance agencies, nightclubs, movie theaters and local governments, may be found at: <http://www.tompkinscounty.ny.gov>

Rabies Vaccinations

Prophylactic (pre-exposure) immunization against rabies is mandatory for all veterinary students because of an increased risk of exposure to rabies in this area. The College requires that students be vaccinated either prior to enrollment or through the Gannett Health Center at Cornell . The cost of the pre-exposure rabies vaccination series (3

shots, 1.0 ml. Intramuscular) is covered by your health insurance IF you are enrolled in the Cornell Student Health Insurance Plan (SHP or SHP-M). If you do not have the Cornell Student Health Plan you may still receive the vaccination series through Cornell Health for a fee. The cost of the series is \$1068 (3 shots at \$326 per shot plus \$30 handling fee per shot). This cost is paid by the student to University Health Services via bursar bill or credit card.

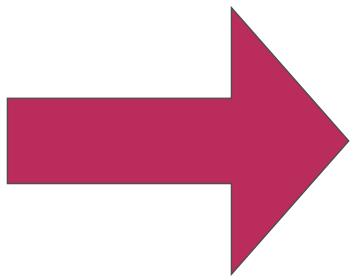
If you plan on waiving the Cornell Student Health Plan, you may wish to look into the coverage and cost of the rabies vaccination series through your health insurance, prior to arriving at Cornell. If you have already received a pre-exposure or post-exposure vaccination series you must present written proof from the institution where the vaccines were administered. This should include the product type, route of administration, dose and dates of the series. You must bring this information with you to Orientation.

Cornell Health schedules rabies vaccination clinics for first-year students at the college, during Orientation. (The subsequent vaccinations in the series are also scheduled at the college.) *If you have had prior rabies vaccinations, you must bring documentation with you to determine your status and current needs.*



Orientation Activities include:

- An overview of the curriculum and tutorial process
- Meetings with your tutor and your tutorial group for Foundation Course I: *The Animal Body*
- Lunch with your Faculty Advisor and Peer Mentor
- Financial aid workshop
- Tours, team-building, and preparations for Day 1 of classes
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- Student Club Fair
- Introductions to the college facilities, resources, key people, policies, and services
- Laboratory and zoonotic disease safety instructions
- Fun activities designed to help you get to know your classmates



Please remember to wear (or bring) close-toed shoes with you on Thursday August 9.
You will need them for the afternoon's activities!

If the pre-exposure series is completed and a student, while carrying out normal responsibilities at the College, is exposed to a rabies-positive animal, the College will provide post-exposure vaccinations. Any student possibly exposed to a rabies-positive animal must be interviewed by the Biosafety Officer to confirm that an exposure has taken place and to ensure appropriate action is taken. The Cornell Hospital for Animals and the Department of Biomedical Sciences (Section of Pathology and Necropsy Services) have written protocols concerning the handling of rabies- suspect animals presented for evaluation. All students must have completed the pre-exposure series and be familiar with these protocols before becoming involved with any clinical case where rabies is a possibility. If you have any questions about your rabies vaccinations, please contact the Office of Student and Academic Services at 607 253 3700 or via email at vet_sas@cornell.edu



Shopping: Things You Will Need

There are a number of supplies you will need for class. Items listed in bold should be obtained before school starts-please add them to your "back to school" shopping list.

Buying them before you arrive in Ithaca will be helpful, as 120 students converging on a couple of stores near Cornell can lead to shortages. Other items will be sold at a special session during Orientation. You do not worry about those for now.

Materials You Will Need for Foundation Course I -- *The Animal Body*

A long-sleeved lab coat is required for dissection labs. A new one isn't necessary, but the lab coat does need to be in good condi-

tion. In the first course, *The Animal Body*, scrubs cannot substitute for a lab coat. No open-toed shoes may be worn in lab. A limited number of free, used lab coats are available on a "first come, first served" basis in the Central Sterilization and Linen (room C1107E in the CUHA).

At least 2 -3 inch Three-ring binders, four-color pens, a variety of colored pens/pencils, paper, high lighters, sharpies etc.

Padlock (key/combination) for your locker at school.

Dissection kit with a #3 scalpel handle, scalpel blades (usually #10), rat's tooth forceps, blunt probes and scissors. Hemostats and forceps are useful.

Nitrile Exam Gloves-- A box of 200 nitrile gloves for use in Foundation Course I in sizes Small, Medium, and Large.

Protective/splash proof eye wear-- is required for dissection labs

Textbooks: (Please see suggestions, on page 7) Ask your peer mentors and other students what they have found helpful to buy. Used and current editions of recommended textbooks for Block I may be found online. The library has multiple copies of books for you to borrow.

Dress Code and Tips for Purchasing Materials

When volunteering in CPS or when on rotations in the Companion Animal Hospital, women wear white lab jackets with a business blouse, tailored shirt or sweater; business slacks, colored or khaki trousers, or knee-length tailored skirt (no denim skirts or jeans); and closed-toe business shoes. Men wear short, white lab

jackets with a business/tailored shirt and tie; business slacks or khakis (no denim); and closed-toe business shoes.

The color for student surgical scrubs is blue. The CUHA sells student scrubs for \$12.05 per piece for XS, S, M, L (top) or \$14.46 for XL, XXL and up. \$6.35 (bottoms) sized XS, S, M, L or \$11.70 for XL, XXL and up in the Materials Warehouse, (C1 104, 8 a.m. – 3 p.m., weekdays).

If working or volunteering in the Equine/Farm Animal Hospitals or riding with the Ambulatory & Production Medicine Service, students wear coveralls and washable, sturdy barn boots (NOT available at the Materials Warehouse).

Course lists of “suggested texts” can be extensive (and expensive). It is worth your while to consult with upper class persons about which texts are worth making a part of your permanent collection and which textbooks you can get away with borrowing from another student or using the library’s copies. Used and current editions of recommended textbooks for *The Animal Body* may be found online.

The library has multiple copies of the most frequently-used books for you to borrow.

Waiting to purchase books will allow you to take note of recommendations in the course guides, and to see which books you really want and need. Be cautious when buying books from students in the “older” classes. They are likely to keep the books that are most useful to them and sell books that are of less use.

In addition to textbooks, all Foundation Courses require the purchase of Course Guides at the beginning of each course. Block 1 Foundation course guides and materials will be available for pickup during orientation. Course material will be made available for inclusion in the Course Guide throughout the course.

Official Textbooks: Foundation Course I — *The Animal Body*

Required

Farnum and Mizer’s *Gross Anatomy Guides for the Animal Body*
Mizer’s *Comparative Laboratories for the Animal Body*
Mizer’s *Guide to Prosections*

Suggested:

Young B., et al., 2006 *Wheater’s Functional Histology, A text and color atlas*. 5th ed. (\$68)

Singh (ed) 2017. *Dyce Sack and Wensing’s Textbook of Veterinary Anatomy*, 5th edition (~\$115)

Dyce, Sack, Wensing. 2010 *Textbook of Veterinary Anatomy*. Great comparative text, widely used (\$130) Look for new addition in 2017!

Evans and deLahunta, 2012 *Miller’s Anatomy of the Dog*. 4th edition (aka “Big Miller’s”) (\$130)

Evans and deLahunta. 2017. *Guide to Dissection of the Dog*. 8th edition (aka “Little Miller’s”) (\$55) (for illustrations only)

A medical or veterinary dictionary (Dorlands’ [\$60], Stedman’s [\$45], Balliere’s [\$40], Dox Melloni’s [\$50], etc.)

Thrall, 2002 *Textbook of Veterinary Diagnostic Radiology* 3rd ed.. Required for Course V (\$99)

Boyd, J. S. & C. Paterson (2001) *Color Atlas of Clinical Anatomy of the Dog and Cat* 2nd ed. (new \$225; used \$50)

Young, O’Dowd and Woodford. 2014. *Wheater’s Functional Histology, A text and Color Atlas*, 6th edition. (\$75)

Other old texts (anatomy/physiology, histology, genetics, biochemistry — from classes you took in college, usually) may be helpful during the fall semester. Many students rely heavily upon Stryker’s *Biochemistry* and Albert’s *Molecular Biology of the Cell*.

Materials You Will Need for Foundation Course VIIa -- *Veterinary Practice: Physical Examination*

For Foundation Course VIIa, you will need to obtain the items listed below before August 17. These items you will use throughout your 4 years. Please be advised that open, partly open or soft-toed shoes (sandals/water/running/tennis) are not to be worn in any lab or in the hospital (OSHA and Cornell regulations).

Lab coat (minimum 1): You must have a NAVY BLUE, SHORT SLEEVED, HIP LENGTH, lab coats. This lab coats are to be worn in CPS, and during any other CUHA experience. This navy blue lab coat is in addition to coats that are required in Block I dissection labs. You may not wear soiled coats or ones smelling of formalin in CUHA or in your CPS shifts.

Scrubs (minimum 2 sets): LIGHT BLUE (CEIL) SCRUBS are required apparel in all small animal and exotics labs. Scrubs can be purchased at medical apparel stores, on line stores, or in the CUHA Materials Warehouse (253-3158, 8am-4pm) after you arrive in Ithaca

Coveralls (minimum 2): You must have NAVY BLUE, SHORT-SLEEVED coveralls, to be worn in all large animal labs and experiences in the large animal clinic.

Heavy-duty Barn boots/shoes: Footwear worn in the large animal clinic must be sturdy, leather, work or hiking- type boots or shoes. Tennis shoes are not acceptable. Aim for comfort, durability, and ability to stand up to many trips through foot baths (since we dip our feet between patients, between barns, etc.).

Stethoscope*: You must have a stethoscope to use in your first lab (week of August 14, 2017). It's ideal to 'test drive' several brands and models before purchasing so visit a medical supply store in person, if

you can. If you are shopping on-line, make certain there is a return policy in case your first choice is not perfect for you. Consider asking your local veterinarian, friends, or upper classmates for a 'loaner' so that you can take your time making a purchase decision.

If you decide to buy now, do not waste money on an inexpensive drug store model! Choose from an established company such as Littman, WelchAllyn, Tycos, etc. where you can purchase an excellent stethoscope for \$75 to \$300+. Once you have decided on a particular stethoscope model, the most important option to consider will be size of the head/chest piece. Neonatal or pediatric heads are great for puppies, small dogs, cats, and exotic species. Full size heads are necessary for work with large animals. It may be wise to start out with a standard (full size) head/chest piece so that you are prepared for the variety of species you will be caring for during your veterinary education.

Wrist watch: You must wear a wrist watch in all live animal labs. Your cell phone is not a substitute! Choose a band that is water resistant since you will be washing you hands many times each day.

Penlight (can be purchased in the CUHA Materials Warehouse, phone 3-3158)

**Models of Littman Stethoscopes will be available for you to try during orientation(See orientation schedule). A veterinary cardiologist from the hospital will also be available to answer any questions you might have about the suitability of specific models for your needs. Peer mentors will also be available to offer input on options. You may choose to place an order for a stethoscope at this time.*



Commuter & Parking Services

New-to-Cornell students receive automatic, no-fee, unlimited-ride OmniRide transit (bus) privileges until August 31, 2019. Students must remain registered to retain this privilege. Students who are not new to Cornell may also purchase OmniRide privileges for unlimited daytime bus travel within Tompkins County.

In order to park a vehicle on campus, you will need to obtain a parking permit. Parking permits are valid for one year, and will be available for purchase from Commuter & Parking Services beginning August 1, 2018. The appropriate application form may be found at:

<https://cornelltransportation.t2hosted.com/cmn/index.aspx>

Course Registration

There is no arena-style registration for veterinary students. Our official "registration" date is August 13.

The Office of the University Registrar determines student registration status. In order to be considered a registered student by the University, a student must:

- settle all financial accounts, including current semester tuition;



- clear all holds, whether these are from the Bursar's Office, Gannett Health Center, the Judicial Administration, or the student's college;
- satisfy New York State health requirements. For more information see: <http://registrar.sas.cornell.edu/student/registration.html>

Enrollment in all Foundation courses will be completed by the College Registrar's Office. Students do not/will not enroll in these courses themselves. Students may *verify their enrollment* in courses on studentcenter.cornell.edu. However, this is *not* an indication that they are officially *registered* as a student at Cornell University. Registered student status with the University/College occurs when all obligations have been fulfilled (such as no holds, bills are paid, a health history form has been submitted, etc).

Where to Buy Textbooks

Campus Store: The Cornell Campus Store is located behind Day Hall, next to Sage Chapel.

Students in the second-, third- and fourth-year classes: for those selling, look on class listserv, or ask to borrow (especially if you have roommates a year or two ahead of you).

Amazon.com, www.amazon.com.

Where to Buy Vet Student Supplies

The Cornell Store, pens, notebooks, coveralls, dissection kits.
<http://www.store.cornell.edu/>.

CUHA Materials Warehouse C1 104 (first floor, Veterinary Medical Center 3-3158) sells many items of use to Veterinary students including: digital thermometers, sterile scalpel blades and handles, hemostats, penlight, indirect lens, calipers, student scrubs, suture removal kits, bandage scissors, nitrile gloves, percussion hammer, and more.

Agway, 213 S Fulton St. off Rt. 13 downtown, or the one on Rt. 13 in Dryden (may have lower prices, but is about 20 minutes away).

Staples and Walmart, Rt. 13, south of Wegmans.

Cornell Laundry & Cleaning Center Inc., 527 W State St., downtown. A rental place. You may be able to buy used lab coats.

Fontana Shoes, 401 Eddy St., Ithaca-- Collegetown.

Tractor Supply Company, 378 Elmira Rd, Ithaca, NY 14850
www.tractorsupply.com

Catalogs, from veterinary supply companies, see “informal reading” area of the veterinary library.

Amazon.com

Helpful Community Contacts

EMERGENCY	911
Cornell Police	607 255-1111
Cornell Parking Information	607 255-PARK (4600)
New York State Electricity & Gas	800 572-1111
Time Warner Cable	607 272-3456
Tompkins Consolidated Area Transit (TCAT)	607 277-RIDE (7433) http://www.tcatbus.com/
Cornell Health	607 255-4082

Checklist of Important Deadlines to Meet Before Classes Start

To ensure a smooth transition to Cornell and to the DVM program, you will need to complete and return a number of forms before you arrive on campus. As your time will be heavily scheduled with important college activities during Orientation on August 10-11 and 14-15, we encourage those of you who are relocating to Ithaca to allow a few days before Orientation to tend to personal matters connected with moving and settling in.

- Find a place to live
- Complete and return important forms to Cornell
- Obtain supplies you will need for the first day of classes

The following items have summer or early fall deadlines. Please ensure that that you complete and submit any necessary forms to the appropriate contact person by the deadline.

6/15/18 Health History Form

Follow up now on any notices from University Health Services about incomplete Health Records or immunizations needed-even if you think their records are incorrect.

“Clinic Holds” block registration which delays financial aid disbursements and causes financial charges and late registration charges to accrue.

6/17/18 Official Transcripts are due to the DVM Admissions Office

7/15/18 Cornell Identification (ID) Card Request Form due

If you meet this deadline will receive you student ID in your orientation packet on August 10th. If you do not pre-apply for a student ID, you will experience a delay in receiving your ID card and will need to go to Day Hall to pick it up.

7/9/18 Meet the Class of 2021 Survey Form

Please e-mail your personal statement and photo to Kelsey Ryan at kin in the Office of Student and Academic Services.

Available 8/1/18 Commuter and Parking Service Form for Vehicle Permits

The Office of Transportation Services sends information and instructions to newly admitted students offering each student the opportunity to apply for a parking permit. If you do not pre-apply through this process, you will need to contact the Office of Transportation at 607-255-4600 to obtain your permit.

8/1/18 Introduction to Animal Use (Online)

This training course is mandatory and must be completed before you will be allowed to begin classes. Please access the course at:

<http://www.iacuc.cornell.edu/training/>

You must also download, complete, and return the Training Registration form, which may be found at:

<http://www.vet.cornell.edu/Admissions/students/current/docs/TrainingRegistrationForm.docx>

If you have questions about this training program, please contact Christine Peterson at cmp15@cornell.edu or David Mooneyhan at dem23@cornell.edu

8/7/18 Bursar Bill

Take care of all your financial obligations to the University by August 7th. Fall tuition must either be paid in full from your own resources, or you must have accepted sufficient financial aid to cover tuition and fees, and promptly submitted all supporting documentation requested, so the estimated amount appears on the Bursar system.

All graduate and professional students will be enrolled automatically in Cornell's Student Health Plan (SHP). The charge for the SHIP premium is \$2,832 per student, and will appear on your July bursar bill (check below website for family rates). Only those students who demonstrate coverage by another insurance policy that meets Cornell's requirements will be allowed to appeal the charge for the SHIP. The appeals application deadline is July 31, 2018. An appeals application will be available June 1, 2018 - July 31, 2018 is also the deadline to choose to pay in monthly installments (with a small service charge). See the enclosures in your July bursar bill or this website for further details:

<http://studenthealthbenefits.cornell.edu>

The DVM Curriculum

The primary educational goal of the College of Veterinary Medicine is to prepare students for a lifetime of productive activity in the veterinary medical profession. The following eight outcomes define the focus of veterinary medical education at Cornell: the entry-level graduate veterinarian.

The DVM graduate will demonstrate:

1. An understanding of the scientific principles underlying veterinary medicine
2. The basic clinical skills and attitudes necessary to care for the common domestic animals and other species entrusted to our stewardship
3. Critical thinking as evidenced by successful problem solving
4. Sound clinical judgment and medical decision making skills
5. An understanding of the interactions animals, people, and the environment
6. A commitment to professionalism, includes a commitment to animal welfare and to following the best practices in relation to ethical, cultural, global, business management, and legal issues
7. Self-education and lifelong learning skills to promote professional growth
8. An understanding of the limits of one's knowledge and skills and the ability to address those limits through effective use of sources of information and expertise

The curriculum has been organized to accomplish these goals, both in the content of the courses and the process and instructional methods chosen.

The D.V.M. program at Cornell University is made up of two types of courses: Foundation and Distribution. All students take Foundation courses at the same time, in a prescribed sequence.

Foundation courses account for approximately 70% of the credits required for graduation, reflecting the College’s commitment to a broad, generalist veterinary education.

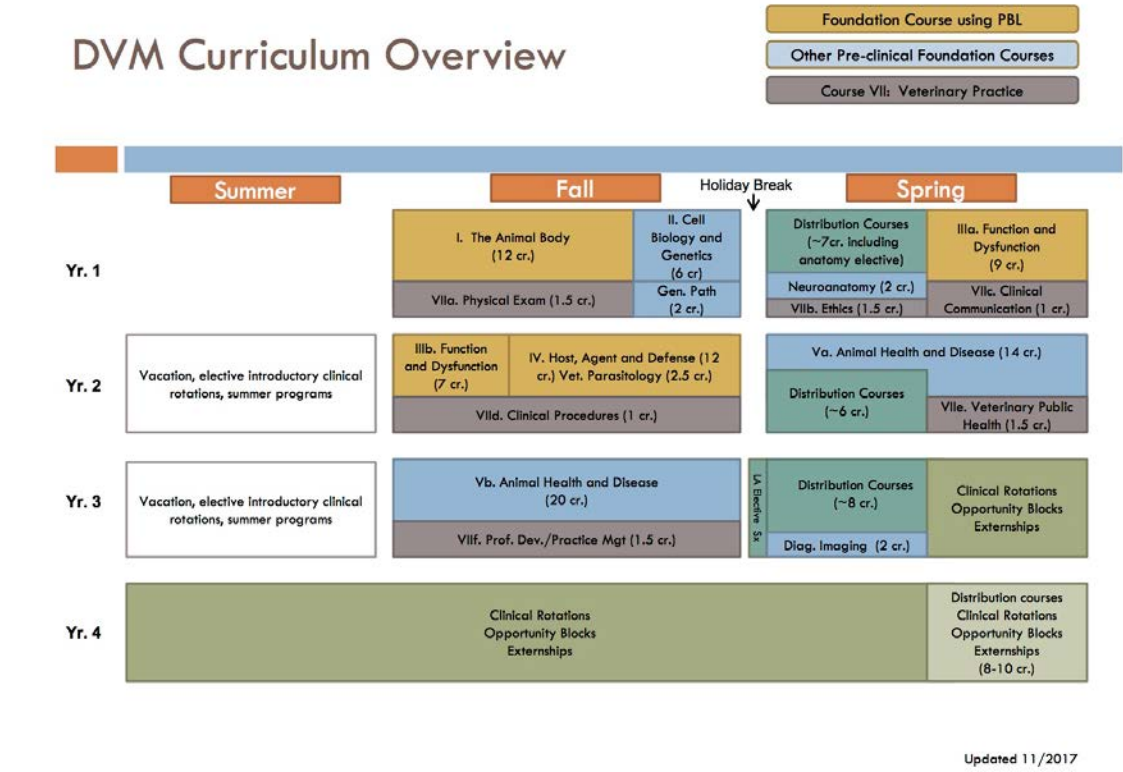
Distribution courses make up the remaining 30% of the credits required for graduation and offer students an opportunity to pursue their individual interests through a system of structured choices.

Several Foundation courses of the veterinary curriculum are taught using a modified problem-based learning format. Tutorial groups and case discussions are used extensively in Foundation Course I (*The Animal Body*), Course III (*Function and Dysfunction*) and Course IV (*Host, Agent and Defense*), often referred to as “Blocks” I, III, and IV, respectively.

Elsewhere in the curriculum, small group discussion and interactive learning opportunities are also used. Much of what is written below about tutorial groups can be applied to making the most of small group discussions beyond these three courses. Distribution courses are taken all four years; they are available to students in the first two years during the 8-week period from January to spring break.

Course V (*Animal Health and Disease*) is presented in a mixture of styles, with lectures or notes forming the general framework and case discussions emphasizing important material. *Clinical Rotations* (Course VI) allow students the opportunity to interact with clients and patients, and actively manage the hospital’s caseload. Course VII (*Veterinary Practice*) runs concurrently with Courses I-V, and focuses on a

number of professional skills that lie at the interface between the art and science of veterinary medicine.



Each student has at least 46-48 weeks clinical rotation with 2 free blocks. Each free block lasts 2-3 weeks and can be used for vacation,extra clinical experience, career exploration or job interviews.

A larger version of this 4-year outline of the DVM curriculum may be found at:

<http://www.vet.cornell.edu/admissions/curriculum/docs/DVMCurriculumOverviewslideCOEsitevisit110810.pdf>

FOUNDATION (REQUIRED) COURSES

All students must successfully complete the following courses. A comprehensive description of the instructional approaches used in the first four Foundation courses follows.

Course I	VTMED 5100	The Animal Body
Course II	VTMED 5200	Cell Biology and Genetics
	VTMED 5210	Fundamentals of General Pathology
	VTMED 5220	Neuroanatomy
Course IIIa	VTMED 5300	Function and Dysfunction: Part I
Course IIIb	VTMED 5310	Function and Dysfunction: Part II
Course IV	VTMED 5400	Host, Agent, and Defense
	VTMED 5410	Veterinary Parasitology
Course Va	VTMED 5500	Animal Health and Disease: Part I
Course Vb	VTMED 5510	Animal Health and Disease: Part II
	VTMED 5520	Diagnostic Imaging
Course VI	VTMED	Clinical Rotations
Course VIIa	VTMED 5701	Veterinary Practice: Physical Examination
Course VIIb	VTMED 5702	Veterinary Practice: Ethics and Animal Care
Course VIIc	VTMED 5703	Veterinary Practice: Communication Skills
Course VIId	VTMED 5704	Veterinary Practice: Public Health and Preventive Medicine
Course VIIe	VTMED 5705	Veterinary Practice: Introduction to Clinical Procedures
Course VIIf	VTMED 5706	Veterinary Practice: Professional Development

All students must also complete VTMED 5612, Fourth Year Clinical Seminar, and satisfactorily complete a total of 26 credits of Core Clinical Rotations and 14 credits of Pathway Clinical Rotations.

CLINICAL ROTATIONS (COURSE VI)

<u>Core Rotations:</u>	<u>credits</u>
VTMED 5600 Ambulatory & Production Medicine	2
VTMED 5601 Community Practice Service:	2
VTMED 5602 Small-Animal Medicine	2
VTMED 5603 Small-Animal Surgery: Soft Tissue	2
VTMED 5604 Large-Animal Medicine	2
VTMED 5605 Large-Animal Surgery	2
VTMED 5606 Anesthesiology	2
VTMED 5607 Dermatology	2
VTMED 5608 Ophthalmology	2
VTMED 5609 Pathology	2
VTMED 5610 Imaging	2
VTMED 5611 Small-Animal Emergency & Critical Care or	2
VTMED 6614 Large Animal Emergency & Critical Care*	2
VTMED 5612 Fourth-Year Clinical Seminar	1
VTMED 5613 Small Animal Surgery: Orthopedics	2

**Students in the Zoo/Wildlife or Production animal pathway may choose either Small Animal or Large Animal Emergency & Critical Care, provided the maximum number of students allowed on Large Animal E/CC is not exceeded.*



Clinical "Pathways"

In addition to completing all core rotations, each student must also complete 1 of 6 Clinical Pathways, for a total of 14 credits (7 Blocks)

SMALL ANIMAL PATHWAY

Primary Care Surgery

Small Animal Medicine or Clinical Neurology

Anesthesia

Clinical Neurology

Small Animal Emergency/Critical Care

Cardiology

Oncology

Pathway Advisors: Dr. Miller & Dr. Irby

EQUINE PATHWAY

Large Animal Medicine

Large Animal Soft Tissue Surgery

Anesthesia or Neurology

Large Animal Emergency/Critical Care

Large Animal Orthopedic Surgery

Theriogenology

Equine Specialty Rotation

Pathway Advisors: Dr. Radcliffe & Dr. Perkins

GENERAL (MIXED) PATHWAY

Neurology

Large Animal Medicine

Small Animal or Large Animal Emergency/Critical Care*

Ambulatory

Large Animal Surgery

Cardiology or Oncology

Primary Care Surgery

*Students in this pathway may choose based on space availability.

Pathway Advisors: Dr. Mary Smith & Dr. Collins

EXOTIC PETS/SMALL ANIMAL PATHWAY

Small Animal Medicine or Neurology

Primary Care Surgery

Anesthesia

Oncology

Lab Animal Medicine or Neurology

Exotics/Zoo (2 blocks)

Pathway Advisors: Dr. Morrissey & Dr. Abou-Madi

ZOO AND WILDLIFE PATHWAY

Small Animal Medicine

Large Animal Medicine

Cardiology

Theriogenology

Exotics/Zoo (3 blocks)

Pathway Advisors: Dr. Morrissey & Dr. Abou-Madi

PRODUCTION ANIMAL PATHWAY

Ambulatory (2 blocks)

Large Animal Medicine

Large Animal Soft Tissue Surgery

Special Topics in Ambulatory and Production Medicine

Theriogenology

Community Practice Service

Pathway Advisors: Dr. McArt & Dr. Nguyen

Please Note: If a rotation is listed in the "core" and again in a "pathway," the second offering is intended to build upon core knowledge. Substitutions can be made for rotations that are repeated in the pathway. Permission for opting out of rotations is at the discretion of the pathway advisors and meeting other requirements for the changes. Requests for changes and/or additions to Clinical Rotation Schedule must be requested in writing via email to the registrar at least ONE MONTH PRIOR to start date of the requested change or addition. Changes are made based upon availability.



DISTRIBUTION (ELECTIVE) COURSES

Distribution courses are designed to increase the student's understanding of the basic sciences and build upon his/her expanding clinical knowledge base. They represent the "structured choice" portion of the curriculum, allowing students to explore areas of interest or pursue specific topics in greater depth. The range of educational formats used is highly variable — lecture, discussion, independent project, laboratory, small-group tutorials. Faculty are encouraged to be creative and to experiment in the development of innovative formats. The number of students in each distribution course varies from fewer than six to more than eighty.

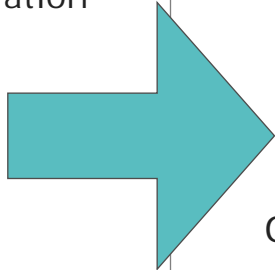
Distribution courses are grouped in sets according to their association with a Foundation course. Students are required to take a sufficient number of courses to satisfy the minimum number of credit requirements for each set.

Scheduling

Distribution courses are scheduled during designated periods for each the four years of the curriculum. These courses are scheduled during two eight-week intervals (Periods A-B and Periods C-D). Period A-B starts in late January and ends in the middle of March. Period C-D starts in late March and ends in the middle of May. First second and third-year students enroll in the first Distribution period (Period A-B), and may not take Distribution courses offered in C-D period. Only fourth-year students may enroll in C-D distribution courses. In general, students are not permitted to enroll in Distribution courses while they are enrolled in Foundation courses. There are a very small number of exceptions to this (e.g. Poisonous Plants; Senior Seminar).

Credits

Students are required to complete 31 credits from non-hospital based Distribution courses for the veterinary degree. This represents approximately 7 credits in year one, 6 in year two, and an average of 8 credits in year three and 10 in year four. Students must earn additional credits beyond the minimum for each set in order to meet the required number for graduation. Although enrollment in some courses is restricted to students in years three and four, many other courses are available to students in the last three years or in all four years of the curriculum. This allows students from different classes to take these courses simultaneously and to benefit from peer interaction.



All students in the DVM Program must be enrolled as full-time students. Students must carry a minimum of 12 credits per semester to maintain their full-time status.

Informational Meeting

To assist first-year students in choosing Distribution courses, an informational meeting is held in the fall that allows for questions and answers, and provides an opportunity for students to learn more about the range of courses from which to choose. Most students find talking with upperclassmen particularly helpful in making decisions about which courses to take; it is also useful to seek the advice of faculty. While it may seem daunting to complete 31 Distribution credits in four years, the vast majority of students have no trouble meeting the requirements for Distribution credits by the time they graduate.

Because first-year students are enrolled in VTMED 5220: *Neuroanatomy*, a demanding 2-credit Foundation course, it is strongly recom-

mended that they do not enroll in more than 7 Distribution credits. Generally, first-year students will also take a 3-credit Distribution course associated with *The Animal Body* (Set IR), which will further their understanding of anatomy in a species other than the dog. Students should choose their remaining Distribution courses carefully, to ensure that the workload is manageable.

Fall Semester Distribution Courses

First-year students should not enroll in any Distribution courses during the Fall term. Very few Distribution courses are offered in the Fall term. Second, third and fourth year students may enroll in them if their schedules permit.

Students wishing to enroll must do so using the Student Service Center at <http://studentcenter.cornell.edu> by the stated add/drop deadline. Students with questions about adding or dropping a course should refer to the Add/Drop policy in the College and University Policies section (Chapter 4) of this Handbook or contact the College Registrar.

Spring Semester Distribution Courses

The college participates in online pre-enrollment for Spring semester courses. Once the list of available courses is posted (usually in mid-September), each student must login to Cornell's student center <http://studentcenter.cornell.edu>, and enter his or her course choices according to the instructions provided. The pre-enrollment dates change every year, but for the most part, start at the end of October and run through the first part of November.

Each student is required to verify that his/her choice of courses and grade options (if a choice of grade option is offered) are correctly listed and clearly identify any errors (incorrect course or grade option, missing course, etc.) on the self-service website at: <http://studentcenter.cornell.edu>.

Descriptions of all Foundation and Distribution courses may be found on the [Courses of Study](#) website



IT IS IMPERATIVE THAT STUDENTS REVIEW AND VERIFY THEIR ENROLLMENT INFORMATION FOR ACCURACY AND COMPLETENESS. ANY CORRECTIONS AND ERRORS MUST BE PROMPTLY REPORTED. NO CREDIT OR GRADE WILL BE GIVEN FOR COURSES A STUDENT ATTENDS WITHOUT BEING PROPERLY ENROLLED AND, CONVERSELY, A FAILING GRADE WILL BE ASSIGNED TO COURSES IN WHICH A STUDENT ENROLLS BY SUBSEQUENTLY NEITHER ATTENDS OR OFFICIALLY DROPS.

Distribution Course Sets (Revised Spring, 2016)

Numbers following set names indicate the minimum credits required from each set to meet graduation requirements.

Set 1R-- Courses Associated with the Animal Body (Structured choice)
3 credits

Set 1A-- Courses Associated with the Animal Body (Aligned)
0 credits

Set 2-- Courses Associated with Cell Biology and Genetics
0 credits

Set 3-- Courses Associated with Function & Dysfunction
0 credits

Set 4-- Courses Associated with Host, Agent, & Defense
0 credits

Set 5A-- Courses Associated with Animal Health & Disease (Aligned)
5.5 credits

Set 6R*-- Courses Associated with Applied Clinical Education (Structured Choice)
6 credits

Set 6A-- Courses Associated with Applied Clinical Education (Aligned)
0 credits

Set 7-- Courses Associated with Veterinary Practice
1 credit

Distribution Clinical Rotations

(Set VI; Minimum 6 Credits Required)

VTMED 6600	Theriogenology Service	2 Credits
VTMED 6601	Cardiology Service	2 Credits
VTMED 6602	Laboratory Animal Medicine	2 Credits
VTMED 6603	Clinical Wildlife and Exotic Animal Medicine	2 Credits
VTMED 6605	Special Opportunities in Clinical Veterinary Medicine	Variable
VTMED 6608	Clinical Oncology	2 Credits
VTMED 6613	Equine Specialty	2 Credits
VTMED 6614	Large Animal Emergency and Critical Care	2 Credits
VTMED 6615	Special Topics in Ambulatory & Production Medicine	2 Credits
VTMED 6616	Dentistry	2 Credits
VTMED 6618	Clinical Neurology	2 Credits
VTMED 6619	Clinical Pathology Rotation	2 Credits
VTMED 6623	Clinical Rotation in Shelter Medicine	2 Credits
VTMED 6624	Primary Care Surgery	2 Credits
VTMED 6627	Farrier Skills for Veterinarians	2 Credits
VTMED 6628	Clinical Sports Medicine and Rehabilitation	2 Credits

A Year-By-Year Summary of the DVM Curriculum

Year 1

<u>Fall Term</u>	Credits
VTMED 5100 The Animal Body	12
VTMED 5701 Veterinary Practice: Physical Examination	1.5
VTMED 5200 Cell Biology and Genetics	6
VTMED 5210 Fundamentals of General Pathology	2
Total Credits	21.5
<u>Spring Term</u>	Credits
VTMED 5702 Veterinary Practice: Ethics & Animal Care	1.5
VTMED 5220 Neuroanatomy	2
Distribution Courses (credits approximate)	7
VTMED 5300 Function and Dysfunction: Part I	9
VTMED 5703 Veterinary Practice: Communication Skills	1
Total Credits	20.5

Year 2

<u>Fall Term</u>	Credits
VTMED 5310 Function and Dysfunction: Part II	7
VTMED 5400 Host, Agent, and Defense	12
VTMED 5410 Parasitology	2.5
VTMED 5704 Veterinary Practice: Introduction to Clinical Procedures	1
Total Credits	22.5

<u>Spring Term</u>	Credits
Distribution Courses (credits approximate)	6
VTMED 5500 Animal Health and Disease: Part I	14
VTMED 5705 Veterinary Practice: Introduction to Public Health	1.5
Total Credits	21.5

Year 3

<u>Fall Term</u>	Credits
VTMED 5510 Animal Health and Disease: Part II	20
VTMED 5706 Veterinary Practice: Professional Development	1.5
Total Credits	21.5
<u>Spring Term</u>	Credits
VETMED 5520 Diagnostic Imaging	2.0
Distribution Courses (credits approximate)	8
Clinical Rotations (credits approximate)	2-10
Total Credits	12-20

Year 4

<u>Summer Term</u>	Credits
Clinical Rotations (credits approximate)	8
Total Credits	8
<u>Fall Term</u>	Credits
Clinical Rotations (credits approximate)	20
Total Credits	20
<u>Spring Term</u>	Credits
Clinical Rotations (credits approximate)	10
Distribution Courses (credits approximate)	10
Total Credits	20

Curriculum Milestones

The DVM program includes three Curriculum Milestones that each student must successfully complete before advancing to the next phase of the program. These exams assess students' knowledge, technical ability, and other clinical skills that develop across a number of required courses, and many aspects of the professional curriculum. The Milestones are clinical skills assessments held at key points during the pre-clinical portion of the curriculum. They help to document developmental steps, and ensure that students are competent in a number of fundamental skills before taking on more complex challenges as they progress through the program.

As degree requirements, the Milestones are not affiliated with a particular course. Rather, when successfully completed, the results are recorded on the student's transcript. The Milestones are administered using the format of the Objective Structured Clinical Examination (OSCE). To help students track their progress, audits of their degree requirements include the Milestones.

The guidelines for the three Milestones examinations are:

First Year OSCE (Physical Examination)

1. Appropriate remediation and retesting will be conducted as needed for any student who does not pass.
2. If, after remediation, a student does not pass this exam, the Class Teachers will be convened, and a decision will be made by that group on how to handle the student's technical or knowledge-based limitation(s), based upon the College's Academic Standards and the Technical Skills guidelines.

Second Year OSCE (Surgical Skills)

1. Students are required to pass the Surgical Skills OSCE before participating in surgical exercises laboratories.
2. Appropriate remediation and retesting will be conducted as needed for any student who does not pass this exam.
3. If, after remediation, a student does not pass the Surgical Skills OSCE, the Class Teachers will be convened, and a decision will be made by that group on how to handle the student's technical or knowledge-based limitation(s), based upon the College's Academic Standards and the Technical Skills guidelines.



Third Year OSCE (Clinical Skills)

1. A student who does not pass the Third Year OSCE will be permitted to work on their area(s) of weakness during the clinical year of training.
2. Clinical rotations will be identified in which the deficient skill(s) can be reassessed.
3. If those identified rotation(s) is/are successfully completed, the Milestone will be considered completed.
4. If a student does not pass the Third Year OSCE and then demonstrates deficiencies in one or more of the identified clinical rotations, or, in the rare case in which a student's performance on the Third Year OSCE is deemed extremely deficient (for instance, failing grades on all portions of the OSCE), the Class Teachers will be convened to make recommendations, based upon the College's Academic Standards and the Technical Skills guidelines.

Graduation Requirements

To receive the Doctor of Veterinary Medicine (D.V.M.) degree, candidates must successfully complete curricular requirements, pay all fees, and be recommended for graduation by the faculty of the college.

Graduation requirements for the Class of 2022 can be found at <http://students.vet.cornell.edu/?pg=gr> (go to the Class of 2022 using the link on the sidebar)

At the conclusion of each Foundation course, the college faculty reviews records and conduct of students. Students whose grades are not satisfactory may be denied permission to register in the subsequent term, or to graduate, or may be assigned varying degrees of academic warning or probation.

Annual Updates

Progress toward degree requirements may be accessed anytime at <http://studentessentials.cornell.edu>

The [Distribution Course Worksheet](#) helps students keep track of this information, and includes a list of Distribution course numbers, organized by set.

Student Membership on College Committees

Curriculum Committee (SCAVMA)

Two members of each class are elected to serve on the College Curriculum Committee. Student members do not vote but offer input on issues that come before the Committee on a regular, ongoing basis.

Admissions Committee

Two students (one from the second year class, one from the third year class) are elected to serve on the Admissions Committee. Student members have the same responsibilities as faculty Readers on the Committee-- they review folders and participate in the decisions meetings every fall.

Student Administrative (aka Honor) Board

Two members of each class are elected to represent the class on the Student Administrative Board, also called the Honor Board. See Chapter 4, Section 1 of this Handbook for more detailed information.

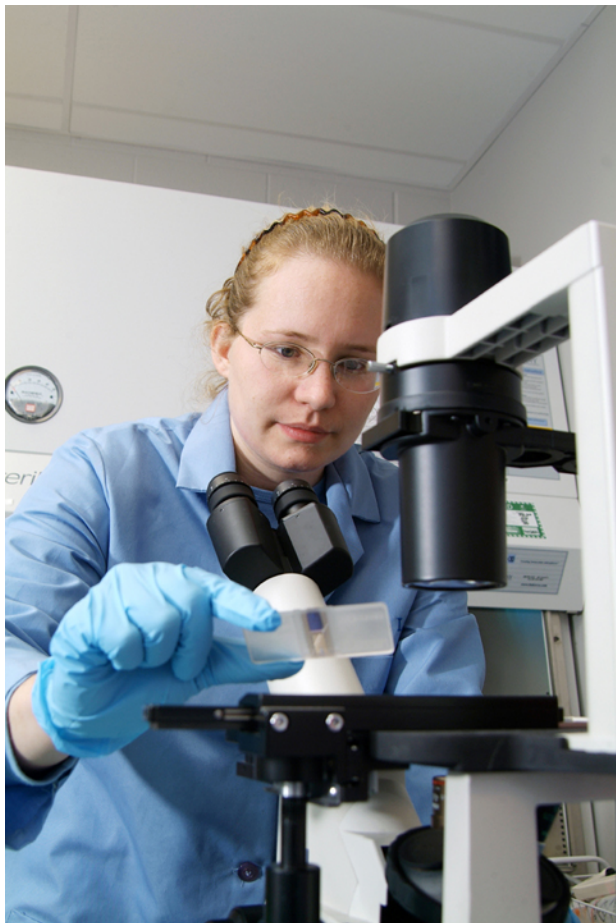


Special Educational Opportunities

Combining Professional (DVM) and Graduate (PhD) Degrees

A combined DVM/Ph.D. program is offered by the College of Veterinary Medicine and the Graduate School. The program targets highly qualified students who aspire to an academic career. Students pursuing the combined degree register in the Graduate School during summer vacation periods to obtain residence credits toward the Ph.D. degree. With proper planning, it is possible to obtain both a DVM and Ph.D. in six calendar years, although students typically take a bit

longer to complete their training. Combined degree candidates a concentration within the field of their choice. The student's major professor must be a member of that field and also a faculty member of the College of Veterinary Medicine. First-year veterinary students with superior academic records and demonstrated research interests are encouraged to apply. Qualified applicants will be admitted only if the required funding and research resources are available. Even if a student is not in the formal D.V.M./Ph.D. program s/he can still combine degrees with traditional funding through the major professor's research funds. Additional information about the DVM/Ph.D. application process can be obtained from Arla Hourigan, Graduate Programs, 607-253-4448.



Leadership Program

Each summer, the College sponsors the Leadership Training Program for Veterinary Students. This program targets gifted students from veterinary schools in the U.S. and other countries who have the potential to become leaders in the veterinary medical profession. Participants become acquainted with career opportunities for veterinarians in academia, government, and industry. They engage in a research project for ten weeks, enroll in mini-courses, and travel to industrial and governmental agencies to learn more about funding for future research and development.

They also begin building a lifelong network of collegial relationships with other future leaders. Contact Dr. John Parker, (jsp7@cornell.edu) or Shelagh Johnston (smj65@cornell.edu)

Cornell Veterinary Investigator Program

This program provides a ten week summer experience that allows students to develop research skills. It is the first step in a research program that will be sustained throughout the four years as a vet student. The majority of the time is spent working in a faculty member's lab. Requires full time commitment, contact Arla Hourigan, aj96@cornell.edu

Pre-DVM Advanced Pharmacology Training Program

Selected on basis of academic qualifications and interest in pharmacology , students in the Pre-DVM Advanced Pharmacology Training Program will train for 2 to 3 successive summers in pharmacology (basic, clinical, pharmacokinetics, or toxicology. Contact the chair of the Department of Molecular Medicine, Dr. Maurine Linder (mel237@cornell.edu) if interested.

Master of Public Health Program

Cornell University offers a campus-wide Master of Public Health (MPH) program that will create public health leaders who are inspired, developed, and trained to ensure the health of people, animals, and the world in which we live.

Cornell's MPH program is founded on the "One Health" paradigm which focuses on the multiple types of relationships connecting humans, animals, and the environment. This paradigm recognizes that we must take a trans-disciplinary approach to public health issues, encourages us to draw from the best practices of complementary disciplines, and allows us to look beyond traditional human health models.

Within the next year, we hope the Cornell MPH will be able to be offered as a dual Cornell DVM/MPH program that can be earned concurrently with the DVM degree.

Please contact Gen Meredith, Associate Director for International Programs and the MPH program for more details: gmeredith@cornell.edu, 607.253.3480.

In addition, a partnership between the College of Veterinary Medicine and the University Of Minnesota School Of Public Health allows students the opportunity to earn a Master of Public Health (MPH) degree while completing their DVM training. Students may apply in advance of and at any time during their four years as a DVM student, up until January of their graduation year. Coursework for the MPH is completed through a combination of online and traditional classes. Online courses are offered during the summers.

Traditional coursework is completed during two sessions (held in May) at the University of Minnesota. Up to 14 credits from the DVM curriculum (pre-approved by the School of Public Health) can be transferred to the MPH degree. Students also complete a Field Experience and Master's Project as part of their MPH requirements.

AquaVet

A program in aquatic veterinary medicine, Aquavet is presented by the School of Veterinary Medicine at the University of Pennsylvania and the College of Veterinary Medicine at Cornell. The basic four-week intensive summer course is an introduction to aquatic veterinary medicine. Aquavet II is an extension of the basic course with a narrower focus, allowing for a more detailed look at specific areas of aquatic animal medicine. Open to a limited number of students from all schools of veterinary medicine in the country, the program is conducted in Woods Hole, Massachusetts. More information may be obtained from Aquavet Associate Director, Dr. Rod Getchell, Department of Microbiology and Immunology(rgg4@cornell.edu)

Expanding Horizons Program

This is a college program that provides students with funding for research or hands-on veterinary experience in a developing country. Grants are made on a competitive basis and a call for proposals along with more information will be available at the end of the fall semester. The awards are made in March. Contact Dr. Jai Sweet, Director of Student Services and Multicultural Affairs(jr27@cornell.edu), for further information about this program





Working in Tutorial Groups

Tutorial groups form the core of the first year and a half of the professional curriculum. Each group is composed of six to eight students that typically meet in three, two-hour sessions per week. You will be assigned to a new group for each course. Students are presented with a case designed to draw out topics for study. The group identifies and prioritizes learning issues as they work through the case. Between group sessions, all members are responsible for researching the learning issues and then returning to group ready to share and discuss the topic. Tutorial group sessions provide the opportunity to share, apply, synthesize and integrate your work, and to refine your comprehension of the material as you work together as a group. Lectures, wet labs, computer cases and large group discussions supplement tutorial discussions and autonomous learning.

Why problem based learning (PBL)? Here are some comments from students:

"Students teaching students is a more interesting and better way to learn."

Many students have stated that they feel best about the tutorial experience when the group works together to build a knowledge base: "I like the opportunity we have to discuss the material and work things out even when we don't think we can." Other students appreciated the opportunity for "more intellectual discussions and interactions."

One student described how this works on a personal level: "It helped my learning greatly to hear from other students who understood certain material better than I did -- I was less hesitant to ask them to explain. I personally am very hesitant to ask questions during lecture, so the small group was a good place for me to get better answers from the tutor and other students. It also helps me learn better when I do understand something to explain it out loud. This exposes gaps in logic, etc., that I might not otherwise work out."

"Concepts discussed in the small groups are easier to remember."

Through group discussion, most students feel not only do they understand the material more thoroughly, but the knowledge is more permanent. Memory is based on associations, like a spider web. The more levels that link concepts, the more easily that information is accessed. In PBL, cases provide an example of clinical application to emphasize the importance of the learning issues. Cases also provide a structural framework in which to integrate learning issues and help forge a complete understanding of the big picture.

One student commented that the entire active learning process of finding the sources, sorting out the relevant facts and then digesting the information has meant that "I've understood concepts more thoroughly and have been able to integrate facts better." Another student has de-

scribed how active learning allows "the knowledge you acquire [to creep up] on you until it is really a part of your thinking."

"Small group discussion about cases develops my clinical reasoning skills."

Several students have mentioned that the small groups help them to think "clinically." They approach the animal broadly at first and then focus in on the problem presented. "You learn to think about what you want to know [about the patient] and why." Learning how to develop and rule out a list of differential diagnoses is a critical aspect of clinical skills. In addition, cases are presented complete with radiographs and results of diagnostic tests, when appropriate. Students enjoy the repeated exposure to this type of data, increasing their comfort level and analytical abilities.

"Working in small groups helps me improve my interpersonal skills and learn about my classmates."

A positive experience in a tutorial group appears to be linked to mutual respect and sensitivity. Students note that different personalities and learning styles are inevitable in a small group, but tolerance and understanding are needed to work well together. Most students agree that diversity within tutorial groups facilitates discussion of the case. For example, having varied backgrounds in veterinary medicine leads to "bouncing ideas off one another and figuring a lot out before looking at any reference books." One student commented that the "exposure to different ways of looking at some problems" was particularly valuable coming from peers rather than faculty.

Working through problems in group and developing mutual respect lead to critical lifelong skills. As a professional, you will need to work with the diverse personalities of your colleagues and clients. Many students have commented that they enjoy the increased interaction and "bonding with faculty and classmates."

"Working in small groups helps me evaluate my own progress."

The small group discussions provide an opportunity to compare your level of understanding to that of the other students. Most students judge their level of knowledge on their ability to participate in the group discussion, either by asking pertinent questions or contributing information. As one student said, "I was able to tell the level other students had reached in the material I was working on. I was able to get immediate feedback on my understanding of the material."

"It allows me flexibility with my time and my learning"

Many students enjoy not being "chained to a lecture hall." Time management and self-motivation are essential skills for success in this curriculum. The freedom to manage one's own time allows students to maintain a job, personalize study habits, and volunteer in CPS, the wildlife clinic, ENICU, etc. The ability to ensure a balanced life allows for a much happier, healthier, more positive student.

In sum:

"The curriculum has enabled me to polish my communication skills and to become more involved in the entire learning process. In doing this, it has also helped to foster greater scientific curiosity as well as helped to perfect problem solving skills."



The Role of the Tutor

The faculty tutor is included in the group session to ensure your success. The tutor's job is to help you and your group achieve each of the goals of the curriculum, and realize the potential of the tutorial process. He or she must walk the finest line between guiding the group and leading it. The tutor's job is to listen to the group's discussion, to guide by asking probing questions, and to challenge the group's depth of knowledge. The tutor helps to refocus the discussion from inevitable tangents and to clarify the issues when the discussion gets messy. The tutor ensures all learning issues are identified, and helps summarize and integrate the learning issues back into the case discussion. The tutor accomplishes all of this by turning the questions back onto the group. In keeping with their role as facilitators rather than lecturers, the tutor is not there to give mini-lectures or give "the answers" to the group, but to help the group work effectively together. They often only ask questions to lead the group to explore a different aspect or to help refocus the discussion. A key to effective tutoring is identifying problems and knowing what, when, and how much to interject.

In summary, one student described the tutor's role in relation to the group process:

"A successful tutorial group works through a case in a systematic manner, develops attainable, well thought out goals for the case and the Block in general, follows through on learning issues and explores them in detail. An effective tutor ensures the above happens by asking pertinent questions, keeping the group on track, clarifying objectives, and picking up loose ends for additional learning issues."

Tutors are also often used as moderators for processing group problems or personal advisement. They can be used outside of group sessions as resource faculty on any issue. Most are reluctant to answer direct questions in group, feeling these questions are learning issues for the group to research.

While the tutor is there to help, you are responsible for your own education. Be willing to work through difficulties and to actively change what does not work to optimize your educational experience.

Learning Issues

The cases are written to reveal specific topics for study. What defines a learning issue? Anything you don't know. Learning issues are developed and tailored to fit the course, the case and the previous knowledge base of the group members. Often detailed or tangential learning issues are proposed. These can aid greatly in understanding the big picture. However, these issues are usually just researched in the context of the case to understand the complexities and interrelations of systems. When listing and prioritizing learning issues, first of all, remember which course you are in! This will save you from studying physiology in Block 1 and medicine in the physiology Block 3.

Tutorial groups may divide the learning issues among the members or have everyone research the issues independently. Most groups have discovered that case discussion is most beneficial if everyone has a similar knowledge base. Going over the material during tutorial sessions serves to clarify details or to enlighten the big picture. Therefore, most groups usually only divide up the minor, tangential issues.

The hardest aspect of PBL is to learn to trust yourself in the development of the learning issues, and most especially deciding for yourself the appropriate depth and breadth to pursue. Important concepts and processes are emphasized throughout your vet school career. You will see it again. Realize your limitations with the amount of time you have available. You will need to work long, hard hours, but time seems to get shorter and shorter as the Blocks progress. Don't be over-ambitious.

Developing Learning Issues

You will need to learn quickly how to manage your own learning in order to make good use of your tutorials and independent study time. Each case is carefully written to prompt study of particular topics. As you discuss a case you will make note of many things that you don't yet know by keeping a running list of potential learning issues on the flip chart provided in your tutorial room. At the end of each tutorial session you will review, refine and prioritize that draft list into the actual learning issues that you will study for the next tutorial session. Studies of students' learning in problem based learning have shown that student-generated learning issues serve as the main starting point for students' individual study and help structure and direct the discussion in the next tutorial. Given the central role of learning issues in the tutorial process, it is wise to consider what makes good learning issues.

In addition to prioritizing and refining your learning issues at the end of each tutorial, it can be helpful to agree on an agenda to start the next tutorial. Which learning issue will you start discussion with? How will you present or discuss it? Who will start the discussion?

Major learning issues are researched and studied by all group members. Case discussions are richer if everyone is prepared to discuss the topic and, ultimately each individual will be accountable for their understanding of the major learning issues. However, there are often tangential or minor learning issues that emerge in a case discussion that would help the group better understand the case or simply satisfy curiosity. Those minor or tangential learning issues are often divided up among the members.

In addition to prioritizing and refining your learning issues at the end of each tutorial, it can be helpful to agree on an agenda to start the next tutorial. Which learning issue will you start discussion with? How will you present or discuss it? Who will start the discussion?

Good Learning Issues Are:

1. Relevant to the case. Learning issues should clearly arise from prioritized hypotheses and must be both relevant and fundamental to addressing the concepts that arise in the case.
2. Related to the course objectives. While the case might prompt many issues that you are unfamiliar with, your learning issues should be framed primarily by the objectives of the course in which you are enrolled. The course objectives and concept maps printed in your course guides are a useful tool for prioritizing learning issues. Your learning issues for each case should be consistent with the overall course objectives and concepts.
3. Specific and well-defined, rather than broad. (Review topics can be broader since you are already familiar with those areas.)
4. Realistically manageable in your time limits. You will want to pare down your list of learning issues, prioritize them, and define them in ways that make them doable before the next tutorial.
5. Clearly stated, so that you, your group mates, and your tutor understand them.
6. "Owned" by the students. Learning issues should be generated by you (not your tutor) and be meaningful to you, as they form the foundation of your independent study. They should be at an appropriate level, given the previous knowledge of the members of the group.
7. Stated using appropriate, precise terminology.
8. Framed so that they help you structure your independent study, and "report back" during your next tutorial. This may mean stating your learning issue in the form of a question or task to be accomplished, rather than as a phrase or topic.

Major learning issues are researched and studied by all group members. Case discussions are richer if everyone is prepared to discuss the topic and ultimately, each individual will be accountable for their understanding of the major learning issues. However, there are often tangential or minor learning issues that emerge in a case discussion that would help the group better understand the case or simply satisfy curiosity. Those minor or tangential learning issues are often divided up among the members.

Students often find that the hardest part of PBL is learning to trust themselves in the development of the learning issues, and in particular, deciding for themselves the appropriate depth and breadth to pursue. While this can be a difficult task for students who are accustomed to having teachers define exactly what they need to study, the skill and practice of managing and directing your own learning is invaluable. When you get to the CUHA, faculty will expect you to read up on the cases. Like your tutors in the early part of the curriculum, they will not hand you articles or textbooks and tell you what to read for the following morning. They will expect you to locate and review relevant readings yourself. After graduation, you will also need to continue to learn about new cases you encounter and new developments in medicine and science. You will be making the choices about how to address those learning needs and determining the appropriate breadth and depth to pursue. In that regard, the problem based learning process treats you like a professional from the first day of your veterinary education and simulates the learning situations you will encounter throughout your career.

Preparation for Tutorial Group

Using Available Resources

There are many resources available to you, including a world-class library with its Core Resource Center and reserve materials; the Modu-

lar Resource Center; dry lab modules; web resources, your own classmates and faculty. One of the greatest benefits of diversity within your class is the wealth of knowledge gained from collective past experience in one field or another. You also have access to faculty experts in many



fields who want to help. The resources available are endless, but it will be up to you to seek them out and make the most of them.

Each course guide contains an annotated bibliography of texts that may be helpful for that course and a list of associated resource faculty who have expertise that relates to the cases in that course.

Multiple copies of suggested texts are held on reserve or in a special “Core Resources” section in the library. Nevertheless, students do buy their own reference texts to build a professional library for use throughout the DVM program and in their future practice. Which texts you buy and when you choose to buy them are your own decisions. You may want to try several texts before making a purchase. Upper-class students also can offer advice on which texts they’ve found most useful. Borrowing or buying used books from other students can be another cost-efficient way of accessing books, although be wary of used books for sure. The best references may be the ones that upper-class students keep, not the ones they choose to sell.

As there isn’t an assigned reading list for each week, you will need to choose your own sources that best answer the questions that arise dur-

ing your tutorial discussion and best address your learning issues. In addition to textbooks, you will use a number of other learning resources. You will learn to use Medline—a bibliographic database of citations in the medically related disciplines—to access current research and literature reviews. Each tutorial group is provided with an allowance for printing, so you can print particularly useful articles for your peers in your tutorial group. To assist students in locating key articles, the College has also developed its own on-line database of references to research papers and chapters that students and faculty have found to be especially good resources for Foundation courses. Rather than search through hundreds of items found on broad search categories in MedLine, you may search and choose among a more select group of papers referenced

in the Veterinary College Literature Database. Interactive computer programs available in the Wiswall (Dry) Lab, developed by the College, offer simulations, animations, prediction tables, audio and video elements. In the Modular Resource Center, students can work at learning stations (“modules”) with hands-on, visual exhibits. For each module, students’ exploration of three-dimensional models, radiographs, slides, plastinated or wet specimens and other materials is guided by brief written scripts.

Study Wisely

Reading an overview chapter relevant to your learning issues gives a big picture and introduces complexities that may not have been immediately obvious. With that overview, you can move on to more detailed or specialized sources that go into greater depth, address more specific questions or offer other perspectives on the topic. Taking good notes (be sure to write down the reference from which you are taking your notes) or bringing these sources to tutorial sessions helps to verify facts or share helpful pictures/diagrams. If you find a particularly good reference, you may use your group’s NetPrint account at the library to make copies for others in your group. In addition, while studying it’s a good idea to write down your questions in the margin or on a separate page.

This reminds you of your thought process and helps start or focus a discussion in the tutorial.



As you are studying, it can be easy to lose the forest for the trees. Effective learning requires that knowledge be organized into an understandable conceptual structure that captures relationships among ideas and intertwined concepts. Each foundation course has a conceptual frame-

work of its own presented in the course objectives and course concept map in your course guide and used to structure the entire course. It is critical that you to spend some time thinking about the cases in the context of the overall course objectives. You will need to correlate the course concept map and the course objectives with each case. Constructing your own objectives for each case and representing and visually organizing the major concepts of each case will be helpful. Concept maps, diagrams, flow charts or outlines are some of the ways that students organize what they are learning from multiple sources.

Be Prepared

The success of a tutorial depends on the preparedness of the group. Without a common knowledge base upon which to discuss the issues, frustration quickly arises. Tutorials are an opportunity to refine and integrate what you have previously studied and to clarify future learning issues. In one student’s words, “Like everything else - you get out of it what you put into it.” If you focus your study on the learning issues that your group prioritized, make good use of your learning resources, spend some time synthesizing what you have learned from various sources and apply your learning back to questions arising from the case, you’ll be well prepared.



Keep Up!

The nature of group discussion requires a solid chunk of work done consistently throughout the week. The vast amount of material to learn and the quick progression of cases does not allow

time to catch up from previous weeks or to study by cramming. Time management skills are critical in balancing other aspects of your life with your academics.

Communicate

If your group is having problems (i.e. interpersonal conflicts) be honest about them, talk about them and work them out—don't allow them to ruin group dynamics for the entire course.

Use Your Group

The other members of your group are a valuable resource. They each bring a unique set of experiences and knowledge that can contribute to the success of your discussions. Make use of the individual strengths in the group. You may also want to study with other members of your group outside of tutorial time or arrange a special meeting as a group outside of formal tutorial sessions for extra review or for discussion of a topic not covered due to time constraints. Most tutors are willing to attend extra meetings if the group desires.

Unity

Work together as a class. All of the students in the College share an interest in and commitment to the health and welfare of animals and humans. You do not need to compete with your classmates. You will be working together in class, in the CUHA, and as professional colleagues in the future. Learning to cooperate as part of a team is a valuable skill

to take into your future practice, when you will always be working with colleagues, clients and other staff members.



Working in a Tutorial Group

Tutorials are an important part of your education in your first year and a half. Actively participating in the group process is the most effective way of achieving the educational goals of the program. Participation includes sharing ideas and knowledge, asking for clarification or an explanation, building on (and critiquing) the contributions of others, and facilitating effective group process and problem-solving. Each group will develop its own way of approaching the core parts of the tutorial process. Both the tutor and students in the group must ensure that all aspects of the tutorial process are given attention.

As one student put it:

"Any student having difficulty understanding something should speak up right away for two reasons. First of all, the tutor will be alerted to

where you are having difficulties and will be better able to help. The other students, also, may see your confusion and be able to clear it up -- sometimes even better than the tutor. Second of all, nobody knows nothing so if you speak up right away, you can share what you do know as well as what you don't understand. If you wait until everybody else has spoken, then chances are what you knew was already said, and you will feel like you have nothing to contribute."

Establish Ground Rules

On the first day of a new tutorial group, you'll introduce yourself and meet your tutor and fellow students. This first session is a good time to clarify your expectations for the group and to establish some group norms or ground rules. Once the ground rules are negotiated and agreed upon, they are a resource that can be referred to later as a part of routine tutorial evaluation, or if conflicts arise.

From your own previous experience working in groups, brainstorm the "rules" you want to follow in your tutorials. The following list serves as a guide to some of the things that you might expect of yourself, your group mates and your tutor. Once you agree upon your own ground rules in your own words, you might want to type them up and distribute the agreement to all members and keep a copy in your tutorial room.

Sample Ground Rules

The purpose of the tutorial is to support students' learning related to the course objectives. The tutorial is one of several integral parts of the course.

The tutor's role is to facilitate the reasoning and learning process. Working with an understanding of the objectives of the case and the course, knowledge of veterinary medicine, and an appreciation of case based learning, s/he will guide the students toward appropriate areas of study.

Attendance and punctuality are mandatory. How much time will we wait if someone is late? Do we start immediately at the dedicated time, whether all members are present or not? A student, who is sick and must miss a tutorial, must call another group member before the tutorial. Are there religious holidays that members of the group would like to observe and for which we would like to make alternate arrangements?

Students and the tutor will come prepared for the tutorial.

The group cannot skip steps in the deliberation of cases. They must use all steps (stating facts, raising questions, hypothesizing, listing information needed to confirm hypotheses, identifying learning issues).

Do you want to establish a plan for the next tutorial meeting at the end of each tutorial meeting (e.g. starting with a review of major learning issues?)

How do you want to identify learning issues (e.g. write on butcher paper as we go along, prioritize at end of session, summarize, decide which issues all group members will research and which are personal learning issues that individuals will investigate?)

Groups must evaluate their process as a group and as individuals on a regular basis. (e.g. at the close of each tutorial).

The learning process is cooperative. All students in the group must contribute to the group by sharing their ideas, useful resources, and thinking aloud so that others can benefit from their reasoning, knowledge and experience. Everyone has something to offer. Sharing will contribute to our common goal of learning.

All members of the group share responsibility for maintaining positive group dynamics and advancing the discussion in useful and relevant

ways. Students will ask questions when they do not understand and will suggest alternative explanations when appropriate.

Students will share material resources equitably—including library resources, MRC resources and the copy account.

The tutor and all students will show respect for all members of the group. How do we expect “respect” to be manifested? Students will speak one at a time and not interrupt their classmates inappropriately? Tutor and students will listen and indicate so with appropriate verbal and nonverbal behaviors? All members will acknowledge and build on the contributions of other students?

Students will abide by the Honor Code.
(See Chapter 4, section 2)

Some of us suggest that ground rules be set up from the very beginning so that both the students and the tutor have a safe and comfortable way to express their thoughts and opinions about how the group is functioning. Another suggestion is to have each student rotate through the position of 'leader'; this student would raise issues, ask questions, and draw other students into the discussion rather than having the students sit back and let the tutor fulfill this role.

Both the students and the tutor should feel responsible for pointing out problems or even potential problems so they can be dealt with in a timely fashion to avoid the real pitfalls of a dysfunctional group. As one student put it, “you can't expect students to be friends or even have to like [each other], but they got into vet school, they are intelligent and deserve a modicum of respect.”



Group dynamics need to be regulated. If there is a problem, work it out before it becomes World War 3, or before there are only two days until assessment.

The Tutorial Ethic: MUTUAL RESPECT

A core ethic in the tutorials— and the College more broadly— is mutual respect. Each person in your tutorial group brings a different background, different experiences and knowledge, and different perspectives. All are talented, bright, highly motivated, and desire a veterinary career that will advance animal and human health. If you value the unique experiences that each person brings to the group, the diversity within your group will enhance your group's interactions and your education as a whole.

When you walk into your first session, you are placed in a random group with six strangers. In a situation like this, it is easy to feel isolated or separate from others, sensing differences rather than similarities. Mutual respect allows the effective communication that is essential to success in tutorial groups, class discussions, and clinical interactions. Assumptions and stereotypes about people can be barriers to that communication. Make the effort to get to know your colleagues and to appreciate and celebrate each person as an individual. As previous students have noted, “humility in realizing others have important things to say and teach that you may not know” and the “ability to accept that you may be wrong” go far in establishing a good educational climate.

Process Regularly

Talking about your experiences in the group and your perceptions of your own and your classmates' progress is a vital part of the communi-

cation that will help you get to know each other better and work better together. You should take a few minutes at the end of each tutorial for an informal evaluation of how well you and your group are progressing on the various goals of the tutorial process. This end-of-tutorial evaluation, commonly called processing, is essential in addressing any problems that may arise in the group and making sure that the group functions optimally.

Processing is one aspect of the tutorial process that some people find awkward. Yet, those few minutes of self and peer evaluation are critical to ensuring that there are open channels of communication within the group, and that everyone is becoming progressively better at the variety of skills and knowledge that the tutorial process is designed to promote. You may find it helpful to use the forms which are enclosed as guides for the tutorial evaluation process. You may take them to your tutorial (or make copies to leave in your tutorial room) as a tool for enhancing tutor group productivity.

The form entitled “End-of-Tutorial Evaluation” outlines the dimensions of performance that you, your colleagues and tutor are evaluating. These dimensions closely match the educational goals of the tutorial process. While you won’t have time to thoroughly evaluate all of these dimensions every day, you may want to focus on different dimensions at different times to ensure that you are attending to all relevant parts of a successful tutorial. The “Group Process Evaluation Form” is a sample form that describes in more detail satisfactory and unsatisfactory group behaviors on “problem solving and reasoning” and “interpersonal/group process/communication skills.” Again, while the form is too lengthy to be used in its entirety every day, you might like to select parts of this form as a “checklist” when doing your end-of-tutorial processing. The individual “Feedback by Tutors to Students (and Student Self-Assessment Guide)” form is also a useful tool that you may want to reflect on regularly. How well are you, individually, doing on each of the items described on that form? How well are other



individuals in the group doing? Finally, you may want to revisit your ground rules from time to time to ensure that you are all fulfilling the expectations you agreed on at the beginning of the course.

Both students and tutors are responsible for pointing out problems or potential problems so they can be dealt with. Sometimes feedback—particularly when it is criticism of peers or your tutor—can be difficult to give. People often have ideas about how to improve the tutorial, but they just don’t know how to communicate it to others for fear of offending or creating tension. It can be particularly difficult if you are the first one to talk about a problem. But, if one courageous person can break the ice, it’s much easier for everyone else to share their feelings and bring up additional concerns. Following the suggestions on the form “Giving Constructive Feedback” might make it easier to express your feelings and to comment constructively on your peers’ and tutor’s behaviors. These criteria are useful in a variety of contexts where you are giving feedback, including educating clients about animal health and care requirements, communicating with technicians or associates, and even completing written course evaluations at the end of a term.

GIVING CONSTRUCTIVE FEEDBACK

Constructive feedback is a way of helping people to consider changing their behavior in ways that will improve their learning or professional development. It gives information about the effect a person’s work or actions have on other members of the group. Criteria for useful feedback include:

Feedback is directed primarily at a person’s performance or behavior rather than at the person him/herself.

Feedback is directed at behavior which the receiver can do something about. Reminding another person of a shortcoming over which s/he has no control leads to frustration, not learning.

Feedback is specific rather than general. Giving specific examples helps illustrate specific points. To make a general statement about another person's work as a whole does not tell a person which parts of her/his performance or actions need changing and which might serve as models.

Feedback is both positive and negative. A balanced description of a person's behavior or actions takes both the strong and the weak points into account. Both types of feedback provide information that the receiver can learn from.

Feedback is descriptive rather than judgmental. Describing one's own reaction to another person's work leaves the receiver free to decide whether and how to use the feedback. Avoiding judgmental language reduces the other's need to respond defensively.

Feedback takes into account the needs of both the receiver and the giver of the feedback. What you say to people about their performance not only reflects their work or actions, but also how you think and feel about them at the moment.

Feedback is verified to ensure clear communication. What the giver intends to say is not always synonymous with the impact it has on the other person. Asking about the meaning of doubtful feedback can clear up misunderstandings.

Feedback is most useful when given immediately after work has been completed or behavior has been exhibited. Giving feedback during a discussion will be most useful. Giving feedback at the end of each discussion is also desirable.

Adapted from: Cooperative Learning Project, University of the District of Columbia.

Midterm Meetings with Tutors

In addition to the feedback and processing you will give and receive regularly throughout the course, you will also meet individually with your tutor half way through each of the first four foundation courses. This meeting is an opportunity for you and your tutor to discuss your experience of and progress in the course and for you to receive individual feedback on various aspects of your performance in the tutorials. These meetings are also an opportunity for you to raise any concerns you may have about the tutorials or the course. Together you and your tutor can discuss ways to help you and your group get more from the tutorials and the course as a whole.

You will receive two forms that are intended to help you make the most of these individual meetings. The forms outline the areas that you and your tutor will discuss during your individual meetings. These dimensions of performance should look familiar to you; they are consistent with the goals of the overall curriculum and of the tutorial process in particular. They are also consistent with the "End of Tutorial Evaluation" that you and your group should be using as the basis for regular processing and debriefing.

You may want to spend a few minutes in advance of the meeting reflecting on your own performance, using the green sheet as a guide. The blue form is intended as a guide to help you in offering feedback to your tutor during that meeting. You do not need to formally complete and submit either form, although you may wish to make a few informal notes on them for yourself. You are advised to take these sheets (and any notes on areas you'd like to discuss) with you to your meeting to ensure that you address all of the relevant areas. Your tutor may also distribute another form to you at any point in the course and ask for your feedback on his or her performance. If so, please take a few minutes to complete the form and return it to your tutor. Reflecting on thoughtful feedback from you is an important way that tutors can get better in their roles!

Tutor Room Etiquette

Tutor rooms are favorite places to study for many students. However, there are students from three classes as well as fourth years and faculty who use these 14 rooms for studying and meetings. To avoid conflicts, simple courtesy to others is crucial.

Some basic courtesies include:

Clean the room after each use. Pick up your trash, wipe down the table, etc.

Do not remove the tutor room resources. They are for use in the tutorial room only. This also includes chairs. Sometimes a meeting involves more people than chairs are available in that room. If you must "borrow" from another room, please put them back.

Tutor room scheduling is handled by Kate Davenport in the Office of Student & Academic Services, or by Dave Frank in the VMIT office. Some tutorial rooms are available for college functions such as scheduled meetings of faculty committees. Notices posted outside individual tutorial rooms list the times it has been reserved that day, if at all. Rooms are not reserved by the presence of your belongings. If your belongings are in a room unsupervised for more than 30 minutes, expect your things to be packed up and someone else to be moved into the room.



Putting it All Together

When asked to describe the ideal tutor group, certain themes are proposed by almost all students. These include a positive attitude, an open mind, mutual respect, patience, forgiveness, and humor.

Working intensely within a small group necessitates the development of good interpersonal skills, such as active listening and honest, direct communication without attacking or assigning blame. The need to respect each others' opinions and thought processes is constantly emphasized by students. The "humility in realizing others have important things to say and teach that you may not know" and the "ability to accept that you may be wrong" goes far to establish good group dynamics.

Time is allotted in each tutorial session for discussion of problems or thoughts on group interactions or dynamics. Take advantage of this time to process; use your tutor as a mediator if necessary. Processing requires tact and naked honesty. It is difficult to criticize peers and faculty, especially to be the first one to talk about a problem. If one person can break the ice, it's much easier for everyone else to share their feelings and bring up additional concerns. Deal with problems before they interfere with your education.

Example 1:

Nick has a strong personality and often leads his group in discussions. Caroline is a bit quieter and doesn't like to argue with Nick because she feels he becomes strongly defensive. Several times this has stopped Caroline from contributing a conflicting opinion. Slowly, Caroline becomes angry and builds resentment towards Nick. Unfortunately, the group has no clue about Caroline's feelings and Caroline, to avoid confrontation, doesn't chase down issues that confuse her. Caroline begins to dislike the group sessions because she doesn't feel comfortable discussing the learning issues. Consequently, her contributions decline in

quality and quantity, her attitude sours and the whole group begins to feel tension.

A problem within the group is a group problem. Caroline needs to express her feelings and discover (with Nick) why he makes her feel reluctant to contradict him. Nick may be able to adjust his speech patterns, volume, or tone of voice. It may be that other members have similar feelings as Caroline, but are also reluctant to discuss them. Once the problem is discussed, the rest of the group is now able to be sensitive to the situation, pick up on subtleties of their interactions, watch their own behavior and in general, be more attentive and thus more able to avoid or resolve situations as they arise.

Example 2:

Heidi is a natural-born leader. She enjoys working with a group. Unbeknownst to her, no one likes her as a leader. When Heidi makes a suggestion or begins to direct the discussion, another group member, Jeff, feels the issue is not the most relevant to discuss. Jackie also has her own opinions, but Heidi always speaks first and her thoughts aren't bad ones, so Jackie usually goes along with them. However, the group sessions end before Jeff and Jackie can bring up their own questions and learning issues.

This is one of the most common complaints about group dynamics. Though Heidi thinks she may be incorporating other people's opinions, she doesn't realize her own assertiveness may be altering the group's process. The other members of the group need to vocalize their feelings and most importantly, speak up and be assertive throughout the session. If no one will offer another choice, by default, the most outspoken person will dominate.

Example 3:

Becky is a moderate group member. She will often contribute, loves to draw on the board and will try to motivate her group as necessary. However, group life is difficult. She has a personality conflict with Ed, a well-meaning, sincere, but trying member. Ed's learning style is much different. He has a shorter attention span and often requires people to repeat themselves several times over because he is still writing down the last concept. Continual disruptions over learning styles leads Becky to "give up" on the group. She studies the material on her own, but rarely contributes and barely seems to listen to the group discussion. Much to the other group members' dismay, Becky even falls asleep during a session.

An absent group member is just as frustrating as a domineering one. A positive attitude, motivation, and active participation are truly required for an effective learning process.

There are times in group sessions when an individual realizes he isn't understanding the material. Often times, a quick explanation by the rest of the group is sufficient to fill in the few missing gaps. Unfortunately, other times, the material is too dense or the individual's gaps are too broad to address in group. Students tend to understand the difference and know when to pause for an explanation or if they know their own knowledge level is far below the group's, they follow as best able, and study to catch up before next session.

Personality conflicts are the most sensitive issues to deal with. This is a difficult situation. No one is in the wrong and no one feels they are obligated to adjust their own behavior. But for this group to work effectively for everyone, a compromise or decision must be reached regarding Becky's and Ed's behavior. Becky may become more involved in reviewing concepts (on the board, since she likes it so much), Ed may be able to work on his concentrating skills and come in more prepared. Groups are often criticized because they are held to the "lowest common denominator," yet this may benefit all members by providing op-

opportunities for peer teaching and repetition. Teaching the material is the best way to learn it.

Every group has its own personality. An individual's personality may change depending on the other students in the group. When personalities or learning styles conflict, the only way to improve the situation and make the process an effective learning experience for everyone is to vocalize the problem and make an effort to solve the problem.

"Students need to realize that they're working as a group for everyone's educational benefit -- everyone needs to participate and offer something. These groups are a major part of their education, actually, the biggest part. If there is a problem with a group, it needs to be dealt with early otherwise everyone's education will suffer."

Troubles With Tutors

Problems don't only exist among the group members; often the tutor's personality and style also conflicts with a student or the group as a whole.

Example 1. (Absent tutor):

Tim's group, although comprised of good students, has a tutor that rarely speaks and allows the group to ramble around trivial matters and talk themselves in circles. When the tutor does ask a question, Tim thinks that they had satisfactorily discussed it 15 minutes ago. Consequently, Tim never knows if they had not covered the information to sufficient depth or if his tutor was just not paying attention. Tim and Molly frequently ask the tutor if they are discovering all the major learning issues. No matter how well or poorly the group session went, the tutor just says, "You're doing fine, don't worry." Molly and Tim talk with friends in other groups who seem to be relaxed with the process. The disparity of tutor interaction and styles frustrates them even more. They feel that they are not getting what they need to know. Even more frightening is that they're not sure what they do need to

know. Frantically studying, Tim reads every book on the subject covered in the case and spends hours wrestling with minuscule details, while Molly stresses so much she can't even concentrate. The tutor never inspires trust in the group process or even in his own comments.

Inadequate tutor participation often leads to mistrust. When students feel the tutor is not fulfilling his role adequately, the group must address the tutor with their concerns. Here, the tutor doesn't seem to pay attention, yet tells the group they're doing fine. How can the group believe they're OK if the tutor isn't listening to the discussion? The tutor needs to clarify what it is that the group is doing fine with. He may say "You've hit all the major issues" or "that was a good correlation between concepts" or "you narrowed down the differential diagnoses logically." The group may ask for more reassurance until they are comfortable with the learning process. However, one of the goals of PBL is to encourage the students to decide for themselves the depth and breadth of material to study. Repetition of the phrase, "you're doing fine" from a trusted tutor helps to verify the student's own decisions regarding the material.

Example 2. (Overzealous tutor):

Anne's tutor was very excited with the opportunity to be involved with the tutorial process. He actively led the discussion, forging far ahead of her understanding. The tutor would ask very directive, specific questions. Len seemed to know all the answers and the tutor took his understanding for comprehension from all members of the group. Anne didn't understand the progression behind the tutor's line of questioning. She panicked that she wasn't smart enough and wasn't learning the right things. Ellen was resentful of the tutor "quizzing" her group. She thought the tutor didn't let the group work for itself. He seemed to have a specific agenda in mind and so directed the discussion with leading questions instead of allowing them to reason it out on their own. Ultimately this led to a silent group, unwilling to go where the tutor led

them, resentful of his misinterpretations of the group process; the six brilliant students had a less than fruitful tutorial experience.

A tutor may interfere with the group process by his own eagerness. The PBL learning experience depends on the group process itself, not simply the coverage of material. This group needs to discuss the problems arising from the tutor's extreme directiveness. The students need to explain to the tutor that they need to discover the progression of questions through their own conversation. The agenda needs to emerge from the group's need to understand, not the tutor's need to teach.

Example 3. (well-meaning tutor):

Sue's tutor doesn't direct her group, but his ongoing comments foreshadow the next day's discussion or the next case. Frequently, he'll give away the diagnosis or list the case objectives, depriving the group of the opportunity to reason out the case and discover the learning issues along the way. Sue and her group don't feel guided by the tutor's comments, rather, they feel left out of the process entirely. The group tried to address the problems with their tutor quite early on. Unfortunately, the tutor reacted poorly. He felt he was doing the right thing by "helping" the students and felt slighted that the group didn't want his input. Subsequently, the tutor alternately sulked and foreshadowed, leaving the group unsure of his mood and thus more tentative to look to the tutor for guidance.

A well-meaning but ineffective tutor may negate the PBL experience. Again, the whole PBL experience must be derived from the students' own exploration of the issues. The tutor's reaction to the group's criticism only worsened the situation. The group may seek additional help and advice to manage the tutor, but sometimes the group must pull themselves together and lead each other with their own knowledge and intuition. The expectations that students have regarding the role of the tutor influence their interactions. Students feel the tutor is obligated to guide them sufficiently to prevent them from dwelling on tangents.

However, what might feel off track for one student may feel fine for another. Although the tutors are there to provide guidance, the group may need to guide them in the appropriateness of their timing and comments.

In short, if the functioning of the tutorial group depends upon the interaction of students and tutor, then it is important that you do your part to develop a good rapport with the tutor and within the group. Some students have mentioned that individuals in their small groups did not express dissatisfaction with the functioning of the group until after the semester was over (a little late). Use processing time as a format for discussing problems. Talk to the tutor, either as a group or privately regarding your expectations of each other. The tutors are here for you and are usually most willing to adapt to further your educational needs. If you are not satisfied, seek out others (e.g. the Course Leader, Dr. Kathy Edmondson) to help resolve the conflict. Written evaluations are taken seriously and tutors have responded positively from them.

Making the Transition

Problem-based learning is likely to be a new method of learning for most students. The adjustment to the curriculum in addition to just being in vet school may cause problems in itself. Negative comments regarding PBL usually center around the dynamics among students in the group, the dynamics between tutor and student, the amount of preparation each student did, and the guidance provided by the system.

"I need a conceptual structure in which to place bits of information."

Though they are learning a lot of information, students may not be sure how to organize it. In addition, the lack of boundaries on learning objectives and not knowing the depth or breadth to pursue the learning

issues creates stress and anxiety. Many students feel the tutors/Block leaders should be able to guide the students' energies more efficiently.

Organization of intertwined concepts is difficult without a framework. Construction of your own objectives for the course and the case allows organization of facts and concepts relative to individual objectives in the form of an outline or concept map. This organization is inherent in the structure of the courses but not necessarily explicitly stated. It is critical for individual students to spend some time thinking about the course and the cases. You must attempt to correlate the course concept map and the course objectives with the cases to understand what must be learned to become a well-rounded veterinarian.

Summary

Problem-based learning is an interactive process, one that requires motivation, hard work and an open mind. If you don't like something in your group, don't sit back and "opt out," do something to change it. Start by expressing your opinion on the matter. Problems are only resolved by addressing the issues and working to resolve them. Developing the trust in yourself to adequately prepare and pursue learning issues takes some time, but it is a critical survival skill. Once you acquire this skill, the stress associated with the PBL process decreases dramatically, and the focus shifts from worrying about what you need to learn to actually learning it. Above all, remember, this is your education. You only get out of it what you put into it.



Learning Resources



The Library

The Flower-Sprecher Veterinary Library offers an extensive array of information resources, including a large number of print and electronic journals and books, databases, reference materials, and equipment such as laptop computers. In addition to the stacks, there are various areas for quiet study and relaxation.

Located on the first floor of the CVM Center in S1 201, the Library has 14 desktop computers, as well as scanners, printers, and specialized software. Items such as laptop computers and chargers, noise-cancelling headphones, umbrellas, and tote bags can also be checked out. It also provides a pleasure reading section, a tea and hot cocoa cart, a universal charging station, games, puzzles, and other such features.

The library staff is knowledgeable and happy to help in answering questions and finding information in person or by email at vetref@cornell.edu. As a Cornell student, you are welcome and encouraged to use any of the other libraries on campus, including Mann Library which carries books and journals related to basic and life sciences.

Graduate and professional students may check out books for a six-month period, and journals, new books, and AV materials for a period ranging from one day to one week.

Journals

The stacks contain an alphabetical arrangement of veterinary and biomedical journals. Bound journal volumes may be checked out for three days while unbound issues go out overnight only. In addition, consult the Vet Library Website for access to thousands of electronic journals, books (print & e-books), Senior Seminar papers, and College publications.

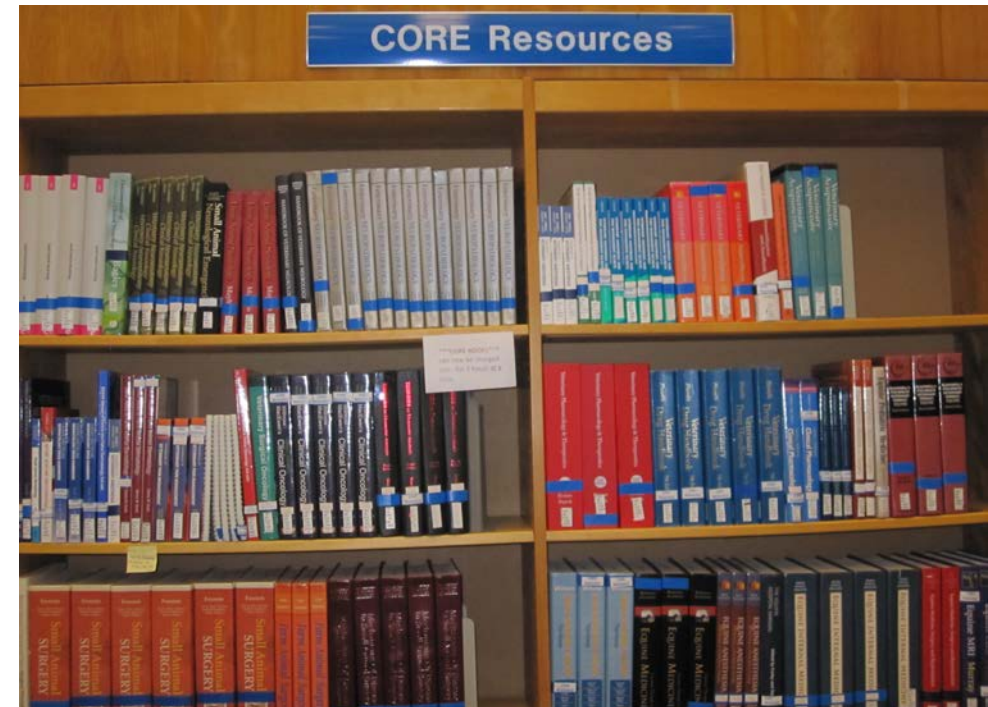
You will find recent print books arranged by call numbers (e.g., Q for basic science, R for human medicine, and SF for veterinary medicine). These circulating books can be borrowed for 6 months.

In addition, the full text of 4th-year veterinary student Senior Seminar papers, and some of the PowerPoints from 2002/2003 to the previous semester, are available online at <http://ecommons.library.cornell.edu/handle/1813/2099>.

Core Resources

Copies of the most helpful or most in-demand textbooks for your DVM studies are available in the Core Resource Collection. Current veterinary textbooks on the open Core Resources shelves are for unlimited use in the Library and circulate for five hours at a time and overnight beginning at 8pm Sunday through Thursday and 5 pm on Friday and Saturday. Late fines are strictly enforced. Fines are \$.04 per minute, with a fine cap of \$150 plus replacement cost of the text. Each course website at <http://students.vet.cornell.edu> will have additional materials important for your classes.

Various College publications can be accessed in electronic format from eCommons@Cornell, the University's digital institutional repository at <http://ecommons.library.cornell.edu/vet.html>, including Student Handbook at <http://ecommons.library.cornell.edu/handle/1813/31248>, Leadership Program for Veterinary Students Annual Report at <http://ecommons.library.cornell.edu/handle/1813/23588>, and Scopes, the College's news magazine, at <http://ecommons.library.cornell.edu/handle/1813/23578>.



Audio-Visual & Other Media

DVDs and CDs are available on open shelves near the circulation desk. Topics include surgery tapes, pathology slides, and breed and behavior information. Browsing in these sections often yields something helpful or fun. Equipment for viewing is available in the library. CDs and DVDs also may be checked out.

Photocopiers, Printers, & Scanners

The Library's copy machine can be used both for making print copies and/or scanning documents to be sent by email or saved on your flash drive. While scanning is free, print copies are .09 cents per page for black-and-white and \$.20 - .50 cents per page for color copies using Netprint. (Note that print copies can only be paid for using your Net-print account. Paying by cash or card is not an option.)

Databases

To access databases, go to the vet library website. Popular databases for veterinary students often include PubMed, Web of Science, Medline, CAB Abstracts, BIOSIS, and Zoological Record.

For help searching these databases, contact vetref@cornell.edu.

Cornell Library Website

The Cornell Library website at <http://library.cornell.edu> provides access to everything in the Cornell Library system, including books, journals, articles and otherwise (both electronics and in print) as well as library services, hours and more. As a Cornell member, you can use all resources that Cornell University Library provides.

Questions?

Questions regarding the library and resources may be directed to:

General Questions: vetcirc@cornell.edu

Research Questions: vetref@cornell.edu



Learning Environments (Labs, Tutorial Spaces)

The College of Veterinary Medicine (CVM) provides a variety of learning spaces. The combination of spaces serve the demands for group and individual study that are an integral part of the CVM academic experience.

If you have any questions or requests for support in the Labs and Tutorial Spaces, the Educational Technology and Innovation (ETI) team can be contacted through an email request sent to vmit-eti@cornell.edu.

Labs

The Bilinski Lab (Wet Lab C2 029 VMC) is a space equipped with PC workstations for students to access online resources, and utilize specialized software during lab exercises. There are microscopes available to accommodate large group lab sessions.

The Clinical Skills Lab (C2 553-C2 555 CPC) supports a variety of laboratory activities associated with Blocks 5 and 7 including surgical exercises. C2 555 contains an audio-visual system designed to supplement the hands-on learning opportunities presented during laboratories and workshops.

The Wiswall Lab (Dry Lab S2 166 VEC) which is newly renovated has 60 PC workstations and seating for 120 students. The lab has been designed to facilitate learning in small groups, and is available to students via card access at all times.

Tutorial Spaces

Tutorial spaces are located on the first and second floor of Schurman Hall. These are flexible use spaces that can act as classrooms, a quiet study area, or accommodate large and small groups. Each

space includes presentation technology such as an interactive white-board and wireless projection. The option to display your own device or use of a local PC is also available for your convenience.

Training: Tutorial Spaces

If you are interested in scheduling an individual or group training on the new technologies available in the tutorial spaces, please contact ETI at ymit-eti@cornell.edu

A great place to check out information (both before you arrive and when you are a student) is the college's student website: <http://students.vet.cornell.edu>. This site contains all sorts of useful information and links that can help you learn more about the college.

The college's website, <http://www.vet.cornell.edu>, also contains helpful information about the college, including faculty and staff directories and news updates featuring stories of interest to members of our college community.

Modular Resource Center

The Modular Resource Center (MRC), located in the anatomy wing, in rooms S2 063 and S2 065 is designed to be an interactive visual library where you learn by actually examining specimens instead of just reading about them. The MRC is continually expanded and updated. The MRC is open to all members of the vet school community and is accessible twenty-four hours a day.



In each room, there are carrels set up as independent learning units. Each module is a multi-media resource and may contain specimens, figures, panels of transparencies, radiographs, models, skeletal preps and glass slides. All of these are related by an accompanying interactive script. The modules are arranged in clusters that concentrate on a particular theme such as a system or region of the body so that the modules build upon each other in complexity. Where appropriate, the modules are designed to be multilevel: they integrate material that spans the continuum from gross to microscopic to ultra-structural. These

modules are highly interactive and concentrate on the clarification of concepts rather than being the source of all data on a particular subject.

Particular modules are very popular during certain Blocks and cases. Peak hours tend to be 6-10 PM and afternoons at exam time.

Faculty

The faculty members are an excellent resource. Each Foundation course guide maintains a list of resource faculty and their contact information. Students are encouraged to arrange meetings (individual, tutorial group or entire class) with the faculty for review sessions, or assistance with a particular slide set or topic. Faculty may also suggest additional resources, such as journal articles or particular texts, that students may find useful. A listing of faculty can be accessed on the Dry Lab computers including their e-mail address, office location, and personal and academic interests.

The Animal Health Diagnostic Cen-

ter

The Animal Health Diagnostic Center (AHDC) is a unit within the Department of Population Medicine and Diagnostic Sciences. The AHDC operates in close partnership with the New York State Department of Agriculture and Markets. The AHDC is the only full service multidisciplinary animal disease diagnostic facility in the State of New York and New England. It is dedicated to improving the health of animals and to preventing infectious diseases or conditions that have an impact on animal and human health, thus supporting the economic well-being of the animal industry while providing an important public service. Testing is provided in a variety of disciplines for food- and fiber-producing, companion, performance, zoo, exotic, and wildlife animals. The laboratory has over 5,000 active accounts with clinics and practicing veterinarians who submit samples from all of the United States and some foreign countries. Over 140,000 cases are received every year, which generated almost 1.0 million individual tests. The AHDC provides all the laboratory testing needs for the CUHA patients. The testing service component of the laboratory is supported by a vital and ongoing commitment to basic research, which applies directly to specific emerging disease problems as well as to gaining a more comprehensive understanding of disease processes. The mission of the AHDC has expanded by way of its inclusion as a founding member of the National Animal Health Laboratory Network (NAHLN). Under the NAHLN the AHDC has been involved in national surveillance programs for Avian Influenza, Newcastle Disease, Classical Swine Fever, Bovine Spongiform Encephalopathy, Chronic Wasting Disease, and Scrapie. Soon the AHDC will have capabilities for diagnosing Foot-and-Mouth Disease and Vesicular Stomatitis.

The AHDC provides full service diagnostic and consultation in many areas including; infectious and parasitic disease services (bacteriology, mycology, parasitology, serology/immunology, and virology); clinical analytical services (clinical pathology, endocrinology, comparative coagulation); toxicology services (organic and inorganic toxins, heavy

metals, and feed analyses); udder health and quality milk (Quality Milk Production Services); outreach services (veterinary support services program, NYSCHAP programs, agriculture health and safety programs); as well as receiving, shipping, medical records, and export/regulatory services (including the operation of the CEM equine quarantine center).



Studying for Exams

The best preparation for an exam is to study effectively throughout the course (see "Preparation for Tutorial Groups" on page 31, paying particular attention to the "study wisely" section). Study from your group's learning issues every day and be sure you can answer the questions that arose in the context of the case that prompted the learning issue. Ask yourself questions as you study and look for the answers to them in your reading. Make note of questions you have as you study and concepts that you don't understand.

You will need to maintain an intense and disciplined study schedule. It is difficult to state a certain number of hours each day that you will need to devote to independent study because it will vary for each person. However, you are strongly advised not to take on any additional commitments such as part time jobs, club responsibilities or new pets during the first semester. Furthermore, it is recommended that you talk frankly with your partner and/or family about changes in family and home responsibilities and expectations, because you will need to allow study time in both the afternoon and the evening. To accommodate your school demands, you are likely to need to negotiate changes in childcare, care giving, cooking and/or housekeeping duties. When studying for long hours, be sure to take frequent, short breaks. You will be more productive if you give yourself a 10-15 minute break for each hour of study.

Make use of the resources that are available to you. Studying from a Modular Resource Center module may not be your favorite study habit, but if there is a module relevant to the case and your learning issues, make the time to work through it. You may feel shy about approaching faculty members with questions, but faculty experts actu-



ally complain when students DON'T come to them. Use those experts to help you understand the material you are studying. If you don't understand, ask.

Use the objectives included in the course to guide you (and your group's) study. Refer to the objectives frequently to reinforce the conceptual framework for the course. In Course I, students find that the objectives printed at the end of the dissection guide are one of the most useful study guides. Be sure you can meet each of the objectives for each of the laboratories. Organizing what you are learning will be critical. It is helpful to create concept maps, diagrams, flow charts or outlines to organize, group, categorize and prioritize what is learned from multiple sources.

Be prepared for tutorials and for lectures and laboratories. If the lecture notes are handed out in advance of the lecture, read them. You will get more out of lectures if you are prepared for them.

Most lecturers assume that you have already been introduced to the topic through your tutorial and independent study and that the lecture will go into greater depth or synthesize material from a variety of sources.

Review continuously and immediately. Re-read your lecture notes shortly after the lecture. Ask yourself if there were any parts you didn't understand or had questions about. Review your laboratories in the same way. Return to the laboratory and repeat and review the lab to reinforce it while it is fresh.

Conduct a self-assessment. Most of the Foundation courses offer a mock, practice exam or previous years' exams (often with model answers). These exams will give you an idea of the kind of questions that are asked and the breadth and depth that is expected. Make good use of the sample exams. Approach a mock exam like you'd approach the

real exam by actually "taking" the exam, answering the questions (on the topics you've had to date in the course) to your best ability, without referring to the answer key. Then grade it against the answer key. This will give you a more accurate picture of how well you are doing than if you just look over the questions and answers. Once you've "graded" yourself, see what areas you are weakest in. Is there a particular case that you need to review? Are you consistently weak in histology, while you're doing well in gross anatomy? Were there some types of questions that you had particular difficulty with? Consider what you need to study in order to get those questions right and also how you need to study. Do you need to change your study approach?

Remember, faculty, staff and your fellow students in the College want you to succeed. You have been carefully selected from a very competitive pool of applicants. Ideally, everyone will pass, and progress to the DVM. There are many people who want to help you to achieve that goal. Please make use of all the resources that are available to you. If you have any concerns, you can discuss your study strategies with your tutor, the course leader or a faculty expert, or a member of the student services staff. In addition, regular individual help sessions can be arranged with a faculty expert, if needed.

Study with others. Groups or study partners can be helpful because they force you to explain your understandings. Verbal explanations and visually representing your knowledge to your peers with diagrams or charts reinforces your learning, and ensures that you are able to coherently and concisely answer key questions about the material. Asking each other questions helps you look at the material in ways you don't when studying alone. Hearing other students' explanations can also help you check your own understanding. Setting agendas for study group meetings can help you stay focused.



Making Use of the CUHA

The mission of the Cornell University Hospital for Animals (CUHA) is to provide leadership in patient care, education, clinical investigation and scientific innovation.

CUHA provides veterinary services for Ithaca and the Northeast, treating approximately 21,000 animals in the hospital and more than 40,000 animals at area farms each year.



The Cornell University Hospital for Animals, commonly referred to as CUHA, is the place to go when you need to be reminded why you are in veterinary college. Housed within the CUHA are the Equine Hospital, Nemo Farm Animal Hospital, Companion Animal Hospital, and Ambulatory & Production Medicine Services. Part-time jobs working in the hospitals are available and an excellent experience, but they are in high demand. Therefore, it is up to you to explore CUHA on your own be-

fore you formally start your clinical rotations in your third year. There are white boards in the hospitals that indicate interesting inpatient cases that you are encouraged to review. Attending rounds and senior seminar presentations is also encouraged, and highly recommended.

Time spent in the CUHA is time well-invested. The more time you spend in the CUHA, the easier your transition will be when you start Course VI (clinical rotations). Spending time in the CUHA provides an opportunity to observe clinicians in action as they take histories, perform physical exams, and do diagnostic or surgical procedures. You can also read the medical records to understand the cases, look at the animals and talk with residents, interns, and senior students on the case. As a courtesy and for your own safety, check with a technician or a clinician before actually entering the stall or cage. The learning opportunities are endless, if you make the time to visit the CUHA and observe a few safety precautions and simple rules. To make it easier for you feel comfortable with some basic procedures in the CUHA, the clinical faculty and staff developed “Annoying Rules for Good Reasons” at the end of this section.

Before you formally enter the CUHA, you will take part in an orientation that will give you an introduction to many essentials you'll need to know when handling cases in the CUHA. You will also receive a printed copy of the Cornell University Hospital for Animals Student Protocol, which provides detailed information addressing everything from telephone usage to treatment schedules to hospital fees, all geared to the student clinician.

Equine, Nemo Farm Animal Hospital, and Companion Animal Hospitals

The Equine, Nemo Farm Animal Hospital, and Companion Animal Hospitals provide primary care and clinical specialty medicine for animals that are brought to the CUHA. Clinical specialty departments include Anesthesiology, Behavior, Cardiology, Dentistry, Dermatology,



Emergency/Critical Care, Exotics and Avian Medicine, Imaging (including Diagnostic Ultrasound, CT, MRI, and Nuclear Medicine services), Medicine, Neurology, Ophthalmology, Shelter Medicine, Surgery, Theriogenology, Wildlife, and Zoological Medicine. Horses admitted for treatment are housed in Wards A – D of the Equine Hospital. Cattle and other farm animals are housed in the stalls of the Nemo Farm

Animal Hospital. Small animal patients are kept in the Intensive Care Unit, Intermediate Nursing Care, or one of the six wards or four runs off the in-house treatment rooms.



Equine Neonatal Intensive Care Unit (ENICU)

The ENICU is partially staffed in the springtime by students who are enrolled in the distribution class VTMED 6539, Disorders of Large Animal Neonates. The class is open to 1st- through 4th-years and one of the requirements is that each student must sign up for ten "on-call" shifts. These are four-hour periods during the night and on weekends. If there is a critically-ill foal in the ENICU during the student's shift, he or she comes in to monitor it. Duties include checking IV fluids, taking vital signs, performing physical therapy and milking the mare. While the hours may seem inconvenient, the experience is rewarding.

Ambulatory & Production Medicine Service

Large-animal medicine is practiced at local farms by the Ambulatory & Production Medicine Service. The service has seven specially equipped field vehicles that carry veterinary equipment for dairy cattle, horses, sheep, goats, and swine at approximately 400 farms and stables in the surrounding area. Students can receive academic credit for participation in an early ambulatory rotation during summer or holiday breaks by signing up for VTMED 6620 "Introduction to Ambulatory Primary Care Medicine." For information about other opportunities to participate in the ambulatory service, speak to one of the clinicians: Dr. Rodrigo Bicalho, Dr. Daryl Nydam, Dr. Mary Smith or Dr. Jessica McArt.

Small Animal Community Practice

Our community practice, housed in a stand-alone facility as of June 2018, offers full services for our patients of all life stages including preventive medicine, radiology, dentistry, and surgery. Our primary care practice is designed to provide our clinical year students with experience in appointments, procedures, surgery, client communications, and cloud-based electronic medical records to prepare them as entry level veterinarians upon graduation from the CUCVM. The goals and

design of the Small Animal Community Practice is to mimic a non-academic general practice setting where students act as primary case clinicians collecting histories, performing physical exams, assessing their patients, and creating diagnostic and therapeutic plans individualized to a given patient and client. Student clinicians are supervised by rotation faculty and supported by licensed veterinary technicians.

Wildlife Clinic

If you have an interest in native wildlife or would like to learn more about avian medicine, consider becoming a volunteer for the Wildlife Clinic to gain hands-on experience. The clinic, a component of the Wildlife and Zoological Medicine Service, is staffed by veterinary students under the supervision of Dr. Noha Abou-Madi, Dr. Jamie Morrissey, Dr. Ricardo De Matos, service residents, and technicians. The clinic provides care for injured wild reptiles, mammals and birds (ranging from songbirds to raptors). Wildlife rehabilitators and local people who find sick or injured animals bring them to the clinic where they are treated until ready for rehabilitation and release. Usually, two to four students are scheduled per day to handle treatments. Volunteer workers commit to one to two days per month. Supervisors and supervisor trainees work at least three consecutive days per month. Through your volunteer experience in the wildlife clinic, you'll learn how to give an avian physical exam, make differential diagnoses, fill out the necessary paperwork, and much more. If you have a strong interest, there are opportunities to participate in surgery, anesthesiology, and radiology as well. Look for information on wildlife rounds presented by service faculty and residents. Sign-up sheets for the Wildlife Clinic will be put into your student mail folders early in the school year; or contact Dr. Noha Abou-Madi (na24@cornell.edu), Dr. Ricardo De Matos (rdematos@cornell.edu), or Dr. Jamie Morrissey (morrissey@cornell.edu).



Senior Seminars

During their fourth year, all students must present an oral seminar as a requirement for graduation. Senior Seminars are on Wednesday afternoons at 4:30. They are open to all students, faculty, and staff. Topics range from a presentation of the treatment of an individual patient to a general discussion of a disease. Attendance at Senior Seminars provides information on disease processes, diagnostic procedures, and treatment protocols as well as exposure to the case load, students, and clinicians working in the CUHA.

Rounds

Rounds are open to everyone, but geared toward students. They are presented by 3rd- and 4th-year students on rotations, residents, interns, or faculty members, and are very interactive. The cases are usually animals that are currently in the CUHA and are selected for their teaching value. The presentations include a complete history of the animal, diagnostic images, summaries of how the case has been handled to date, and, in the large animal hospitals, usually the patient itself.

At first, rounds are difficult to follow simply due to terminology. A little perseverance goes a long way and pays off with increased knowledge and comfort level with the material. Rounds may focus on different aspects of veterinary medicine such as coming up with differential diagnoses, discovering and analyzing the history and presentation, choosing diagnostic procedures, or deciding between various treatments.

The rounds schedule may be accessed [here](#)

[To navigate to the site go to College of Veterinary Medicine Intranet at web.vet.cornell.edu, click on Hospital Portal (under Units) and then click on Rounds Schedule (under Hospital Services)]

Clinical Pathology Teaching Laboratory (Student Lab)

A small laboratory is located just off the Bilinski Learning Laboratory (Wet Lab) in C2 029B for student use. There are basic supplies for performing and analyzing fecals, blood smears, and urine samples. A combination-button lock has been installed on the hall side of the student lab. Students may get the code from CPS, or Dr. Araceli Lucio-Forster. Any other questions about use of this area should be directed to Dr. Lucio-Forster (3-4046 or al33@cornell.edu).

CUHA Professional Attire Policy

The physical attire and appearance of hospital personnel has a significant impact on the perceptions of the overall quality of care being provided and the professionalism and competence of the individuals providing that care. Proper appearance and uniforms not only present a professional image to clients, they help prevent the spread of disease. Uniforms should be clean and neat and should not be worn outside of the hospital unless traveling to and from work.

Appropriate dress for veterinary medical students serving in a clinical setting or dealing with clients on behalf of the CUHA consists of the following:

Cornell University Hospital for Animals-issued identification badges are required for any student who is in the hospital on rotation, for a class or educational purpose, for work duties, or for volunteer duties. The identification badge should be worn so that the name and class year face outward.

In the Companion Animal Hospital, female students wear white lab jackets with a business blouse or sweater; business slacks, khaki trousers, or knee-length tailored skirt; and business shoes. Male students wear white lab jackets with a business shirt; business slacks or khakis; and business shoes. Long sleeves may not be worn under short-sleeved jackets. Denim attire of any color is not professional attire. Open-toed shoes or sandals may not be worn at any time on duty for safety and infection control purposes.

Athletic shoes may be worn for functions in the surgical suites. Blue student scrubs must be worn in surgery.

In the Equine/Nemo Farm Animal Hospitals, students wear coveralls and sturdy, washable boots. Blue scrubs must be worn in surgery.

Before leaving the premises, boots should be disinfected in the foot baths in the hospitals. Boots and coveralls should be removed in the student locker rooms and carried home in plastic bags for cleaning. Open-toed shoes, sandals or casual footwear are not permitted.

On the Ambulatory & Production Medicine Service, students must wear coveralls and washable, sturdy boots. When returning to the college from ambulatory visits, boots should be disinfected at the wash station. Boots and coveralls should be removed in the student locker rooms and carried home in plastic bags for cleaning.

For infection control and safety purposes, the following apply:

Wearing scrubs and observation gowns is prohibited in non-patient care areas of the veterinary college, including the library, cafeteria, and laboratories. Wearing blue student scrubs outside of the hospital or to enter or exit the facility is prohibited.

Wearing false fingernails is prohibited, due to bacterial growth carried under the artificial nail.

Wearing hoop earrings, facial hoop rings, or other dangling jewelry is strongly discouraged for safety reasons.



CUHA's Annoying Rules for Good Reasons

The hospital staff thought it would help you navigate your way around the CUHA if you knew some of the “unspokens,” or what we have entitled, “Annoying Rules for Good Reasons.” If you have any questions, please stop by the Office of Hospital Operations, C2 209, anytime.

Annoying Rule: Please do not use the hospitals as a walk-through from the parking lot to the lecture halls and other areas of the college. Use the VMC entrance.

Good Reason: Infection control for our health-compromised patients.

The added traffic makes it nearly impossible to keep the hallways clean at our busiest times of day and spreads potentially fatal diseases.

Annoying Rule: Wear your name tag whenever you are in the CUHA, especially on the weekends.

Good Reason: Safety —yours and the animals’. Unfortunately, intruders are more common these days and staff are asked to challenge anyone who is unknown to them. Your name tag, a self-introduction, and a rabies vaccine are your passes into the CUHA.

Annoying Rule: When coming into the CUHA, please introduce yourself to the staff and students on duty in the area you are visiting.

Good Reason: It’s polite, it lets us know you are “one of us,” and we may be able to help you out. We can also alert you to any sensitive matters, such as a client-witnessed euthanasia that may be occurring, etc.

Annoying Rule: Use the foot baths in Equine/Nemo Farm Animal Hospital (E/FAH). Every time.

Good Reason: Infection control—for you and the animals.

Annoying Rule: Wash your hands between patients every time. If possible, let the client see you do so before you start examining their animal.

Good Reason: Infection control—for you and the animal; and for good client relations—perception of quality is based on things the client can readily judge, such as hygiene, cleanliness of the environment, compassion of the clinician, etc.

Annoying Rule: Please do not enter the ICUs unless you have a clinical reason to be there. “Clinical reason to be there” includes an assigned case, a pharmacology class assignment, follow-up on a case that's on the “interesting cases” board. If it is very busy, such as at treatment times, please come back later when things have quieted down.

Good Reason: Infection control and a quiet atmosphere are essential to the ICUs. Since the ICUs are the places in which our most seriously ill are housed, the patients need peace and quiet, and those attending the animals need to be able to concentrate fully on their patients.

Annoying Rule: Don't parade the animals around the CUHA, no matter how cute they are.

Good Reason: Infection control.

Annoying Rule: Don't wear black-soled shoes in the Companion Animal Hospital.

Good Reason: The scuff marks require hand-scrubbing to clean.

Annoying Rule: Children—yours or others'—should not be brought to

the CUHA while you are on duty. Visitors of any age should not touch patients or enter patient care areas.

Good Reason: For infection control, safety, legal liability issues, and the client's perception of professionalism.

Annoying Rule: “Post no bills” on the walls or doors in the CUHA; use the bulletin boards only.

Good Reason: Because we are open to the public, we have to limit what's posted in the public areas to college-related activities. On the practical side, it peels the paint off, looks unprofessional, and there are infection control issues in some areas.

Annoying Rule: If you jam open a door in the Equine/Nemo Farm Animal Hospital with a broom handle, do not walk away and leave the handle in the door, even if you're just going up to isolation. Always remove it from the door when you re-enter the building.

Good Reason: Safety, safety, safety, safety, safety - yours and the animals'.

Annoying Rule: Check the “Interesting cases” bulletin board in the Equine/Nemo Farm Animal Hospital and near dentistry in the Companion Animal Hospital.

Good Reason: The faculty and house staff list their most interesting cases currently in the hospital. Check the animal's history, follow along in the medical record, ask questions of the students and others involved in the case, examine the animal (with permission), and learn more.

Please ask questions and use a good mind. It's why you and the hospital staff are here!



University & College policies

Please familiarize yourself with these policies, which address a range of topics, including such things as attendance and classroom conduct, leaves of absence, grading, course registration, and academic standards and integrity.



Attendance

Regular class attendance is expected in all courses. Notification of an excusable absence (limited to medical or family emergencies, and conflicts with religious observances) should be given to the Assistant Dean for Learning and Instruction (Dr. Kathy Edmondson). The Assistant Dean, in consultation with the course instructors, will inform the student if the absence is excused. When an absence is excused, students may work with the instructors to make up the missed work, as is practical and feasible.

Unexcused absences do not entitle students to make up the work missed.

The University faculty established the following rules for all classes that fall in the two days immediately preceding the vacation periods during the academic year:

1. No instructor may change the time of classes except with the specific approval of the Dean of the College.
2. The quantity and quality of work given during these periods must conform to that given during the remainder of the term regardless of class attendance.
3. Students should recognize that many laboratory exercises, particularly those involving live animals, cannot be rescheduled and must be attended unless excused for an unavoidable absence.

A student who wishes to participate in a conference or other scholarly activity should complete the form '*Request for Excused Absence due to Scholarly Activities*' (available in the office of Student and Academic Services, S2009 Schurman Hall), and obtain a signature of the affiliated research, academic or activity advisor. The form must be submitted to the office of the Assistant Dean for Students and Instruction during the first week of the courses in which the absence would

occur. The Assistant Dean will in turn consult the appropriate instructors. When a 'Scholarly Activities Absence' is approved, students may work with the instructors to make up the missed work, as is practical and feasible. Some curricular experiences may be impossible to replicate. If participation in a Scholarly Activity conflicts with a scheduled course examination, it is the student's responsibility to work with the course instructor(s) to make alternate examination arrangements, if possible. Some examinations may be impossible to reschedule or replicate.

Policy for Attendance in Foundation Course VI, *Clinical Rotations*

Students are expected to be present every day during their scheduled rotations. Absence from a clinical rotation can have a significant impact on patient care and the education of all students in the rotation. All absences must be for valid reasons and these include illness and family emergencies, job interviews, licensing exams, a unique justifiable educational opportunity, and religious observances. In case of acute illness or family emergencies, the student should contact the faculty on the service directly and immediately for special arrangements. Beyond emergency situations, all requests for an absence must be discussed with and approved in advance with the Section Chief of the rotation. The Section Chief decides whether the requested absence is permissible or not. Any days missed for an unexcused absence, and those in excess of 2 days of excused absence, must be made up. Students will be given a grade of incomplete until all requirements for the rotation have been met. Cumulative absences across all rotations are tracked and reviewed by the Foundation Course VI leaders.

Examinations

Students should prepare and be present for examinations on the dates and times scheduled by the instructors, and should not plan any other events on examination dates. Only in cases of excusable absence (limited to medical or family emergencies, and conflicts with religious observances) may instructors consider rescheduling an examination for a student. Notification of an excusable absence on scheduled examination dates should be given to the Assistant Dean for Students and Instruction. The Assistant Dean, in consultation with the course instructors, will inform the student if the absence is excused. Students with excused absences must contact the course instructors to make arrangements for making up a missed exam.

Unexcused absences do not entitle students to alternate examination arrangements.

Grading Policies

Students will be evaluated at the end of each Foundation and Distribution course and awarded a grade which will represent the composite of the grades from each component of the evaluation process, as determined by the course leader. Course faculty have the prerogative not to use the full range of the grading scale depending on the course objectives, course content, and the nature of assessment methods used.

For each course, students may choose to be notified of their grades by the faculty member responsible for the course by using one of two grading options, the letter grading option (A,B,C,D, or F) or the S/U grading option.

The Letter Grade Reporting Option. Letter grades (A,B,C,D, or F) will be provided to the student. Examinations will be corrected and returned with errors and omissions noted.

The S/U Grade Reporting Option. All grades will be reported to the student as Satisfactory or Unsatisfactory; with Satisfactory=C- and above, and Unsatisfactory= D+ to F. On examinations, errors and omissions by students will be indicated, but the letter grade (A,B,C,D, or F) will not be reported to the student.

For either option, steps will be taken to ensure the complete confidentiality of individual students' work and results.

A grade of incomplete is designated by INC. The grade R is given at the end of the first term of a year-long course. The student is responsible for re-enrolling in the following term in any course for which a grade of R is received. The grades of INC and R do not have quality points attached. A grade may be changed only if the instructor made an error in calculating the original grade.

Add/Drop Policy

The college allows one week at the start of each distribution period for changes to enrollment or grade option in classes which begin in that period. Enrollment changes during this open add/drop period may be made on the self-service website (<http://studentcenter.cornell.edu>) unless otherwise instructed. After the first week of instruction, a course may be added with permission of the instructor and a \$100 fee will be assessed.

Dropping a course after the first week of instruction will result in a W on the student's transcript and an assessment of a \$100 fee.

Established Cornell University guidelines for each of the letter grades are:

96-100= A+ 93-95= A 90-92= A-

86-89= B+ 83-85= B 80-82= B-

76-79= C+ 73-75= C 70-72= C-

66-69= D+ 63-65= D 60-62= D-

59-lower= F

The student should check his/her enrollment record on <http://studentcenter.cornell.edu> after submitting an add/drop request to verify that the transaction has been recorded. A late fee of \$100 per course will be charged for correction of errors reported after the end of the applicable add/drop period.

Credit will not be awarded for a course in which the student was not officially enrolled, even if the student attended all classes and completed the work. This is a Cornell University policy that may not be waived by the college.

Clinical Rotation Assignments: Clinical rotation scheduling begins late spring of the second year. Changes to those assigned schedules, whether they affect Distribution or elective repeat rotations, will be allowed only in emergency situations. Requests for changes and/or additions to clinical rotation schedules must be requested in writing via email to the registrar at least ONE MONTH PRIOR to the start date of the requested change or addition. Changes are made upon availability. Late add/drops will be assessed a fee of \$100 per change.

Special Project and/or Research Projects: Maximum of 4 credits allowed per semester. Maximum of 12 credits total can count toward the 33 Distribution credits required for graduation.

Incomplete Grades

A grade of incomplete is appropriate only when a student has substantial equity in a course but is unable to complete course requirements on time because of circumstances beyond the student's control, for example, accident or illness.

The course requirements or alternatives acceptable to the instructor must be completed within one year or by the end of the next scheduled offering of the course and before graduation. The instructor has the option of setting an earlier time limit.

Upon completion of the course requirements or expiration of the make-up period, the instructor will submit a grade for the course. If the requirements are not fulfilled within the specified time, a grade of F will be recorded.

It is the responsibility of the student to see that all grades of Incomplete are made up within one year (or have met an earlier deadline if one has been set by the faculty member) and that the grade has been properly recorded with the college registrar.

In making their report to the faculty, the Class Teachers Committee will indicate which students are being recommended for advancement with grades of Incomplete, and the proposed timetable for completion. If, after the make-up period has ended, the student's term grades include two or more D's or any F's, the same Class Teachers Committee will reconvene to review the student's performance and make recommendations to the faculty in accordance with existing academic policies.

Please note: Once a student completes the course the faculty will submit a grade change to the College Registrar's Office to update the grade. All updated incomplete grades are noted on the student's transcript with an asterisk*.

Term Grade Reports

Grades may be viewed on the Student Service Center- approximately 2 weeks after the end of the course.

Transcript Requests

Official transcripts (for internships, scholarships, or graduate school applications) may be obtained only through the Office of the University Registrar, B7 Day Hall. An official transcript is one that bears the official seal of the university and the signature of the University Registrar,

sent in a sealed envelope directly from the Office of the University Registrar to another institution or agency as directed by the student.

Current students can request Cornell University transcripts on-line at <http://transcript.cornell.edu>.

Auditing Courses

The university does not permit veterinary medical students to audit courses.

Non-Registration & Non-Payment of Fees & Tuition

Students in the Veterinary College who fail to register and pay fees by the end of the third week of classes (that is, by the time registration is frozen for reporting purposes) will be informed in writing that they are no longer eligible to attend classes in the Veterinary College. The Cornell

Full-Time Student Status

--> All students must maintain full-time status for each of the eight regular semesters (Fall & Spring) comprising the DVM program. Full-time status is determined by registering for a minimum of 12 academic credits per semester.

University Registrar has the responsibility to enforce this policy. For more information please see <http://registrar.sas.cornell.edu/Student/registration.html>

Academic Standards - Foundation Courses I - V and VII

Each Foundation course is a prerequisite to the immediately following Foundation course. No student may attend a Foundation course without having passed the immediately preceding course, regardless of the time the new course begins within a semester.

Course syllabi include descriptions of course expectations, and the basis upon which student grades are calculated. These may vary across courses, and it is the student's responsibility to familiarize her/himself with the policies of the courses in which s/he is enrolled.

A student who achieves a grade of F in two Foundation courses, or a grade of D or below in three Foundation courses, shall not be allowed to reregister in the College of Veterinary Medicine.

A student who achieves a grade of F in one Foundation course in any one semester, or a grade of D or below in two Foundation courses in any one semester, shall be denied permission to advance to the subsequent term; however, the student will be permitted to repeat the term in which the above grade(s) was (were) received.

A student, who achieves a grade of D or below in one Foundation course, shall be placed on academic warning, and shall be required to attain a grade point average of 2.0 or above, in Foundation courses taken the following semester. A student, who does not achieve this required grade point average, shall be denied permission to advance to the subsequent term; however, the student will be permitted to repeat the semester.

Policy for repeating a semester: A student who has been denied permission to advance may only repeat once. A student who repeats a term shall be required to take all Foundation courses normally offered during that term, unless exempted by the faculty responsible for teaching the course.

Academic Standards-- Foundation Course VI, *Clinical Rotations*

A student who receives a grade of F or two grades of D on required clinical or pathway rotations will be placed on academic warning. A student who receives a grade of F on a required clinical or pathway rotation will be required to repeat that rotation. A student who receives two D grades on required clinical or pathway rotations will be placed on academic warning but will not be required to repeat those rotations.

A student cumulatively receiving more than one grade of F or more than two grades of D or lower on required clinical or pathway rotations throughout Foundation Course VI shall be denied permission to continue in the course (or graduate). Upon receiving a first grade of F or a second grade of D, the student will be notified as soon as possible by the Assistant Dean for Students and Instruction that s/he is on academic warning for the balance of Foundation Course VI, and the clinical rotations class teachers committee shall be convened to make recommendations to the College Faculty at the next earliest faculty meeting.

A weighted average of all required clinical rotations (including pathway rotations) will be calculated to determine a final grade for Foundation Course VI. This grade will be used to determine advancement (graduation) of students starting Foundation Course VI on academic warning.

Policy on Clinic Scheduling Changes

One hallmark of Cornell's professional curriculum is the flexibility students have to tailor many clinical experiences to support their professional goals. All students may request up to three preferences regarding their schedule for clinical rotations. These preference requests must be made at the time students formally select a Clinical Pathway,

by completing an online form at the end of the second year of study. The majority of students' requests are honored.

The faculty recognize that occasionally additional opportunities or circumstances arise after a student's schedule has been set, and that a change may be desirable or necessary. Once students have received their clinic schedules, they may make up to three changes, provided the following criteria are met: 1) the student requesting the change is the only student affected by the change, and 2) the reasons for the change are well substantiated, and approved by the Course Leader(s) of Foundation Course VI.

Students are strongly encouraged to use their preferences judiciously, and to explore potential revisions to their Clinical Pathways and schedules before they begin clinical rotations.

Pathway Revision Guidelines

Students' pathway selections may not be changed, but the rotations that comprise their pathway may be modified. Students may replace an existing service in a pathway with a different experience, either here at Cornell or elsewhere as an Opportunity Block (VTMED 6605). The maximum number of

pathway revisions students may make is three, and each must be approved by both pathway advisors. Before any substitutions are implemented, the staffing needs of the CUHA must be met, such that the minimum or maximum numbers of students on a rotation are maintained. Revisions may be requested during the clinic scheduling process using an online tool, which must be completed by early June. After clinic schedules have been distributed to students, providing the num-



ber of changes has not exceeded three, students may request additional revisions to their pathways. The process for requesting changes prior to October 1st is the same as it is during the clinical scheduling process: students must complete an online form, and both pathway advisors must approve the change. Revisions are not possible for the LA Surgery II, Neurology, and SA ECC rotations. All pathway revision requests must be made by October 1.

Late pathway revision requests (submitted after October 1st) must meet the criteria outlined above, and include a justification for the experience and an explanation for why the request falls beyond the deadline. The request must then be approved by both pathway advisors, and the Course VI Course Leaders.

Committee for Students Denied Re-Registration

This committee's charge is to meet with any student who, under the current guidelines for academic performance, would be denied permission to reregister. The purpose of the meeting is two-fold:

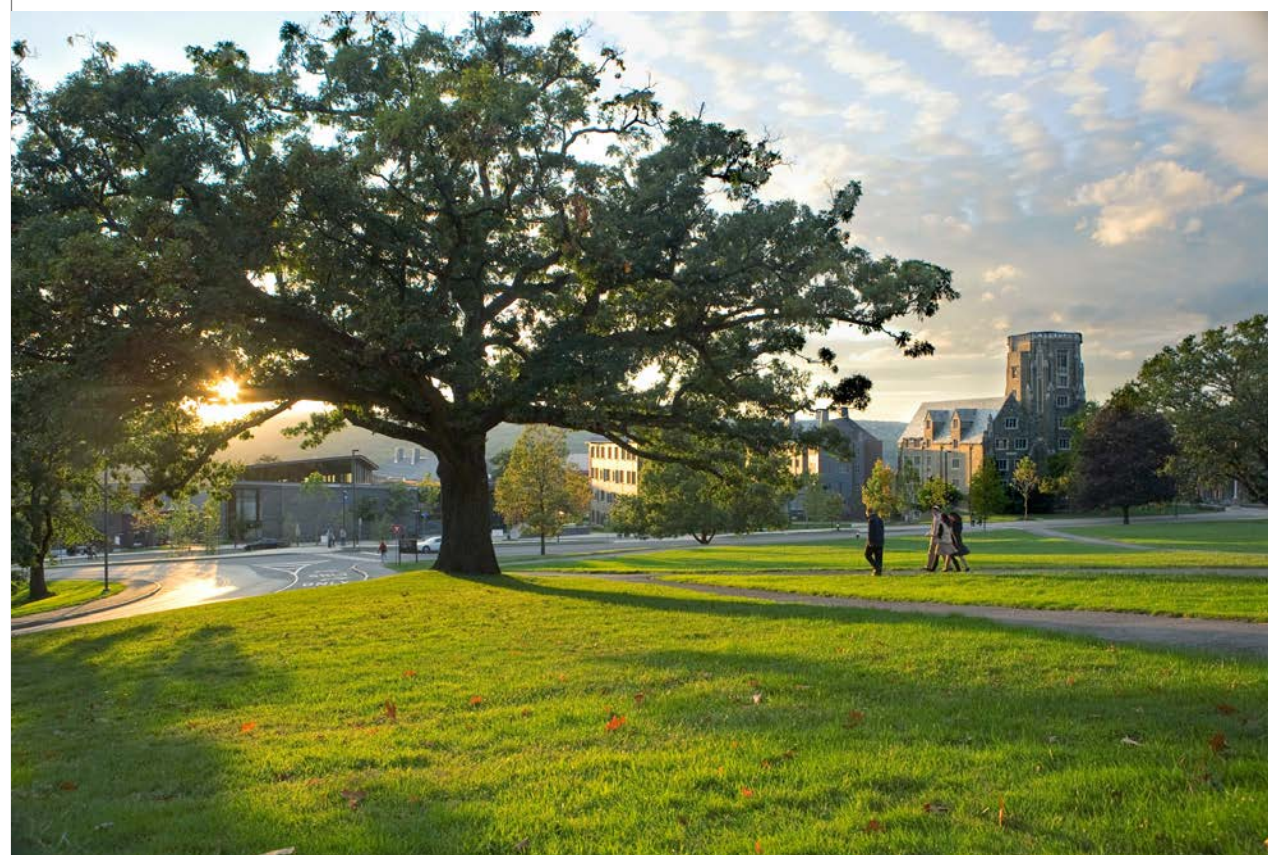
- 1.) to determine and report to the faculty whether there were substantial extenuating circumstances which led to the poor academic performance to determine and report to the faculty whether these extenuating
- 2.) to determine and report to the faculty whether these extenuating circumstances are likely to be resolved so that the student can complete his/her academic program successfully.

The meeting is informal, confidential, and without record, so that the student may discuss private, personal, and confidential matters which are not suitable for general faculty discussion. The Committee usually consists of three members appointed by the Dean and serving from year-to-year at the Dean's discretion. To preserve confidentiality, there will be no recorded minutes or notes of the meeting with the student. It is understood that the Dean, or the Dean's designate, will monitor student performance and notify students of their opportunity to meet with

the Committee, but that students may decline to meet with the Committee (based on minutes of the Faculty meeting held on March 26, 1994).

Faculty Assistance for Students Experiencing Academic Difficulty

The academic performance of a student who receives a D grade in a Foundation course will be reviewed at the end of the course or, where appropriate, the end of the semester, by the faculty responsible for teaching the course (Class Teachers). Working in conjunction with the faculty advisor, the Director of Student Services and Multicultural Affairs, and the Assistant Dean for Students and Instruction, the student will develop a set of goals to remedy the academic deficiency. The Foundation course leader may suggest ways to review the material and obtain supplemental assistance from course faculty. In setting goals for improved performance, the student will be encouraged to consider issues such as



learning and study strategies, and, where relevant, circumstances outside of the academic sphere that may have a negative impact on academic performance.

Grievances Regarding Academic Grading & Evaluation Procedures

This guideline suggests that avenues of discussion and appeal available to DVM degree candidates who believe that they have been unfairly evaluated, but it is NOT an appeals process by which grades may be challenged.

Both College and University guidelines clearly define the rights of faculty members to evaluate students' performance and assign grades. Often the evaluation includes a subjective component. In such cases the faculty member should indicate at the start of a term the requirements and expectations and be willing to explain at the end of the course the basis on which any particular subjective evaluation was made.

A student may request from the course instructor an explanation of the criteria and information used in making a subjective evaluation. Whenever possible, differences of opinion should be resolved through open and candid discussions between these parties.

If, after these discussions, the student believes that the subjective evaluation was not a fair appraisal of performance or was based on prejudice or inaccurate information, the student may appeal in writing to the Chair of the Department, who will review all issues and recommend a resolution. The next level of appeal available to student is the Dean.



The final option within the College is by written appeal to the General Committee. This elected faculty committee may (1) decline to pursue the matter on the basis of lack of substantial merit (2) present the case to the entire faculty, with permission of the petitioner or (3) conduct a thorough investigation and make recommendations to one of both parties.

Academic Standards for Distribution Courses

Whereas the College Faculty has not instituted minimum yearly credit requirements for Distribution courses, receiving a grade of D or F for individual Distribution courses will not, by itself, constitute grounds for denial to advance to the subsequent semester. However, only courses for which a passing grade (D or above) is achieved will count towards the minimum credit requirement for graduation (=31.0 credits from sets I, II, III, IV, V and VII plus 6 credits from set VI) or towards fulfilling minimum requirements for Distribution courses from required sets. Furthermore, no more than four Distribution courses with D grades will count towards the minimum credit requirements for graduation. The foregoing does not compromise the prerogative of the College Faculty which may, under unusual circumstances, make exception to these guidelines.

Policy on Satisfactory Academic Progress

All graduation requirements for the DVM degree must be completed within six years of a student's initial registration in the veterinary program. This requirement applies to all veterinary students except those participating in Track 1* of the dual DVM/PhD degree program.

For all students on leave, responsibility for maintaining eligibility to return to the DVM curriculum rests with the student. Failure to meet the applicable time of completion requirements will be deemed unsatisfactory performance, resulting in dismissal. If a student does not re-

turn from a leave at the conclusion of the set time period, and has not received an extension in writing, the individual will be deemed to have withdrawn from the Veterinary College. He or she may reapply through the College's admissions process and, if admitted, complete the entire DVM program.

*Track 1 is expected to consist of two years in the DVM program, three years in graduate training, followed by two years in the veterinary program. If necessary, students in this track of the Dual Degree program may petition both the Curriculum Committee and the Dual Degree Oversight Committee for an extension of the graduate training period. This request should be made at least one semester before the scheduled return to the DVM program.

Satisfactory Academic Progress for Financial Aid Recipients

Federal regulations (General Provision CRF 668.1) require that Cornell University College of Veterinary Medicine review the academic progress of students who apply for and/or receive financial assistance.

Satisfactory academic progress is comprised of three areas as required by federal regulations. A student must complete their degree within a specified period, demonstrate they are making progress towards the completion of their degree by earning a minimum number of credits hours each semester, and achieve a GPA that is consistent with meeting graduation requirements. This regulation applies to each financial aid applicant, whether a previous recipient or not.

This policy on satisfactory academic progress relates specifically to students who apply for and/or receive federal financial aid and/or Cornell University College of Veterinary Medicine scholarships and grants.

In addition to meeting the standard for receiving financial aid, students must also meet the academic standards previously defined above.

Financial Assistance Programs Affected

Perkins Loan

Health Professions Loan

Federal Direct Unsubsidized Loan

Federal Direct PLUS Loan

Federal Work Study/ VETSEP

Cornell University College of Veterinary Medicine Scholarships

Annual Evaluation

Annual financial aid Satisfactory Academic Progress (SAP) evaluations will be completed at the end of each academic year and cannot take place

until final grades have been posted. This review will determine academic eligibility for the upcoming summer, fall, and spring terms. Every student who applies for financial aid must be making Satisfactory Academic Progress, regardless of whether they are a first-time applicant or have received financial aid in the past. Any financial assistance offered for the year ahead is subject to cancellation if the minimum standards of satisfactory academic progress were not met in the year prior.

Incoming first year and new transfer students will be considered for financial aid for one academic year prior to the evaluation of Satisfactory Academic Progress. At the end of the first academic year of attendance at Cornell University, all students will be evaluated based on the standards of their designated academic level. They will then be reviewed annually until graduation. Students who transfer to Cornell Univer-



sity College of Veterinary Medicine in January will not be evaluated until they have completed three regular semesters.

Each student's record will be reviewed under the direction of the College Registrar for compliance with the academic requirements and notification will be made to the Director of Student Financial Planning. Financial aid recipients will be notified of their failure to meet the SAP guidelines via a letter from the Student Financial Planning Office.

Maximum Time Frame for Degree Completion

College of Veterinary Medicine policies specify that a student must complete his/her degree within 150% of the published length of the program. The maximum time frame in the College of Veterinary Medicine is measured in semesters. Therefore, the maximum time frame to complete the DVM program cannot exceed twelve semesters. There are no appeals to the maximum time frame regulation.

Credits counted in the maximum time are all attempted credits (even when not a financial aid recipient). Attempted credits include:

- Earned credits -Passed (A through D-), Satisfactory (S)
- Repeated courses -both attempts
- Withdrawal
- Failures -Failed (F), Unsatisfactory (U)
- Incomplete
- All accepted transfer credits

Federal regulations do not allow for the exclusion of courses in which a student has remained past the drop period and earned a grade of 'W' from its calculation of the maximum time frame.

Required Completion Rate

Federal regulations require that a student make steady progress toward degree completion by earning a minimum number of credit hours each semester. Progress is measured for all students by semester. In order to graduate within the maximum time frame (twelve semesters), a student must earn at least twelve credits per semester. Earned credit hours include:

- Grades of A through D-or S (with credit)
- Transferred credits -provided they meet degree requirements
- Required Grade Point Average

Federal regulations require the student to meet minimum cumulative GPA standards to retain eligibility for aid. By the end of four semesters (measured by period of time, not grade level), a student must attain a C average, or an academic standard consistent with the college's graduation requirements, which is 2.0 for the College of Veterinary Medicine.

Failure to Meet Satisfactory Academic Progress

Students failing to meet Satisfactory Academic Progress standards will lose their financial aid eligibility. They will be notified in writing of their status by the Office of Student Financial Planning. Students terminated from receiving financial aid can reestablish eligibility by successfully completing the required number of credit hours and by attaining the overall required grade point average by the end of the next semester. Neither paying for one's classes nor sitting out a semester is sufficient to reestablish the financial aid eligibility of a student who has failed to meet SAP. If a special or unusual circumstance contributed to a student's lack of satisfactory academic progress, the student may appeal the denial of financial aid.

Financial Aid Appeal Process

The letter of denial from the Office of Student Financial Planning will describe the appeal process. Examples of special or unusual circumstances are a personal injury or illness, or death of a relative. The appeal must explain how the special or unusual circumstances have been resolved so that the student will now be able to complete the required number of credit hours or attain the required grade point average.

The appeal must be submitted to the Director of Student Financial Planning for evaluation. The director will respond to the appeal in writing within two weeks of receiving the complete appeal.

If the appeal is approved, the student's financial aid will be reinstated for one semester. By the end of that semester, the student must have successfully completed the required number of credit hours and attained the overall required grade point average. Students who fail to make SAP by the end of that semester will have their future financial aid eligibility terminated. They will be notified in writing of their status by the Office of Student Financial Planning.

Federal regulations prevent a student from submitting an appeal two semesters in a row. However, there is no limit to the number of appeals a student can submit if they can document there are new circumstances preventing the student from making SAP.

Copying and Recording Policy

In accordance with Cornell University policy¹, students may not replicate, reproduce, copy, transfer, or distribute material from lectures, laboratories, or clinical rotations without the express prior permission of the instructor. This includes, but is not limited to, making audio, video, or still-image recordings. Students who have the express consent of an instructor to record a class must make their own arrangements to make recordings.

Those students who request that any session be recorded, either electronically or via traditional note-taking, because of disability or unavoidable absence should contact the Office of Student and Academic Services to make arrangements. In cases of ongoing need, the Office of Student and Academic Services will make arrangements with the instructors and obtain course-wide approval.

The use of recordings and other derivative materials, including class notes, is restricted to personal use.

At the discretion of the instructor and course leader, violations of this policy may be referred to the College of Veterinary Medicine Honor Board. This policy shall be communicated to the Faculty and Students at the start of each academic year.

Rationale:

1. Faculty members have rights to privacy within their lectures and the reasonable expectation that their knowledge is shared only with those students who are members of their classes.
2. There is a longstanding tradition that members of the university own the copyright to their academic and creative efforts regardless of medium.²

3. Respect for intellectual property is essential in an academic community.²

4. Copyright ownership is defined by federal law and university policy is structured within this context.²

5. Reproducing, displaying, or distributing copyrighted material without permission infringes on the copyright holder's rights and is a violation of fed. law, the Campus Code of Conduct, the Code of Academic Integrity and the Policy on Responsible Use of Electronic Communications.³

¹Cornell Univ. Code of Academic Integrity,
<http://cuinfo.cornell.edu/aic.cfm>

²Cornell Univ. Copyright Policy,
http://www.policy.cornell.edu/cm_images/uploads/pol/Copyright.html.

It should be noted that there is currently a revised draft Copyright Policy - Draft Document, Intellectual Property Committee, On-Line Forum Current Topics, available at:
<http://theuniversityfaculty.cornell.edu/forums/pdfs/CopyrightReportRev.pdf>

³IT Policy Office: Rights and Responsibilities at:
<http://www.cit.cornell.edu/policy/responsible-use/illegal.html>.

A Word about Personal Computer and Cell Phone Use in Lectures and Classes

While we recognize that for some of you a laptop computer in lectures is a valuable tool for taking notes, computer use should be limited to the task in hand and should be respectful of others. For people sitting behind you in a lecture theatre, it can be extremely distracting if you are reading or

sending email, viewing video clips or doing other things that are unrelated to the learning objectives of the class.

For this reason, some classes on campus do not allow the use of personal computers during lectures. We are reluctant to impose such a Draconian rule. However, we hope that in the future those of you that do use laptops in class will limit their use to note-taking. Similarly, while text messaging may be less obtrusive, any cell phone use is inappropriate during a lecture or other class, except in an emergency.

Statement of Essential Skills and Abilities

Introduction

The Doctor of Veterinary Medicine Degree (DVM) signifies that the holder is a veterinarian prepared for entry into the practice of veterinary medicine with must acquire broad scientific knowledge and technical skills necessary for them to function independently in a wide array of clinical, research, and other situations.

Candidates for the DVM degree must demonstrate the requisite skills and abilities to satisfy both the overall and course-specific requirements of the curriculum.

Moreover, students must be able to function safely and effectively in multiple environments such as classrooms laboratories, examinations, large and small animal clinics, and a variety of animal environments. Exposure to chemicals (e.g., medications, disinfectants, anesthetics, tissue fixatives) and pathogens are unavoidable during veterinary school and beyond.

Veterinarians are governed by a code of ethics and professional behavior that forms a social contract between the profession and society. The DVM degree is conferred only after the student has achieved satisfactory mastery of the necessary scientific and clinical knowledge as well as technical

skills, while also demonstrating the professionalism, attitudes, and behaviors that are consistent with the professional degree of veterinarians. Throughout the curriculum, students must demonstrate a high level of compassion for all animals and people, excellent interpersonal and communication skills, the highest moral and ethical standards, and a motivation to serve, and they are expected to interact effectively with people of all ethnic, social, cultural, and religious backgrounds.

Essential Requirements

The following information will familiarize applicants and students with the abilities, skills and attitudes expected to meet the requirements of the curriculum and the profession. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all veterinary students take and achieve competence in the curriculum required by faculty.

The College of Veterinary Medicine at Cornell University has an ethical responsibility for the safety of patients and clients with whom students and veterinarians interact and interrelate. Patient and client safety and well-being are therefore essential factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion and graduation.

Candidates for the DVM degree must be able to elicit and receive a variety of inputs from their environment, including tactile, visual, and auditory stimuli, then process these inputs based on their knowledge and experience, and finally make appropriate responses that include both verbal communications and a variety of physical actions.

A candidate for the DVM degree must demonstrate abilities and skills in five areas: observation, communication, motor, intellectual (conceptual, integrative and quantitative), behavioral, and social.

- I. Observation: The candidate must be able to observe and make assessments from required demonstrations and experiments, includ-

ing but not limited to anatomic dissection, microscopic analyses, animal/patient demonstrations, and radiographic and other graphic and diagnostic images. A candidate must be able to observe a patient accurately at a distance and close at hand, and assess findings. S/he must perceive and interpret signs of fear, aggression, and other potentially dangerous behaviors exhibited by various animal species. Observation requires the functional use of vision, hearing, and some sensation, often in complex situations in veterinary health care environments.

- II. Communication: A candidate must be able to elicit information, establish rapport, offer explanations, and to describe changes in behavior, activity, and posture. Communication includes not only speech, but also interpretation of nonverbal cues, and reading and writing in English. The candidate must be able to communicate effectively, efficiently, and in a timely manner with all members of the health care team.
- III. Motor Function: A candidate must have sufficient motor skills to use scientific and diagnostic instrumentation, to carry out animal restraint and essential diagnostic procedures, including palpation, auscultation, percussion, and other components of a physical exam on live animals, to perform surgical manipulations, and to conduct dissection and necropsy on cadavers. A candidate must be able to execute motor movements reasonably required to provide general care, surgery, and emergency treatment to patients of all species. In addition, the candidate must be able to escape physically dangerous contacts with animal patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing.
- IV. Intellectual (Conceptual, Integrative, and Quantitative): Problem solving, a critical skill of veterinarians, requires that a candidate be able to obtain, retrieve, analyze, integrate and synthesize information from multiple sources efficiently and accurately.

In addition, a candidate should possess the ability to measure and calculate accurately, to perceive three-dimensional relationships, and to understand the spatial relationships of structures. Candidates must be able to formulate and test hypotheses that enable effective and timely problem-solving in the diagnosis and treatment of patients in a variety of clinical situations. In many cases, these decisions and appropriate diagnostic and therapeutic maneuvers are time-sensitive. Thus, candidates must demonstrate the skills, knowledge, and abilities to process multiple situations simultaneously.



- V. Behavioral and Social Attributes: A candidate must be able to fully utilize his or her intellectual abilities, exercise good judgment, promptly complete all responsibilities attendant to the diagnosis and care of patients, and to develop effective relationships with their companions, peers, staff, colleagues, and with clients. S/he must be able to work effectively as a member of a health-care team, and must be able to tolerate physically and emotionally taxing workloads, to function effectively under stress, and to display flexibility and functionality in the face of uncertainties inherent in assessing patients' health problems. Candidate need to be able to both elicit and convey information to clients and staff in a timely and effective manner, using both oral and written formats. S/he must understand the legal and ethical aspects of the practice of veterinary medicine, and function within both the law and the ethical standard of the veterinary profession. The candidate is expected to demonstrate a high commitment to professional behavior the includes, but is not limited to, demonstration of competence, compassion, integrity, lifelong learning, concern

for others, interpersonal skills, collegiality, interest, and promotion of the public good. These personal qualities, abilities, and skills will be assessed during the admission process and throughout the educational program. In addition, applicants and enrolled veterinary medical students must be able to perform the duties of a veterinary student without endangering the lives of patients, caretakers, colleagues and staff, or themselves. In order to complete required courses, students are expected, at a minimum, to work with dogs, cats, horses, and cows. Other

species are commonly seen (e.g. rabbits, warm and cold-blooded small and exotic pet species, llamas and alpacas, etc.)

Accommodations Policy

It is our intention to provide reasonable accommodations for students with qualifying disabilities. The accommodations apply to classroom and examination situations and activities based in the Hospital for Animals.

Students who believe they are entitled to an accommodation should contact the Director of Student Services and Multicultural Affairs (S2 009 Schurman Hall. Tel #607-253-3700). When possible, a student should initiate the process in the summer before his/her matriculation, or, if later, as soon as the disability arises. In order to make decisions based upon an individual's specific situation, it may take some time to determine what is appropriate and fair given the nature of the disability as well as the requirements of veterinary education.

In order to begin the review process for your request for accommodation(s), you should contact Office of Disability Services (420 Computing and Communications Center (CCC) tel #607-254-4545) to discuss your situation. This office will offer you advice and guidance on the services available to students at the University. You will also need to provide the Office of Disability Services with the following information:

Documentation of your disability, in writing, from a physician who is familiar with your diagnosis.

Recommendations from the physician based upon your needs for accommodation in a veterinary environment.

In addition, a copy of the above documents should be sent to the Office of Student and Academic Services in the College Veterinary Medicine.

It is possible that either the Office of Disability Services or the Office of Student and Academic Services may request additional documentation, to speak directly with your physician concerning the accommodation and/or that you be evaluated by another medical professional.

As soon as the Office of Disability Services reviews your documentation, they will send their written recommendation regarding appropriate accommodations for your disability to the Office of Student and Academic Services. It is very important that we receive their recommendation as early as possible as it is a precondition for any action taken concerning accommodations by the College of Veterinary Medicine.

Please let us know what accommodations you have been granted in college and graduate school, and on standardized tests. While your prior history is relevant for determining reasonable accommodations, you should realize that we might not grant the same accommodations that you have received in the past. Your request for accommodations will be carefully reviewed according to what is reasonable and appropriate given the nature of your disability and the essential components of our

academic program. The final authority regarding accommodations rests with the Dean of the College of Veterinary Medicine.

Students' Responsibilities Related to Accommodations for Disabilities

Requests for accommodations must be approved first by the Office of Disability Services, and then by the College of Veterinary Medicine. Students requesting accommodations are responsible for providing appropriate documentation of their disability.

Students who received accommodations for disability share responsibility for ensuring their needs are addressed. Specifically:

It is the responsibility of the student to inform the Director of Student Services and Multicultural Affairs of the nature of his/her disability if accommodations will be necessary.

The student must furnish documentation of the disability to the Cornell University's Office of Disability Services.

To protect students' confidentiality, the Office of Student and Academic Services will not initiate communication with faculty about accommodations unless the student requests it.

Once the request for accommodations has been approved by the Office of Disability Service and the Office of Student and Academic Services, the student will be provided with a letter to present to instructors in the courses the student is enrolled in. It is the student's responsibility to inform the course instructor of the need for accommodation.

Should there be a change in condition that results in a need for different conditions or should the approved accommodations prove to be ineffective, the student must request modification through the Director of Student Services and Multicultural Affairs and the Office of Student Disability Services.

All students including those receiving accommodations are bound by the academic policies of the College, including the Honor Code.

Accident Reports



The College requires a record of accidents which occur to students in the course of their educational program. All student accidents which occur in the College should be reported to the Office of Hospital Administration. A Student Accident Report form must be completed and signed by the student and by any faculty or staff who observed the accident or who are responsible for the area where the accident occurred.

Alcohol Use Policy

It is the policy of this College that no student shall be allowed to have alcoholic beverages on the College premises during academic hours (7:00 a.m. to 6:00 p.m., Monday through Friday, during the academic semester). Requests for alcoholic beverages to be served at other times must be made to the Dean's office.

The following Cornell regulations apply to all academic and administrative units, staff, faculty, students and other campus organizations, as specified. University departments may impose other requirements or restrictions for the service of alcoholic beverages. Individuals and or-

ganizations should consult with the appropriate department to determine what additional regulations might apply to them.

New York State Law. It is illegal in New York State for alcoholic beverages to be made available, by sale or otherwise, to anyone under 21 years of age or to anyone who is visibly intoxicated.

Participants Under Age 21. It is recommended that there be no sale or service of alcoholic beverages at events where the majority of participants will be under the age of 21.

All-You-Can-Drink-Events. "All-you-can-drink" events and all types of drinking contests are prohibited. At events where admission is charged, alcoholic beverages must be purchased and served on an individual basis. The charge for alcoholic beverages must be separate from the charge for admission into the event. At events where alcohol is provided at no charge, alcoholic beverages must be served on an individual basis.

Concerts and Athletic Events. Alcoholic beverages are not permitted at concerts or at inter-collegiate athletic events. While waiting in line for these events, no person shall possess or consume alcoholic beverages.

Non-Alcoholic Beverages and Food. Sufficient quantities of non-alcoholic beverages and food must be available at all times during an event at which alcohol is served. An alcoholic punch or beverage must be clearly labeled as such.

Advertisements and Promotion. No organization may include inducements for excessive alcohol consumption when promoting events. Promotional material should highlight the availability of non-alcoholic refreshments. Promotional materials should not make reference to the amount or brand names of beverages which will be served.

Responsibility of Sponsors. Individuals sponsoring an event will be responsible for establishing measures to prevent alcoholic beverages

from being sold or distributed to people under twenty-one years of age or to people who appear intoxicated. Such measures should include, but are not limited to, requiring proof of age before individuals are served, appointment of a Responsible Person(s) and training of bartenders and people who are supervising the dispensing of alcoholic beverages. The sponsoring organization must leave the premises in good order after an event.

Responsible Person(s). At events where alcoholic beverages are served, there must be a designated individual to serve as the person responsible for the event. This person is called the Responsible Person(s) and must be listed on the campus event registration form by the authorized representative of the sponsoring group.

Registration. All campus organizations (defined as a group that has a majority of its membership from the Cornell community, with at least some student representation) serving alcoholic beverages at events on campus or on University-owned or managed property must register that event through the the online [Events Registration Form](#)

A more detailed document detailing violations and penalties, procedures for obtaining a beer permit and registration and facilities requirement may be obtained from the Office of Student and Academic Services.



Use of Animals in Teaching

The College's Committee on the Use of Live Animals in Teaching believes that applicants should know and understand the following information before accepting a position at the College:

1. Live animals will be used for teaching in certain obligatory core courses.
2. No terminal procedures are performed on live animals used in teaching core courses.
3. The College conforms to the rules for the care of such animals as outlined in "Guiding Principles in the Care and Use of Animals" as approved by the Council of the American Physiological Society and the Guide for the Care and Use of Laboratory Animals: DHEW publication Number 86-23 (Revised 1985).
4. Each course in which animals are used receives a formal review annually by the College Committee on the Use of Live Animals in Teaching.
5. Any concerns regarding live animal use in teaching should be addressed first to the faculty member responsible for that course. Alternatively, students may choose to address their concerns to the Chairperson of the Committee on the Use of Live Animals in Teaching, whose name may be obtained from the Dean's Office. The Chairperson may initiate discussion between the Committee and the faculty member responsible for a particular course without involving the student, if anonymity is desired by the student.

Classroom Use for Meetings

All use of classrooms is scheduled by:

Kate Davenport (S2 009 Schurman Hall, 3-3704, email: klw26@cornell.edu)

Dave Frank (3-3696, e-mail: daf4@cornell.edu)

Reservations should be made well in advance of the planned activity. Individuals should not ask to reserve a tutor room for studying. Use of the tutor rooms for this purpose is on a first come, first served basis. Access to the lecture halls is with your college ID.

All groups using College facilities are expected to:

- Reserve the desired space.
- Sign out and return keys as directed.
- Report any damage to or breakdown of equipment at the time the room.
- Leave all rooms in good condition.
- Make sure all lights and equipment are turned off.

Discount Policies for Students at the Cornell University Hospital for Animals

Students and staff of the College of Veterinary Medicine are allowed certain discounts for services rendered by the CUHA. These discounts are limited to a maximum of three pets for each student. The animals must live with the student. The student discount policy permits waiving of all professional service fees levied by the CUHA up to a maximum of 20% of the total bill, excluding all Ambulatory visits, Diagnostic Laboratory, Pharmacy, and Clinical Pathology charges. Test fees incurred through

the Diagnostic Laboratory and Clinical Pathology must be billed at full charge. Professional service fees include normal examination fees, daily professional service fees, surgery fee. Emergency fees are not part of the discount policy. The animals must be registered with CUHA business office.

Various pet foods are available to students and staff of the College at a significant discount which is less than what one would pay for pet foods at a retail outlet. Students and staff are allowed to purchase a designated amount per month. Foods may be purchased only for personally owned animals.

If you have personally owned animals with you while you are a student at the College of Veterinary Medicine, you are welcome to take advantage of the patient program of the CUHA.

If you have questions, contact Larry Parlett, Team Leader, Materials Management, at lrp37@cornell.edu or 607-253-3227.

Dress & Appearance Standards

Students should be conscious of the need to represent the profession appropriately whenever they are working with clients or representing the school at functions, such as at Open House, visits to schools and outside groups, when giving tours of the College and when meeting with such groups as the College Advisory Council and Alumni Association. Participation in clinical laboratory activities requires appropriate clinical or laboratory uniforms.

All incoming students are given a name tag. Name tags are important and should be worn in all laboratory and clinical settings where faculty and staff interact with you on a one-to-one basis, in small groups, or when students meet the public in an official capacity. Replacements for lost or broken name tags can be obtained from the Office of Student and Academic Services. When you start working in the hospital, you

will be issued a new identification tag. This new tag will replace the one you are given your first year.

Harassment, Sexual Violence, Domestic Violence and Stalking

Cornell University will not tolerate sexual abuse, harassment, rape, sexual assault, domestic violence, intimate partner violence, stalking, sexual coercion, or other forms of sexual violence by or against students, staff, faculty, alumni, or visitors. University Policy 6.4 prohibits community members from engaging in prohibited discrimination, protected status harassment, and sexual harassment, which includes sexual assault/violence. For clarity of definitions see

<http://share.cornell.edu/policies-laws>.

It is vital that our community understand the procedures and processes that exist to report sexual harassment, assault and discrimination, which falls under Title IX of the Educational Amendments of 1972 to the 1964 Civil Rights Act, federal law prohibiting sex discrimination in educational institutions.

The Title IX Coordinator Team

Any student, staff, or faculty member who has concerns about sexual or related misconduct—including gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual misconduct—is encouraged to seek assistance from those listed below. Coordinators and Deputy Coordinators will provide information on resources for assistance and option to address concerns. While you may reach out to anyone listed below for an informational conversation or to report a concern, the Coordinator or Deputy Coordinator assigned to your constituency may be best able to help you.

The Coordinators will maintain your privacy to the greatest extent possible, but are not confidential resources. For confidential help, please visit the university's list of [confidential resources](#).

University Title IX Coordinator

Chantelle Cleary

cc2669@cornell.edu 607-255 2242

150 Day Hall, Ithaca, NY, 14853

The Title IX Coordinator oversees the University's compliance with Title IX; its ongoing education and primary prevention efforts; its investigation, response, and resolution of all reports of sexual and related misconduct under this policy; and its efforts to eliminate prohibited conduct, prevent its recurrence, and remedy its effects.

The University Title IX Coordinator has the primary responsibility for receiving complainants against students and issuing interim measures in matters involving students in Ithaca-based locations.

Deputy Title IX Coordinator for Investigations and Lead Title IX Investigator

Kareem Peat

kjp87@cornell.edu

150 Day Hall, Ithaca, NY, 14853

The Deputy Title IX Coordinator for Investigations has primary responsibility for overseeing investigations conducted pursuant to the Procedures for Resolutions of Reports Against Students Under Cornell Policy 6.4 for students in Ithaca Based units.

Deputy Title IX Coordinator for Students

Michelle Horvath

mrh263@cornell.edu 607 255-4680

120 Day Hall, Ithaca, NY 14853

The Deputy Title IX Coordinator for Students has primary responsibility of overseeing sanctions compliance for students found responsible.

Deputy Title IX Coordinator for Staff and Faculty

Laurie Johnston, Director of Workforce Policy and Labor Relations

lmj6@cornell.edu 607 255-0290

391 Pine Tree Rd, Ithaca NY 14850

The Deputy Title IX Coordinator for Staff and Faculty has the primary responsibility for receiving and investigating complaints against staff and faculty members.

Cornell strongly encourages individuals who have experienced, have knowledge of, or have witnessed gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual and related misconduct committed by or against students, staff, or faculty to report the incident immediately to the University.

For sexual and related misconduct—including gender-based harassment, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual misconduct—report the incident through the following options:

Contacting the University's Title IX Coordinator or any Deputy Title IX Coordinator by telephone, email, or in person during regular office hours. See contact information for Title IX staff.

Email: titleix@cornell.edu

Submit an incident report [online](#).

Contact the Cornell University Police Department (CUPD) at (607) 255-1111 or 911 for emergency assistance.

Complaints may also be made to a faculty advisor, Chairperson of the Department involved, or the Dean, Assistant Dean, Katherine Edmond-

son, kme2@cornell.edu 607.253.3773 or the Director of Student Services and Multicultural Affairs, Jai Sweet jr27@cornell.edu 607.253.3700. Complaints to Veterinary staff and faculty, whether or not they remain anonymous are required to be forwarded to the University Title IX Office to ensure all resources have been offered and all rights explained to the complainant.

In an emergency or for additional reporting options, CUPD is staffed with officers who have extensive training regarding sexual harassment and violence, sensitivity to those affected, and available resources. They want to hear from you – whether it's to respond in a crisis, investigate a crime, gather important evidence, or protect your safety.

- ON CAMPUS, call the Cornell Police
 - o 911 from a campus phone
 - o (607.255.1111 from a cell or non-campus phone
 - o Blue Light Phone or campus emergency phone: lift the receiver or press the button
- OFF CAMPUS, call 911 which will activate a response by the nearest police officers

For more detailed definitions, information about policy 6.4, support services and reporting options, see [SHARE.cornell.edu](https://share.cornell.edu)

Guidelines for Leaves of Absence for DVM Students

Voluntary Leaves- The Faculty of the College of Veterinary Medicine expects students to complete their course of study in four years. In certain instances, a student in good standing may apply to take a leave of absence for medical, personal, or other reasons prior to the completion of the degree. Such leaves should ordinarily commence upon the com-

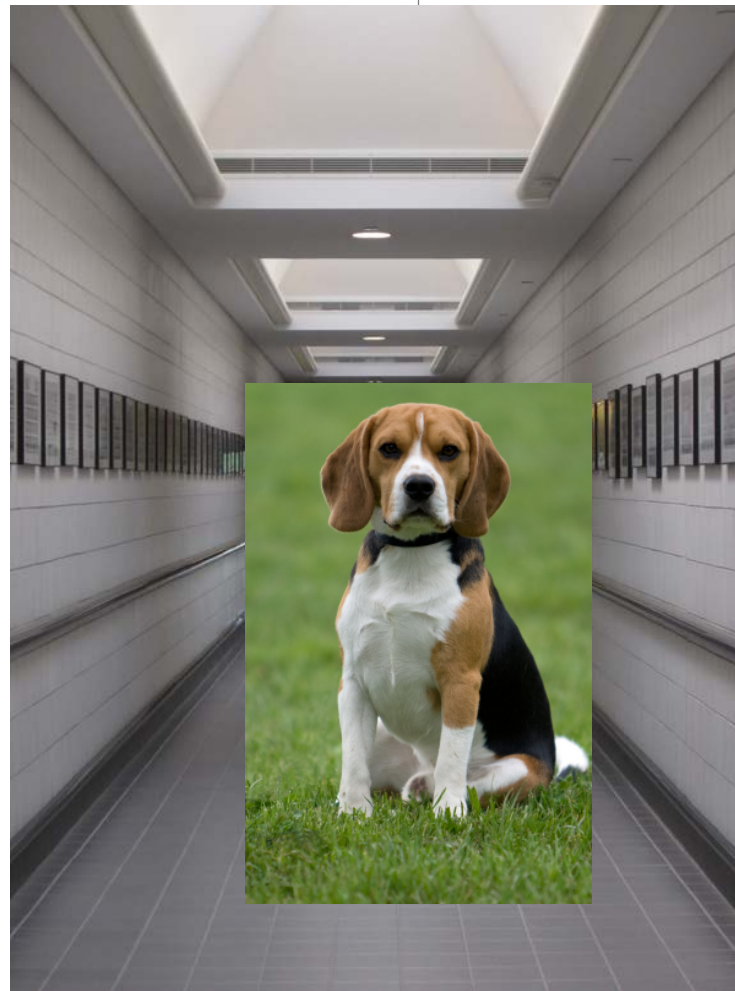
pletion of the course in which the student is enrolled. In extraordinary circumstances, permission may be given for a leave to begin sooner.

A student considering a leave must consult with and submit a written request to the Director of Student Services and Multicultural Affairs. If the student is a recipient of financial aid, he/she must meet with the Director of Student Financial Planning before taking any leave. The leave is granted for a specific period of time, after which the student is expected to resume coursework. The written authorization for the leave will specify the effective leave date, the date by which the student on leave must notify the College of intent to resume studies and a date by which studies must resume. A student who fails to return at the end of a period of authorized leave or who fails to provide written notice of intent to return at the end of a period of authorized leave will forfeit the privilege of re-entering the professional curriculum. At the Dean's discretion, return from leave may be postponed if space is unavailable in a class. A student returning from leave must certify that he/she has not received any felony or misdemeanor charges or convictions while on leave. Students on leave will not be allowed to attend Foundation courses of the professional curriculum; a student on personal leave who wishes to participate in any other courses in the professional curriculum must be enrolled in the course and registered as extramural students. Grades for extramural coursework are not included in the GPA calculations for fulfillment of requirements for a veterinary degree.

Personal Leave: In rare instances, a student who for personal reasons is unable to advance to the subsequent Foundation course, may be granted a personal leave. Personal leaves are arranged by the Direc-

tor of Student Services and Multicultural Affairs after requests have been submitted in writing by the student. The Dean of the College has final approval of all personal leaves and will review the status of all students returning from leaves. The effective date for a personal leave of absence is the student's last date of attendance.

Health Leave: A student who, for health reasons, is unable to complete required coursework or advance to the next Foundation course may be considered for a voluntary health leave. A student may be placed on an involuntary medical leave if a student engages in or is likely to engage in behavior which (1) poses a danger to self or others, (2) causes significant property damage, or (3) significantly disrupts the learning environment of others. Since the purpose of a health leave is to allow time away from the College to receive medical and/or mental health treatment, health leaves are usually for 6 months or more and are arranged on an individual basis with the Dean's office and the Director of Student Services and Multicultural Affairs in collaboration with University Health Services. A student on health leave may not participate in any courses in the professional curriculum. Health leaves of absence are processed in conjunction with the University Health Services but authority for granting the leave, and for permitting a student to return from a leave, rests with the Dean of the College. Specific procedures must be followed to return from a medical leave, including providing a statement to the University Health Service from attending medical professional(s) detailing the student's progress and stating that the student is ready and able to resume a full, rigorous work load; that statement will be reviewed by a designated University health official who will consult the College and the student's physician regarding the essential facts and obligations of the individual's program. Further information is



available in the Policy Notebook for Cornell University or from University Health Services. The College uses the effective dates for health leaves that are determined by University Health Services.

Involuntary Leaves: Involuntary leaves are handled on a case-by-case basis. Any student placed on Involuntary leave will receive written documentation of the terms of the leave, including a description of any conditions that must be met before s/he returns to full-time study, if permitted. Involuntary academic leave takes effect on the date the college faculty take action through formal vote. The motions brought forward by the Class Teachers Committee will include a reference to the date the Assistant Dean for Learning and Instruction informed the student that s/he may no longer attend class, or continue in the professional curriculum. Involuntary leaves for other reasons will be handled on a case-by-case basis. The effective leave date will be determined by the Judicial Administrator's Office, or by the date of college faculty action.

Withdrawal: The effective date for withdrawals will be the date the student notifies the college in writing of her/his decision to withdraw.

Personal Pets in the College

Privately owned pets are not permitted in the College. The only exceptions to this rule are guide dogs, other service dogs, and private pets being brought to the College clinics or hospitals as patients, or to class for instructor-sanctioned classroom use. Students bringing pets into the

College in violation of the rules will be required to remove the animal from the College immediately.

Pregnancy Guidelines for Students

The potential for human injury always exists in the practice of veterinary medicine, and it increases whenever an involved person is pregnant. Undoubtedly, the greatest hazards are accidents which can occur while working with animal patients, and which might cause physical trauma to the pregnant woman or to her unborn child. Added hazards exist through exposure to toxic drugs, infectious agents, inhalation anesthetics, or radiation.



ANY PREGNANT STUDENT SHOULD:

Contact a physician immediately to get recommendations for a plan to minimize exposure to the hazards that may be associated with a veterinary student's assignments.

Provide a signed statement from the physician which defines permitted limits of exposure to possible hazards during the pregnancy.

Inform administrators in clinical veterinary medicine of her pregnancy as early as possible in order that steps may be taken to conform to the plan developed by the physician.

AVAILABLE OPTIONS

1. The student may take a leave of absence, if they believe that it is the best course of action for their health and safety during pregnancy.

2. She may continue as a regular student with some schedule and assignment changes. This option may not delay or only slightly delay the time of graduation. This option may not be without risks. Continuing with schedule changes depends upon:

-- changes that can be made in an individual's schedule of clinical assignments which are prepared in advance for an entire calendar year.

-- certification by an attending physician of any constraints and of the individual's physical ability to continue full participation in aspects of the educational program.

RIGHTS AND RESPONSIBILITIES

It is recognized that the pregnant woman has rights and the responsibility for decisions concerning her pregnancy based on medical opinion regarding safety and childbearing. She should expect due consideration from everyone associated with her during her pregnancy, whatever her decisions may be. At the same time she is expected to complete each and every requirement of the veterinary curriculum by a schedule or plan that can be implemented and by which the risks are deemed assumable by her and her physician. A faculty member may refuse to allow a pregnant student to participate in assignments or activities whenever that faculty member or most clinicians consider that the potential for accidents or for exposure to hazards is high. (Adopted by the Faculty of the Department of Medicine and Surgery, Fall, 1982)

Prejudice and Discrimination

Prejudice and discrimination have no place in a free society. In an academic community, individual worth is measured without regard to racial or ethnic origins, sexual preference or other characteristics irrelevant to personal performance.

Diversity of background, interests, talents, etc. in our community is one of the College's great strengths. The Dean, other members of the

Administration and the faculty are committed to increasing and fostering diversity in the student, faculty and staff populations of the College. As members of the veterinary community, all students must be sensitive to the feelings and concerns of other members of the community. Prejudicial, discriminatory and/or insensitive comments or actions directed at others on the basis of their race, ethnic origin, gender, sexual preference or other personal characteristics will not be tolerated.

Statement on Racial Prejudice

The Deans' Council condemns unequivocally any and all behavior based on racial prejudice or discrimination and calls upon the University administration to maintain and, whenever necessary, to increase its efforts to eliminate racist behavior on campus. In addition, the individual members of the Council pledge to take whatever steps are required to root out such behavior within their units. Among actions that might be taken at Cornell at this time, the Deans' Council wishes to lay special emphasis on the following:

1. Provide human relations workshops and other sources of information and encourage all members of the University community to take advantage of the opportunities thus provided, to understand more fully the nature of racism, particularly in its less obvious and more subtle manifestations.
2. Make known both centrally and locally the names of individuals and offices best equipped to deal effectively with complaints about incidents of racial prejudice, whether from students, staff, or faculty.
3. Urge those who experience racial prejudice or discrimination to report such behavior promptly.
4. Move quickly to investigate all allegations of racist behavior on campus and impose appropriately severe penalties on those found guilty of such behavior, while protecting complainants against retaliation.

Recognizing that each member of the community bears a responsibility for ensuring that Cornell is free from intolerance, the Deans' Council welcomes any suggestions from faculty, students, and staff aimed at dealing more effectively with racial discrimination and prejudice. Any student complaints about racial discrimination or harassment should be made to the Dean. (Adopted by Dean's Council on January 20, 1987)

Smoking

Smoking, including the carrying of a lighted cigarette, cigar, pipe or other device used for smoking tobacco, is prohibited in all indoor facilities, enclosed bus stops and university-owned or controlled transportation vehicles except for following:

- Enclosed indoor facilities regularly occupied by one person and not frequented by the public
- Enclosed smoking areas as maybe established and designated by the University for this purpose
- Individual dwelling rooms
- Enclosed indoor work areas not frequented by the public, including for this purpose; university owned or controlled vehicles, where the area is occupied exclusively by smokers
- Common residential areas of fraternity houses, sorority houses, residence hall, or other rooming and boarding facilities, other than co-op dining facilities situated in such residential areas
- Certain conventions, meetings open to the public or private social functions not sponsored by the University when consistent with the provisions of Chapter 67 of the Ithaca Municipal Code

Religious Holidays

Cornell University complies with New York State laws effective July 1, 1992 requiring that all public and private institutions not discriminate against students for their religious beliefs. As such, excerpted from sections 3 & 4 of the law:

"(3) It shall be the responsibility of the faculty and of the administrative officials...to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to...make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days..."

- 4) If...classes, examinations, study or work requirements are held on Friday after 4 o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements...shall be made available on other days, where it is possible and practicable to do so..."

Health Insurance Policy

Health Insurance is mandatory for all full-time registered students in the University. As a professional student at the College of Veterinary Medicine you may choose to

- Purchase the Student Health Plan through Cornell University, OR
- waive the Student Health Plan if you have other comparable health insurance.

All DVM students will be automatically enrolled in Cornell's Student Health Plan (SHP) and charged a mandatory premium of \$2,832 per student. For family rates, check this website:

<http://studenthealthbenefits.cornell.edu/plans/health/SHP/rates.cfm>

The charge for the SHP premium will appear on your July bursar bill. Students enrolled in SHP may choose to pay their annual insurance premium in over an 8-month period. The SHP has been developed especially for Cornell University students to provide access to comprehensive health services both on campus and around the world. The SHP exceeds all of the standards for student health insurance developed by the American College Health Association and the requirements of the U.S. Affordable Care Act. It provides coverage for on- or off-campus health care from August 1 2018 to July 31 2019. It continues coverage for students taking a leave of absence. To enroll dependents, please contact the Office of Student Health Benefits to fill out the necessary forms before September 30.



For more details about the SHP, its coverage, and to locate providers, contact the Office of Student Health Benefits located at Cornell Health, Levels 4 & 6, 110 Ho Plaza, Ithaca, NY 14853, telephone 607-255-6363; fax 607-254-5221; or e-mail: studentbenefits@cornell.edu Details may also be found at: <http://studenthealthbenefits.cornell.edu/>

If you can demonstrate that you have alternate health insurance that meets Cornell's requirements, you may apply to waive or appeal the automatic SHP enrollment at http://studenthealthbenefits.cornell.edu/cms/benefits/enroll_waive_appeal/index.cfm

The deadline for the SHP enrollment waiver/appeal for the 2018-2019 academic year is July 31, 2018.

Students who successfully waive or appeal SHP will be charged an annual \$370 Student Health Fee to support equitable access to low-cost care at Cornell Health Services and to help support campus wide-services.

All Cornell students, irrespective of what health insurance they have, can get comprehensive and affordable medical and mental health care on Cornell's campus.

Enrollment in SHP is mandatory for all international students. Exceptions to this rule will be granted only in very few circumstances. Please contact the Office of Student Health Insurance for more information.

Optional Dental and Vision Plan

Every Cornell University student is eligible to enroll in Cornell's Dental and Vision Plans regardless of what health insurance s/he carries. For more information on these plans please visit

<https://studenthealthbenefits.cornell.edu/plans/dental.cfm>

<https://studenthealthbenefits.cornell.edu/plans/vision.cfm>

The Honor Code



The Honor Code was founded by the students of the Class of 1963, revised during the 2014-2015 academic year, and is based on the principle that responsibility for ethical conduct rests with the student. This system depends upon the personal integrity of each student and upon all students working together to ensure that it is effective.

The Student Administrative Board for the Honor Code, composed of two representatives from each class, deals with problems relating to student conduct. This board receives information concerning misconduct and breaches of the Honor Code, reviews the information and reaches a decision. When appropriate, the Student Administrative Board institutes disciplinary action by presenting its recommendations to the Faculty Administrative Board.

The Honor Code

The Honor System

The Honor Code was founded by the students of the Class of 1963, revised during the 2014-2015 academic year, and is based on the principle that responsibility for ethical conduct rests with the student. This system depends upon the personal integrity of each student and upon all students working together to ensure that it is effective.

The Student Administrative Board for the Honor Code, composed of two representatives from each class, deals with problems relating to student conduct. This board receives information concerning misconduct and breaches of the Honor Code, reviews the information and reaches a decision. When appropriate, the Student Administrative Board may recommend disciplinary action.

Honor Code of the Cornell University College of Veterinary Medicine

The Honor System is a highly prized way of life to be zealously guarded. It is an educational asset to the core curriculum that strengthens the quality of veterinarian graduating from Cornell by providing an opportunity for students to learn to govern themselves with honor and personal integrity. Honesty and integrity are essential to building successful relationships among professional colleagues and the public. Therefore, these values are foundational to our professional education.

While the College of Veterinary Medicine is part of the greater Cornell community, the unique demands of our program require a specific code of governance as an alternative to Cornell University's Code of Academic Integrity. Realizing the need for the development and the expression of moral standards of conduct, we, the students of the Cornell

University College of Veterinary Medicine, do hereby avail ourselves of the inspiration afforded by this Honor Code, and submit ourselves to guidance by the precepts herein enumerated, in the hope that the habits and insights gained will enhance enduringly our performance of honorable, constructive, and satisfying service in our personal and professional lives. The following articles shall serve us in our ethical education:

Article I: Name and Purpose

Section 1- Name

1. The Cornell University College of Veterinary Medicine Honor Code.

Section 2- Purpose

1. To promote ethical and professional standards of personal conduct among students in the Cornell University College of Veterinary Medicine.
2. To instill in the student the qualities that will uphold the honor and integrity of the veterinary profession.
3. To build character through individual responsibility and worthy actions.
4. To promote better education through a spirit of friendly relations and mutual respect among students and faculty.

Article II: Application

Section 1- Audience

1. This code shall apply to all students enrolled in the Doctor of Veterinary Medicine program at the Cornell University College of Veterinary Medicine.

2. Students of the Cornell University College of Veterinary Medicine are subject to Cornell University's Code of Academic Integrity when taking courses outside of the Cornell University College of Veterinary Medicine.

3. Students of the Cornell University College of Veterinary Medicine are subject to Cornell University's Campus Code of Conduct at all times. In the event of a conflict between provisions of this Honor Code and the Cornell University Campus Code of Conduct, the Campus Code of Conduct takes precedence over the Honor Code.

Section 2- Venue and Scope

1. This code is applicable to student conduct in all relationships and interactions connected to the educational process of the Doctor of Veterinary Medicine program at Cornell University College of Veterinary Medicine,
2. Students are expected to maintain the highest levels of integrity and professionalism while interacting with their peers, instructors, staff, patients, clients, and members of the general public. This expectation applies in the classrooms and clinics of Cornell University College of Veterinary Medicine, during externships and other off campus educational programs, and while engaged at college-associated, community, or professional events.
3. As health professionals, our actions reflect not only on ourselves, but also on our school and the entirety of our profession. Actions that reflect negatively on either our school or our profession are regulated by the Honor Code and will be addressed in accordance with the policies outlined herein.

Article III: Rules of Conduct

Section 1- Introduction

1. As set forth in the Cornell University Code of Academic Integrity preamble:

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal course-work situations, but in all University relationships and interactions connected to the educational process.

2. Professional behavior is of the utmost importance in our field. Our actions, whether public or private, can either enhance or detract from our personal and collective credibility.

3. In order for the Honor Code to ensure an ethical and professional culture, it requires students to actively participate in its implementation. Therefore students are expected to report violations of the Honor Code to the Student Representatives, as detailed in Article V.1.1.

4. Failure to maintain confidentiality of the proceedings and deliberations constitutes a violation of the Honor Code as outlined in Article VIII.2.1.

5. Fraudulent or malicious accusations of violations of this code are an abuse of the Honor System. Any attempt to misuse the Honor System to harm the reputation or advancement of others constitutes a violation of the Honor Code.

Section 2- Conduct Regarding Academic Integrity

1. Students are expected to adhere to principles of academic integrity at all times. Violations of academic integrity include, but are not limited to, behaviors described by the following examples:

- a. Students shall not give, receive, or take aid from any source during examinations unless otherwise specified by the instructor in the syllabus.
- b. During examination, no electronic devices may be used unless otherwise specified in the course syllabus. Electronic devices that are within plain sight during an examination will be treated as if they were accessed during the examination. Instructors may give verbal permission for the use of personal electronic devices during an examination on a case-by-case basis.
- c. There shall be no communication between students concerning an examination either during the examination period or afterward, until all students have completed that examination.
- d. Students shall not unjustifiably absent themselves from an examination. This extends to missing deadlines on take-home examinations or Internet-based examinations.
- e. Students are expected to work independently on all assignments, and may not consult course materials or information from previous iterations of the course unless otherwise specified by the instructor in the course syllabus.
- f. Students shall take any computer-based examinations on a Cornell University College of Veterinary Medicine-owned computer by default, unless otherwise specified by the instructor in the course syllabus.

g. A student shall in no way misrepresent his/her work, fraudulently or unfairly advance his/her academic status, or be a party to another student's failure to maintain academic integrity. A student assumes responsibility for the content of the academic work he/she submits, including papers, examinations or laboratory reports, etc.

Section 3- Conduct Regarding Personal Property

1. Students are expected to respect the personal property of individuals and institutions. This expectation is violated by behaviors including, but not limited to, those described by the following examples:

- a. Students shall not intentionally or carelessly mark, tear, misuse, or otherwise damage any book, library item, or college equipment.
- b. Students shall not appropriate any property belonging to another individual or the College. This includes but is not limited to the unauthorized sharing of intellectual property, such as past examinations or class notes and photographs, and physical property, such as the contents of student lockers and mailboxes.
- c. Violation of the Cornell University Hospital for Animals' policy on Confidentiality of Patient and Client Information constitutes a violation of this Honor Code. Release of information concerning client owned animals, including but not limited to medical information or records, photographs, and billing information, is prohibited unless expressly authorized by the client via written permission. This applies to all living patients, cadavers, tissues, and samples.



d. Information about university owned animals is restricted in a manner consistent with Article III.3.1.c. Statements in course syllabi can constitute written permission for the use of information concerning university owned animals, including, but not restricted to, photographs taken in laboratories.

Section 4- Conduct Regarding Professional Behavior

a. Students are expected to behave in a manner consistent with the professional standards outlined by the Principles of Veterinary Medical Ethics of the American Veterinary Medical Association. Further, the Cornell University College of Veterinary Medicine holds students to standards of Behavioral and Social Attributes outlined by the Statement of Essential Skills and Abilities in the Student Handbook. Meeting these standards of behavior is requisite for receipt of a Doctor of Veterinary Medicine at Cornell University College of Veterinary Medicine. Expectations for professional behavior include, but are not limited to, the following examples:

- a. Veterinary students shall conduct themselves in a manner consistent with the codes and laws applicable to licensing and good standing in the veterinary profession.
- b. Students shall show respect to peers, instructors, staff, and clients. The same expectation applies in the classroom and the clinic as well as to all correspondence outside of the classroom and the clinic.
- c. Students shall behave in a manner that supports an environment conducive to learning. Habitually engaging in distracting behavior detracts from the ability of others to learn.

d. If, while representing the Cornell University College of Veterinary Medicine, students make statements reflecting their own views, they must make clear that the views expressed are their own and not the views of the Cornell University College of Veterinary Medicine.

e. Students are expected to comply with all policies of the Cornell University College of Veterinary Medicine.

Section 5- Conduct Regarding Patients

1. A student shall not neglect or abuse animals. This extends beyond direct abuse of an animal, and includes ensuring accurate and truthful records of medical history. Dishonesty in the hospital regarding physical exam findings, procedures, and treatments may cause an animal harm and will be considered as neglect and/or abuse.

Article IV: Organization

Section 1- Membership of the Student Administrative Board

1. The Student Administrative Board shall be composed of eight voting members, consisting of two representatives from each class.

a. After the graduation of the current fourth-year Representatives and prior to the election of the new first-year Representatives, the Student Administrative Board can fully operate with six Representatives.

2. The internal hierarchy is as follows and shall be implemented by the board members. The duties described below may alternate between representatives from the respective class; ideally a single representative should carry out the responsibility throughout the duration of a particular case.

a. One fourth-year Student Representative serves as a liaison to be present upon request to the Faculty Administrative Board, except in the event of an appeal of a Student Administrative Board decision.

b. One second-year Student Representative serves as the Chairperson. The duty of the Chairperson is to organize and run the meetings and investigations.

c. One first-year Student Representative serves as the Secretary. The duty of the Secretary is to record the proceedings of Student Administrative Board meetings.

3. Representatives are elected to serve until graduation.

a. It shall be the duty of the second year Representatives to organize the election of the new first-year Representatives during the first academic semester at their discretion. New Representatives shall assume their duties immediately after elections.

b. Under the Honor Code, any student may petition the Chairperson to impeach a Representative. A successful petition includes a list of grievances followed by signatures of no less than 25% of the class of which the representative is a member. If the Chairperson is the member to be impeached, one of the two fourth-year Representatives should be petitioned instead. A member may be removed from the board by unanimous vote of the Student Administrative Board; the impeached member is not permitted to vote.

c. Any Representative of the Student Administrative Board may petition to the Board to impeach another Representative. This matter shall be handled internally, and a unanimous vote of the Student Administrative Board is required; the impeached member is not permitted to vote.

d. In the event that a Representative wishes to resign, they shall submit a written statement to the Student Administrative Board stating their intent.

- e. If a Representative is impeached or resigns, the remaining Representative from their class will organize an election for their replacement.

Section 2- Membership of the Faculty Administrative Board

1. The Faculty Administrative Board is an ad hoc committee assembled by the Dean or his/her designate. The Faculty Administrative Board will consider cases at the request of the Student Administrative Board as outlined in Article VI.2.4.

Section 3- Faculty Advisors to the Student Administrative Board

1. Two faculty members shall be identified by the Student Administrative Board as Faculty Advisors.
 - a. Selection process of Faculty Advisors shall be left up to the Student Administrative Board.
 - b. The term for a Faculty Advisor is indefinite.
 - c. A Faculty Advisor may be replaced when either a faculty member wishes to step down or the Student Administrative Board wishes to replace the Faculty Advisor based on a majority vote of quorum.
2. Faculty Advisors act in an advisory capacity for the Student and Faculty Administrative Boards. The Advisors may sit as a non-voting, confidential observer at Student Administrative Board meetings and hearings. The Faculty Advisors shall advise on matters of Honor Code application, and act as a liaison between the Student and Faculty Administrative Boards, when needed. Due to the turnover of graduating Student Administrative Board members, the Faculty Advisors will provide continuity regarding the historical application of the Honor Code.

Article V: Procedure

Section 1- Reporting a Violation

1. It shall be the duty of any student or faculty member in the Cornell University College of Veterinary Medicine to report any violations regarding a student under the provisions of this Code to a Representative of the Student Administrative Board. Any violation should be reported as soon as possible. Personal contact is preferred, however electronic means of verbal communication, such as telephone calls, are acceptable.
2. Witnesses may be called upon to meet with the Student or Faculty Administrative Board as part of their investigation.
3. The anonymity of witnesses will be maintained with respect to the public and the Cornell University College of Veterinary Medicine community at large. The identity of witnesses will be shared amongst the members of the Student and Faculty Administrative Boards to facilitate the investigation.
4. The identity of a witness may be shared with other witnesses or the accused during the process of investigation outlined in Article V.3.2 if deemed necessary by the Student Administrative Board. It is imperative to a just process that attempts are made to verify testimony and identify potential bias. Circumstances may arise under which revelation of identifying information or an individual's identity is unavoidable in this process.
5. All witnesses and the accused are barred from communication relating to the incident by the requirements for confidentiality outlined in Article VIII.2.1 Initiating any such communication will constitute a violation of the Honor Code.
6. Knowingly making a fraudulent report of a violation constitutes a violation of the Honor Code as described in Article III.1.5.

Section 2- Meetings

1. It shall be the duty of the Representative to report a suspected violation to the Student Administrative Board after he/she (the Representative) has been notified. Electronic notification of an incident is acceptable as long as the message does not include details of the incident.
2. The initial description of the incident must be delivered in person by the Representative to the rest of the Student Administrative Board. Written forms of communication are not an acceptable format.
3. Meetings shall take place in the Cornell University College of Veterinary Medicine behind closed doors. Teleconferences, although discouraged, are an acceptable format to communicate with Representatives that are away from the College and can be used to make quorum.
4. It shall be the duty of the Chairman of the Student Administrative Board to call a meeting of the Board within five school days after notification. As long as every effort has been made to accomplish the initial meeting in five days, time extensions are acceptable. Exceptions include but are not limited to Winter/Summer vacation or emergencies where making quorum is impossible.

Section 3- Investigation

1. The Student Administrative Board shall have the authority to carry out investigations concerning alleged violations of the Honor Code.
2. It shall be the duty of the Student Administrative Board to interview the witnesses and accused, in separate conferences, as well as any other person brought to the attention of the Board that appears to have pertinent information, and to consider all evidence and testimony that will ensure a just decision. It is the responsibility of each class Representative to establish meeting times with individuals in their respective

class. Teleconferences, although discouraged, are an acceptable format for investigations.

3. In an incident in which multiple people are accused of violations, such violations will be treated as separate cases.
4. The accused has a right to bring an advisor to the investigation. However, the advisor may not speak on behalf of the accused. This conference serves to be an academic investigation and not a legal proceeding.
5. The Student Administrative Board Secretary shall keep a written record of all interviews, proceedings, deliberations, and recommendations. These records are to be kept confidential as defined in Article VIII.1.2.
6. In the instance of repeated infractions, any accusation of an infraction beyond the first shall be confirmed by at least one additional witness other than the witness of the first infraction.

Section 4- Deliberation

1. Initial deliberation by the Student Administrative Board will focus on the identification of specific sections of the Honor Code that may have been violated by the accused. Each section of the Honor Code that is identified as relevant to the case will constitute a separate charge.
2. Prior to final deliberation, the accused will be informed of the specific violations that they are charged with. The accused is not obligated to respond to the charges but may choose to acknowledge a violation or offer any additional statements in their defense.
3. The members of the Student Administrative Board will make a final deliberation on each charge brought against the accused. They may decide either to try a charge or to dismiss it. If a charge is to be tried, Student Representatives will evaluate whether clear and convincing evidence exists that a charge constitutes a violation.

4. A charge is tried by a vote of the Student Representatives. A quorum of at least seventy-five percent of active members must be met. Six affirmative votes are required to find a violation for matters heard by an eight-member Board and five affirmative votes are required to find a violation for matters heard by a six-member Board.

5. During deliberation, past violations shall not influence the Student Administrative Board's verdict.

Article VI: Actions Following Deliberation

Section 1- Actions in the Absence of a Violation

1. If following deliberation by the Student Administrative Board, the accused is not found to have violated the Honor Code, it shall be the responsibility of the Student Administrative Board to inform the accused of their decision within twenty-four hours after the decision has been reached. The ideal method of informing the accused is through a letter personally delivered, however during special circumstances, informing the accused via electronic means is acceptable, with the consent of the accused.

2. The Student Administrative Board will inform a third-party with prior knowledge of the incident and legitimate educational interest (e.g. Course Leader, Hospital Director) that the accused has been found innocent.

3. Per University policy, faculty members may not impose grade sanctions in the event that the accused is acquitted on charges of violations of academic integrity. The Faculty Handbook states:

The evaluation of the quality of the student's work is solely up to the instructor, but the grade must not contain a punitive element for an

offense against academic integrity if the student has been found innocent of this offense by a duly constituted board.

4. The matter will be dropped with all records of investigation and deliberation destroyed after forty-eight hours.

Section 2- Actions Following the Finding of a Violation

1. If, following deliberation by the Student Administrative Board, the accused is found to have violated the Honor Code, it shall be the responsibility of the Student Administrative Board to inform the accused of their decision within twenty-four hours after the decision has been reached via personally delivered letter. The letter shall contain reference to the specific portions of the Honor Code that have been violated. The ideal method of informing the accused is through a handwritten letter, however during special circumstances, informing the accused via electronic means is acceptable, with the consent of the accused.

2. If the accused is interested in discussing the matter further, at least two representatives of the Student Administrative Board will make themselves available at presentation of the decision to discuss the findings.

3. If deemed necessary, the Student Administrative Board may inform a third-party with legitimate educational interest and authority on the situation (e.g. Course Leader, Hospital Director) by unanimous vote. The accused will be informed of this disclosure in the letter described in Article VI.2.1. A Course Leader or faculty member responsible for the course in which a violation of academic integrity took place may impose grade sanctions.

4. If the Student Administrative Board feels that the violation merits punitive measure above and beyond recognition of a violation or informing a third party, they shall request the ad hoc formation of the Faculty Administrative Board. The Student Administrative Board will make their recommendations for punitive measures to the Faculty Ad-

ministrative Board and deliver to them all of the proceedings regarding the case thus far. Written recommendations of the Student Administrative Board will be presented to the Faculty Administrative Board by the fourth-year Student Liaison. The accused will be informed of the referral in the letter described in Article VI.2.1.

5. Previous violations of the Honor Code may be grounds for the recommendation of additional punitive actions to the Faculty Administrative Board at the discretion of the Student Administrative Board.

6. Recommendations to the Faculty Administrative Board for punitive actions may include, but are not limited to, any combination of the following:

a. Grade Sanctions: Grade Sanctions are defined as alterations to a student's grade for a course, examination, or assignment. With the recommendation of a grade alteration, the Student Administrative Board, the Faculty Administrative Board, and the Course Leader shall work closely to define a just and fair grade alteration. The final decision regarding a change in a student's grade rests with the faculty member in charge of the course. In addition, after the investigation, the Course Leader may impose grade sanctions of greater or lesser severity than those recommended by the Student Administrative Board or Faculty Administrative Board as long as the punishment is not arbitrary or capricious.

b. Probation: Probation is defined as a strict warning whereas if a second incident of a significant severity occurs, the student shall be either suspended or expelled.

c. Suspension: Suspension is defined as the temporary arrest of a student's education where the student may resume their education at a future defined date.

d. Expulsion: Expulsion is defined as the removal of a student from the Cornell University College of Veterinary Medicine with no intent of allowing the student to return.

7. The Faculty Administrative Board shall consider the recommendations of the Student Administrative Board in their deliberations. The Faculty Administrative Board has the ability to impose probation, however, grade sanctions must be recommended to the Course Director and suspensions and expulsions to the Dean of the Cornell University College of Veterinary Medicine.

Article VII: Appeals

Section 1- Appeal of a Student Administrative Board Finding of Violation

1. It shall be the right of any student to appeal the decision of the Student Administrative Board to the Faculty Administrative Board within forty-eight hours after receiving the decision of the Student Administrative Board. In such an event, the proceedings of the Student Administrative Board shall be made available to the Faculty Administrative Board.

2. The appeal shall specify the reasons why the finding of a violation is erroneous.

3. The Faculty Administrative Board may uphold or overturn the ruling of the Student Administrative Board that a violation occurred.

4. If the ruling of a violation is overturned all Student Administrative Board recommendations for disciplinary actions related to that violation will be retracted. Any grade sanctions based on the finding of a violation will be invalidated. The Student Administrative Board will draft a letter to the accused stating that the ruling has been overturned and will destroy records of the case in accordance with Article VI.1.4.

Section 2- Appeal of a Faculty Administrative Board Finding of Violation

1. It is the right of the student who is dissatisfied with the finding of a violation by the Faculty Administrative Board to appeal to the Dean of the Cornell University College of Veterinary Medicine. In such an event, all proceedings from both the Student and Faculty Administrative Boards shall be made available to the Dean. In the absence of the Dean, the Dean may appoint a substitute to hear the case. The Dean or substitute may consult with the faculty of the Cornell University College of Veterinary Medicine as a whole.
2. The appeal shall specify the reasons why the finding of a violation is erroneous.
3. The Dean or appointed substitute may uphold or overturn the ruling of the Faculty Administrative Board that a violation occurred.
4. If the ruling of a violation is overturned all Faculty Administrative Board recommendations for disciplinary actions related to that violation will be retracted. Any grade sanctions based on the finding of a violation will be invalidated.

Section 3- Appeal of a Disciplinary Action

1. If a student wishes to appeal a disciplinary action this appeal must be made to the Dean of the College of Veterinary Medicine. In such an event, all proceedings from both the Student and Faculty Administrative Boards shall be made available to the Dean. In the absence of the Dean, the Dean may appoint a substitute to hear the case. The Dean or substitute may consult with the faculty of the Cornell University College of Veterinary Medicine as a whole.
2. The appeal shall specify the reasons why the disciplinary action is inappropriate.

3. The Dean or substitute may decline to carry out the disciplinary action, recommend that the disciplinary action be modified, or affirm the disciplinary action.

Section 4- Appeal Based Upon New Evidence

1. If substantial new evidence becomes available, the accused may appeal to the board that made the original decision. This appeal is not subject to the forty-eight hour limit specified in Article VII.1.1.

Article VIII: Records and Confidentiality

Section 1- Maintenance of Records

1. The Faculty Advisors of the Student Administrative Board will maintain copies of letters from the Student Administrative Board and Faculty Administrative Board to the accused indefinitely.
2. Records documenting the processes of investigations and deliberations by the Student Administrative Board and Faculty Administrative Board will be maintained in confidentiality until final decisions on violations and recommendations have been made, and until appeals have been resolved. Records of investigations and deliberations will then be destroyed.

Section 2- Public Announcement and Confidentiality

1. The proceedings of the Student Administrative Board and information from which an individual's identity may be elucidated are strictly confidential. Public revelation of any such information by Student Representatives, witnesses, or the accused constitutes a violation of the Honor Code.

Article IX: Notification

Section 1- Distribution

1. A copy of the Honor Code will be distributed to all incoming first year veterinary students, new students (transfers, rotations), externs/interns, and all faculty members concerned, at the beginning of each school year. This may be in either electronic or print form.
2. It shall be the duty of the Student Administrative Board to introduce the Honor Code to the entering first year students before the end of the second week of the Fall semester. It is the responsibility of all students to read and understand the Honor Code. Ignorance of the information in this code is not an excuse for violation.

Article X: Procedures for Retirement or Amendment

Section 1- Introduction

1. The Dean of Faculty of Cornell University has ultimate authority to approve deviations from the Cornell University Code of Academic Integrity. The Cornell University College of Veterinary Medicine is permitted to act under the guidance of this Honor Code in lieu of the Code of Academic Integrity by the Dean of Faculty. Therefore, any decision to retire or amend the Honor Code must be approved by the Dean of Faculty.
2. This Honor Code may be amended or retired at any time.

Section 2- Student Retirement

1. This Honor Code may be retired at any time by a petition. One-fourth of the students enrolled in the Doctor of Veterinary Medicine Program at the Cornell University College of Veterinary Medicine must sign a petition and bring that petition to the attention of the Chairperson of the Student Administrative Board. After a successful petition, a vote must ensue where two-thirds of all students in the Doctor of Veterinary Medicine Program at the Cornell University College of Veterinary Medicine vote in favor of retirement, in order for the petition to pass. This vote will be organized by the Chairperson of the Student Administrative Board.

Section 3- Faculty Retirement

1. This Honor Code may be retired at any time by a petition. One-fourth of the faculty with teaching responsibilities in the Doctor of Veterinary Medicine Program at the Cornell University College of Veterinary Medicine must sign a petition and bring that petition to the attention of both the Chairperson of the Student Administrative Board, the Faculty Advisor(s) of the Student Administrative Board, and the Dean. For the petition to pass a vote must ensue where greater than two-thirds of the faculty with teaching responsibilities in the Doctor of Veterinary Medicine Program at the Cornell University College of Veterinary Medicine vote in favor of retirement of the code. This vote will be organized by the Dean of the Cornell University College of Veterinary Medicine.

Section 4- Post Retirement

1. Once the Honor Code has been retired, the Honor Code of the Cornell University College of Veterinary Medicine would immediately be replaced by Cornell University's Code of Academic Integrity.

Section 5- Amendment

1. Any request for amendment to the Honor Code must be presented to the Student Administrative Board with a written petition signed by no less than twenty-five students operating under the Honor Code. The Student Administrative Board shall then present the petition to the entire student body for consideration, and the Chairperson shall be responsible for the voting procedure. This petition shall be presented to the student body within two weeks after the Student Administrative Board has received it. If the petition meets the approval of the student body by majority vote, it shall be forwarded to the faculty for consideration. If the petition meets the approval of the faculty by majority vote, it shall be forwarded to the Dean of Faculty. With the approval by the Dean of Faculty, the petition will become an amendment.

Policy on Relations with Corporate Sponsors and Vendors

The College recognizes the value to students and faculty of these interactions, and the importance to our educational, outreach, and research missions of the expertise and resources that attend external partnerships and collaborations. It is the intent of this policy to establish oversight of these relationships to assure that the presentation of information to veterinary students, veterinarians, and the public, and the use of College facilities, meet the highest ethical standards, and to eliminate direct gifts of goods, benefits, or services between commercial interests and faculty, staff, and students of the Cornell University College of Veterinary Medicine.

Introduction:

The purpose of this policy is to outline an ethical framework and organizational structure for formal relationships between the Cornell College of Veterinary Medicine (including faculty, house and administrative staff, and students) and commercial interests; including health-related companies and other businesses, as well as non-profit organizations desiring interactions with animal health educators and students.

A. Gifts and Compensation

It is the general policy of the Cornell University College of Veterinary Medicine to eliminate direct financial relationships between faculty and staff, and commercial interests that are not part of disclosed and transparent relationships involving teaching, outreach, or research activities of benefit to both parties. Similarly, it is the responsibility of the College to oversee the interactions between students and these entities in a way that effectively manages potential conflicts of interest and effectively communicates the highest ethical standards. At the same time, the College wishes to preserve for faculty, staff, and students, the important value that many of these relationships bring to organized health care education. To that end:

1. Personal Gifts:

Faculty, staff, and students should not accept personal gifts related to their professional activities from for-profit companies, with the exception of awards or prizes that are part of an open competition. This policy includes pet food, medical supplies, or other gifts for personal use, except as outlined below.



Discounted or free pet food is often made available to veterinary staff and students as part of company marketing programs. The College will provide the opportunity for companies to donate or discount food to College organizations and entities, such as the Student Chapter of the AVMA (SCAVMA), the Cornell University Hospital for Animals (CUHA), etc., which will in turn be made available to all College employees and students. The External Activities Oversight Committee (composition defined in FAQ #18 below) will oversee the pricing and distribution of pet food to College faculty, staff, and students in a manner that ensures the equivalent discounting of all products so that individuals may choose the products that best meet their needs. Donations and discounts will be made available on the College Website.

Discounted or free vaccines and other medical supplies are often made available to veterinary staff and students as part of company marketing programs. The College will provide the opportunity for companies to donate or discount medical supplies to College organizations and entities, such as SCAVMA, CUHA, etc. The External Activities Oversight Committee will oversee the pricing and distribution of medical supplies to College faculty, staff, and students in a manner that ensures the equivalent discounting of all products so that individuals may choose the products that best meet their needs. Donations and discounts will be made available on the College Website.

Faculty may accept travel compensation and honoraria as part of their educational and outreach activities, and provide consulting services within the guidelines of the University Consulting Policy. These activities are disclosed as part of Cornell University's annual conflict of interest process. Faculty who make presentations containing information about specific commercial products should disclose any related commercial support as a part of their presentation.

Prizes and awards from bona fide competitions in which the awardees are selected by the College are excluded from the definition of a gift.

2. Food Policy:

Meals may be provided at informational events in the College at which multiple vendors are represented, but may not be provided by a single sponsor. Such events will be scheduled through the Office of Student and Academic Services and will be limited to events deemed by the External Activities Oversight Committee to be of broad informational/instructional value. For events featuring one speaker, food may be served provided the following criteria are met: 1) the club or sponsoring college representative(s) select the presenters; 2) the topic of the presentation is not related to products or services, and 3) the expenses associated with food for the event are paid using university or student/faculty/staff organization funds exclusively.

Events not meeting these criteria may be held at the College if they are registered (see below), and do not provide food or other gifts.

Faculty, staff, and students may participate in sponsored meals or banquets at professional meetings and scientific conferences in which multiple groups are represented, at comparative presentations of multiple products hosted by the College, or as part of an honorific event or celebration, but should not accept direct personal gifts of food and meals provided by industry representatives in situations where they are the sole beneficiary. Industry representatives may meet with students or faculty in the College at mealtimes, but they may not provide food.

3. College Charitable Gifts:

Charitable Gifts from companies, other organizations, and individuals may be made to the College to support educational activities or programs, social events or student activities, fundraising activities such as the SCAVMA Auction, or outreach programs, consistent with the gift policies of Cornell University. All decisions regarding the content of supported programs are the responsibility of the College. Programmatic financial support, and any personal financial relationships of

speakers with companies whose products are represented, must be fully disclosed by the College on an annual basis.

Charitable Gifts may be made to support research programs. Such gifts, as well as sponsored grants and contracts, are subject to standard university gift and research policies

http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/finance/upload/vol3_1.pdf

Supplies or equipment may be donated or provided to the College by healthcare vendors for general educational, diagnostic, or clinical use. All such gifts will be managed centrally by the Hospital Director, Section Head, Pharmacist, AHDC Executive Director, or other appropriate College designee. The determination of the use of specific products in any educational or clinical setting is the sole responsibility of the College. Aggregate annual donations of retail value greater than \$500 will be disclosed by the College annually. It will be the policy of the College to manage such donations or discounts in a manner in which the choice of an individual product is not influenced by the gift or discount, such as through the negotiation of equivalent relationships with multiple vendors and/or sponsored events that allow a comparison of similar products. Company representatives may provide technical details of their products to individual clinicians, or small groups of clinicians, regardless of whether the product is made available to the college at a discount.

4. Gifts at College Events:

As part of College sponsored events, individual vendors are encouraged to display and represent specific products. All such activities will be registered with the Office of Student and Academic Services.

As is customary at these events, promotional or sample items may be made available to University faculty, staff or students who visit a booth or presentation, if the give-away items are made available to all partici-

pants. Samples of prescription products will be managed by the Pharmacy.

Gifts or donations made to cohorts of students or student organizations must be directed to the Student Activities Account. Any gift or donation in a form other than money is not permitted unless it has been approved by the External Activities Oversight Committee and is available to all participants.

B. Extra-Curricular Educational and Informational Events

Numerous educational and informational events outside of the formal teaching program are held at the College of Veterinary Medicine.

These programs add richness and practical value to our teaching program and it is the intent of the College to preserve these valuable student/industry interactions in a way that eliminates real or perceived conflicts of interest.

1. All informational events held at the College in which commercial product information is presented must be registered and scheduled in the Office of Student and Academic Services. The timing and number of these activities will be determined by an External Activities Oversight Committee appointed by the Dean, consisting of students, SCAVMA representatives, faculty, and Office of Student and Academic Services staff, so as to enhance the overall educational goals of the College. It will be the policy of the College to schedule programmatic events in a manner in which multiple commercial entities are present, and faculty oversight is provided. Approved events can be advertised within the school to attract participation.

2. Student clubs arranging presentations by academic speakers, other individuals, or representatives of non-profit organizations may not be directly sponsored by a commercial entity. Support for informational

programs by commercial or external entities is encouraged, however, through donations to the College of Veterinary Medicine that are restricted to student educational activities. Such gifts will be directed to a College Student Activities Account that will be overseen by the Office of Student and Academic Services. Student Activities Fund monies will be allocated through the MEOW Fund process, under the direction of SCAVMA. Contributions may not be earmarked for a particular event or student club. Eligibility for funding through MEOW as well as application policies, deadlines, and procedures may be obtained from SCAVMA and are in accordance with the intent of this policy.

Registered student organizations receiving funds from their national chapter may deposit those funds directly into their club accounts. These funds may be used for any club activity, including the purchase of food.

The choice of individual speakers would be made by the individual clubs in the case of club sponsored events, or by the appropriate college representatives organizing larger events intended for a broader audience. Decisions regarding presentations sponsored by funds from SCAVMA programs or dues will be made by SCAVMA. Allocated funds from the Student Activities Account may be used to cover the costs of food for academic presentations unrelated to specific commercial products, club activities, as well as any costs associated with materials and/or the use of College facilities. The Committee will annually report all events sponsored by the fund and disclose all contributors. An acknowledgement of the donations from all vendors, such as a banner with the names or logos of all donors, may be displayed at all events, in a manner consistent with the policies and practice of Continuing Education events (see Section E. item 8., below)

3. Any activity sponsored by a non-profit (501(c)(3) organization must be reviewed by the External Activities Oversight Committee and scheduled through the Office of Student and Academic Services. Funding for these events will be handled in the same manner as other events: any

organization may donate to the Student Activities Fund, and student groups may apply for funding in support of events they would like to host.

C. Student Representatives

Students have traditionally been employed by commercial interests with the intent of increasing the exposure of their products to veterinary students. To a great extent the purpose of this policy is to manage this exposure and provide a consistent and appropriate context for this valuable information. While the College discourages the hiring of individual students to represent external commercial interests, it is acknowledged that some graduates may choose to pursue careers in industry for which this experience may be valuable, the College cannot proscribe students from accepting external employment, and that students play an important role in facilitating the scheduling and organization of presentations that add valuable professional information and adhere to College guidelines. Therefore:

1. Commercial interests may employ student representatives. All student representatives must register with the Office of Student and Academic Services. A standard form will be provided that discloses the extent of activities expected and the degree of compensation provided.

(Please note: the registration form for student company reps may be obtained in the Office of Student and Academic Services, or online at

<http://students.vet.cornell.edu> (follow Student Services link to Student Organizations)

2. Students are not permitted to directly market any commercial products to other students, staff, or faculty on University property or using University resources. The direct dissemination of product materials to students in College mailboxes, College bulletin boards, or through the University email system is prohibited.

D. Curriculum Materials

The veterinary curriculum is enriched by the participation of external professionals, including those associated with corporate interests. It is the goal of the curriculum policy to manage any real or potential conflicts through transparency, and to enhance the education of Cornell Veterinary students in the area of professional ethics, critical thinking, and appropriate disclosure policies.

1. Course syllabi will disclose any donations to, or other sponsorship of, a course within the veterinary curriculum (e.g. product donations, speakers, course materials, etc.). Course syllabi will be submitted to the Curriculum Committee as part of periodic course reviews.
2. Presentations by external speakers or industry representatives in the CUCVM curriculum are included at the discretion of the course leader(s) in an effort to enhance the curriculum. Presenters must have professional qualifications appropriate for the material they are covering; presentations must support legitimate educational objectives; and, such presentations should not substitute for available and qualified university personnel. Sponsorship and the affiliation of outside presenters should be clearly identified in the introduction to the presentation. Course materials and presentations should be appropriate for an academic presentation and contain evidence based product descriptions.
3. Sponsorship of course materials supplied by external organizations (handouts, guides, visual presentations, software, devices) should be clearly acknowledged on these materials.
4. Faculty members who have financial interest in products/services about which they lecture are required to disclose this at the start of the lecture.

5. CUHA will establish and annually update a website available to students and others in the college community listing product/equipment donations of value greater than \$500.
6. Students will be made aware of college policies on corporate sponsorship during orientation and be referred to the relevant guidelines in the student handbook.
7. The VTMED 5702 Course ("Veterinary Practice: Ethics and Animal Care") will include discussions on evaluating products/services and provide the necessary tools for students to make evidence-based decisions and critically evaluate the scientific basis of marketing materials.

E. Continuing Education

The Continuing Education Office of the College seeks corporate sponsorship to help defray conference expenses for veterinarians and licensed veterinary technicians, and to increase the quality and attraction of the event. Attendance by exhibitors adds value to the conference by making veterinarians aware of new products and services, and corporate sponsorship. The primary purpose of for-profit corporations in sponsoring events is assumed to be a means of assuring speaker quality, good conference attendance and satisfaction in order to meet marketing goals (name and product recognition, and enhanced business relationships with practitioners and veterinary staff).

1. Conference, laboratory or seminar content, and presenter selection will be at the sole discretion of the program committee or organizing faculty member.
2. Speaker and laboratory presentations shall be based on evidence-based, scientific analysis. Products, services and equipment should be discussed as generic whenever possible.

3. Presentation of a new or unique product in a lecture or laboratory will be considered on a case-by-case basis by the CE Director in collaboration with the organizing faculty member and the college CE committee.
4. Vendor- or sponsor-supplied materials must be acknowledged if included in a speaker's presentation or laboratory.
5. All presenters are required to complete a disclosure statement of financial support and to show a disclosure slide at the beginning of their presentation with any financial interest or relationships relevant to the presentation. If no financial support has been received, notation on the title slide of "no financial interest or relationship relevant to the presentation" is sufficient.
6. All speaker payments will be made by the College (or partner organization such as NYSVMS).
7. Corporate support of continuing education events sponsored by the College will be accepted in three main categories: i) unrestricted funds to support speaker and other educational costs, which may include support of theme-based speaker tracks (e.g. dentistry, ultrasound, emergency medicine); ii) donation of supplies and equipment to vendor-supported laboratories; and iii) support for other conference non-educational activities such as social events in which greater corporate specific marketing will be possible. It will be the policy of the College to manage product or equipment donations in a manner in which the choice of an individual product is not influenced by the gift or discount, such as through the negotiation of equivalent relationships with multiple vendors and/or sponsored events that allow a comparison of similar products.
8. Recognition of unrestricted gifts to support educational programming and equipment/supply donations typically will be limited to listing of sponsors in conference publications, conference and col-

lege websites, and other advertisements. Sponsors of non-educational activities can be recognized more directly as part of the event at the discretion of the program committee.

9. Corporate logos on conference publications, advertising, and in conference handouts are acceptable, but the size and layout of logos and acknowledgements are the decision of the College (and partner non-profit 501 (c)(3) or 501 (c)(6) organizations).
10. Product advertisements will not be allowed in or at the entrances to lecture halls or laboratory spaces.
11. Corporate contracting of facilities, animals and personnel for non-college sponsored educational events will be considered on a for-fee, case-by-case basis by the college administration. The college will expect the contracting sponsor to be qualified as a NYS State Education Department (SED) and/or RACE approved CE sponsor without college oversight or involvement in the credit granting process.
12. All college-sponsored CE events will be reviewed by the college CE committee (faculty and technician members) for accordance with these guidelines.

F. Policy Oversight

Student compliance with these guidelines is intended to be governed by the Student Honor Code; violations of the policy will be addressed by the Honor Board. (This will require an amendment to the Honor Code.

Faculty and Staff compliance is the responsibility of appropriate supervisors.

Frequently Asked Questions:

1. My club would like to invite Dr. Smith, whose presentation will be underwritten by the ABC Corporation. Is this OK?

No. Under the new policy, the ABC Corporation's interest in supporting educational events at the veterinary college would be directed toward a donation to the External Activities Account, from which educational activities are planned and prioritized. If a student club has prioritized a presentation using SCAVMA funds from sales or events, the talk may be scheduled with the Office of Student and Academic Services. If the ABC Corporation wants to underwrite a Continuing Education event, or a session in a Continuing Education meeting, it would donate to that meeting and the program committee will determine the speaker.

2. My club would like to invite Dr. Smith, whose presentation will be underwritten by a national professional 501(c)(6), or non-profit charitable 501 (c)(3), organization. Is this OK, and can we serve food?

Yes, provided the event complies with the criteria in section A. 2, above and is scheduled and registered in the Office of Student and Academic Services.

3. Under what conditions may food be provided at a specific event?

Food will not be permitted at events unless they comply with the criteria in section A.2, above. Specifically, food is not permitted if the event is funded by a single external company or group.

4. Is food the only "benefit" for attending presentations that is affected by this policy?

No. Any other items such as coffee mugs, stress balls, t-shirts, etc. are considered to be personal gifts, and are not permitted.

5. Can a sales representative take residents and faculty to dinner while visiting the College?

This activity is discouraged. Although the College does not seek to control private activities, the guidelines indicate that the most appropriate behavior is for individuals to buy their own food.

6. My club would like to invite Dr. Jones, an academic speaker from Cornell or another school, to give a presentation to students where we would provide dinner using GPSAFC and/or MEOW funds. Is this permitted?

Yes, provided the event has been scheduled through the Office of Student and Academic Services and complies with the criteria listed in Section A.2, above. All food for approved events must be purchased using club, MEOW, or GPSAFC funds.

7. In the example above, if the event has been approved by the External Activities Oversight Committee, can the travel expenses of our invited speaker be paid by an outside (commercial) source?

Yes.

8. How will this policy affect distribution of items we currently receive for free, such as heartworm and flea and tick preventatives, or pet food?

The intent of this policy is to ensure that the relationships members of the college community have with corporate entities are free from undue influence, bias, or the perception of such. The aim is to eliminate direct transactions between an individual corporate entity and individual students, faculty, or staff, and to replace these with more transparent, balanced, and objective relationships. One good example of this kind of relationship is the current model used for evaluating heartworm preventatives: multiple products made by different manufacturers are presented, a discussion is facilitated by a faculty member, and students choose the products they feel are best based upon scientific information. We anticipate a similar process for pet food, such as a common food donation program to SCAVMA, which in turn would allow College personnel to choose from equivalently discounted products.

9. Invited speakers on business topics often are affiliated with corporate entities. Are they permitted to give presentations provided the content of their talk does not promote any specific products?

Yes, provided the event has been approved by the External Activities Oversight Committee and scheduled through the Office of Student and Academic Services.

10. How will donations in support of special educational events that currently rely on external sponsorship such as Large Animal Symposium, Special Species Symposium, Open House, Feline Follies etc. be handled?

These activities add value to the academic environment and to the larger community. Organizers of these events, when approved by the External Activities Oversight Committee, may solicit donations and

sponsorship from external entities. Donations may be deposited directly into the college account designated for the event. Sponsors may be recognized at the event in a manner that is consistent with the policy for sponsors of Continuing Education events.

11. My club receives funding directly from a national organization. A portion of the funding that organization distributes comes from commercial sources. Can we still accept the gift?

Yes, these may be deposited directly into your club account.

12. What kinds of donations or gifts to cohorts of students or student organizations are permitted?

The College welcomes gifts that support student professional development. All gifts to student organizations must be disclosed and approved by the External Activities Oversight Committee. In order to facilitate small, routinely made gifts and avoid a tedious reauthorization process, the Committee may authorize continuing annual gifts or donations that are unchanged. Examples of such small gifts include computer memory sticks sponsored by the NYSVMS, Dog Books sponsored by the American Kennel Club, food donated to support students participating in the College's Open House, etc.

13. I receive a scholarship that is supported by a corporate entity. Does this policy prohibit me from accepting these funds?

No. Scholarships are excluded from the definition of a gift.

14. My club wants to plan activities that will comply with the policy. What criteria must our event meet in order to be approved by the External Activities Oversight Committee?

Activities that will be approved by the External Activities Oversight Committee will meet the following criteria:

- The activity or event will be free from direct sponsorship by a commercial entity
- Any invited speakers will be chosen by the student organization or other College host, and approved by that organization's Faculty Advisor
- The event will be scheduled through the Office of Student and Academic Services
- If the topic relates to a product or line of products, food will not be served unless the activity presents product information from more than one company
- All presenters will disclose their affiliations and sponsors will be acknowledged
- Events that have been previously reviewed and approved by the External Activities Oversight Committee may be repeated, but must be scheduled through the Office of Student and Academic Services. As above, to facilitate this process, the External Activities Oversight may choose to authorize events on a continuing basis that meet the above criteria, so as to avoid repeated reauthorization of the same event.

15. I am a student representative for Company X. What should I tell them about our plans to implement this policy, and how this will affect us?

Feel free to share a copy of the policy with the company you represent. They will then be able to determine if or how they'd like to modify their relationship with the College.

16. The company I work for is interested in hiring veterinary students for summer jobs. Are these permissible, and if so, how may I bring these opportunities to the attention of the students?

Any employment opportunities may be posted on the students' website under "Job Listings" (<http://www.students.vet.cornell.edu/>)

17. How will the External Activities Oversight Committee work, and how will it be comprised?

The External Activities Oversight Committee will be comprised of:

- SCAVMA President and Treasurer
- Student-elected Class representatives (1 each from the first- and second-year classes, 2 from each of the third- and fourth-year classes)
- SCAVMA Faculty Advisor
- Director of Student Services and Multicultural Affairs
- Director of Veterinary Curriculum
- Hospital Director
- Assistant Dean for Learning and Instruction
- Director of Continuing Education
- Course Leader for Veterinary Practice: Professional Ethics
- A representative from the College's Accounting Services Center
- 2 technicians from the CUHA

The committee will be empowered to act when a majority of members is present. (A quorum will be defined as 2/3 of the members of the committee.) The charge of the External Activities Oversight Committee will be to:

- Help determine the balance and type of extracurricular and co-curricular activities held in the College
- Ensure that these events are free from undue bias or influence, based upon current research and scientific information, and disclose any relationships with commercial entities

- encourage clubs to collaborate in planning and coordinating activities
- help allocate funds from the Student Activities Account
- establish communication guidelines for students who are employed as Company Representatives
- communicate endorsement, once activities have been reviewed

18. How will the review process be implemented so that it is as efficient as possible and does not create obstacles to planning?

It will be very important to develop a process that is timely and efficient. The details of the process have yet to be defined, but the goal is to create a process that is not unduly onerous.

19. Do all events sponsored by student clubs and those funded by GPSAFC need review, and can they serve food?

All events should be reviewed so that they may be considered in the context of the activities for that term and scheduled accordingly. Activities sponsored using club or GPSAFC funds may serve food. Please see section A. 2, above.

20. Will it be possible to earmark donations to the Student Activities Fund for specific clubs and/or activities?

No. Any club may solicit sponsorship from external companies or groups, but all forms of financial support must be deposited into the Student Activities Fund. Clubs may apply for these funds through the MEOW process.

21. Will there be a special process for seeking financial support or sponsorship of Senior Week activities?

Yes. The external Activities Oversight Committee will set aside monies each year for Senior Week Activities, which, at a minimum, will cover the cost of the Senior Picnic. Members of the Fourth Year Class may engage in fund raising activities (such as t-shirt sales, bake sales, etc.) to supplement this annual allocation.

22. There are different types of non-profit organizations. Does this policy apply to all non-profits in the same way?

No. Any mention of a "non-profit" organization in this policy refers to a designation of 501 (c)(3), or a charitable organization. Non-profit organizations with any other designation (such as 501 (c)(6) are treated under this policy as any other corporate entity.

Continuing Education FAQ:

1. Can a vendor sponsor an individual speaker?

No, vendors may sponsor a laboratory or themed conference track with speaker selection at the discretion of the organizing faculty member or conference committee.

2. Can a corporate logo appear on the title slide of a CE presentation?

No, a corporate logo may only appear on the financial disclosure slide.

3. I am a faculty member talking at a regional VMA with corporate sponsorship. Am I required to follow these regulations?

You are required to abide by these regulations only if the Cornell University College of Veterinary Medicine will be acting as the official NYS/ RACE sponsor locally or for distant programs-- see CE SOP for further details.

Financing Your Education

Financial Planning

Guidelines for the College of Veterinary Medicine

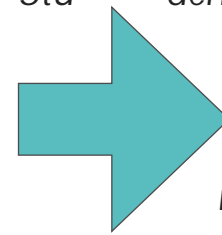
Financing an education in veterinary medicine requires careful planning, an understanding of the funding sources that are available, interest rates, and awareness of the various options for repayment plans. The College's Director of Student Financial Planning is available to help veterinary students and their families meet this challenge, and offers consultations to address individual needs. Many of Cornell's D.V.M. students receive financial assistance, from a variety of sources. A typical award package comprises 60% loans, 25% family contributions, 13% grants, scholarships and fellowships, and 2% from academic-year employment.

Information Required for Eligibility

In order to be considered for financial aid, a student must provide information about their finances through two national clearinghouses:

- The Free Application for Federal Student Aid (FAFSA), which is used to determine need for federal loans administered by the college. The application is available at www.fafsa.ed.gov.
- The College Scholarship Service's PROFILE, which is used to determine eligibility for college scholarships and grants. The application is available at www.collegeboard.org.

Students who are under the age of 30 and wish to be considered for grants, scholarships, or a Health Professions Student Loan must provide complete parental information on both the FAFSA and the PROFILE. Married students are not required to provide parental information.



Estimated Cost of Attendance (2018-2019)

EXPENSES	NYS RESIDENT	NON- RESIDENT
Tuition	\$35,966	\$52,892
Room/Board	\$9,000	\$9,000
Books & Supplies	\$1,000	\$1,000
Personal	\$8,000	\$8,000
Transportation	\$1,000	\$1,000
Total	\$53,966	\$70,892

*Figures used are for a nine-month academic year.

*All figures subject to change without notification.

Financial aid recipients are expected to budget their money and maintain accurate records of monthly expenditures. The Director of Student Financial Planning is available to assist students who wish to develop a budget and sound budgeting strategies. Requests for supplemental relief in unusual, unforeseen circumstances will likely require copies of those records for the financial aid files.

All aid recipients are encouraged to minimize borrowing. Allowances for all expenses outside of tuition have been developed to permit a student comfortable, but modest, housing, a balanced diet, and to cover other expenses related to being a student. Among these are routine costs of transportation to and from campus, (including parking fees), basic telephone service, renter's insurance, and student health insurance (as required by the University). To contain costs, many students share housing with at least one other student, and develop other money-saving techniques in order to live within this allowance.

Payment Procedures

Tuition and fees for the coming semester, as well as any balance due from the previous semester, must be paid before academic registration may occur. Bills are generated electronically on a monthly basis, through the University's Bursar's Office. That office notifies students by an email sent to the student's Cornell e-mail address when a new bill is available. Financial aid awards that *have not yet disbursed* will appear on the bill as pending credits. This estimated aid can be used to determine how much is actually owed on the bursar bill. Students must be prepared to pay any balance due for the semester from other sources, and should complete all necessary steps to obtain aid for the coming semester (by applying and providing the required documents and signatures) well in advance of the tuition due date.

Finance charges at 1 1/4% per month will be assessed by the Bursar on the student's unpaid balance as of the 7th of each month. The Bursar will not waive finance charges unless directly related to University delays in processing. The University does not accept credit cards for payment.

Cornell University does offer a tuition payment plan (CIP) to allow payment for bursar charges in equal monthly installments. There is a small participation fee but no finance charges are assessed. Information is available from the Bursar's Office website at www.bursar.cornell.edu

Refund Checks

If your financial aid award exceeds the charges on your bursar bill, a refund will be generated for the excess. The fastest way for you to receive the surplus money is to sign up for direct deposit.



Direct deposits take 2-3 business days and can be directed to any bank you choose. To sign up for direct deposit, access the Bursar's Office website at www.bursar.cornell.edu

You may also receive your refund in the form of a check. Checks usually take 5-7 business days to create and must be picked up in the Bursar's office in Day Hall.

Required Application Forms Used to Determine Eligibility for Financial Aid

Eligibility For:	STUDENTS OVER 30 (ON DECEMBER 31) OR MARRIED	Students Under 30 (on December 31)
Federal Direct Unsubsidized Loan	FAFSA, no P.D.	FAFSA, no P.D.
Federal Direct PLUS Loan	FAFSA, no P.D.	FAFSA, no P.D.
Federal Work-Study	FAFSA, no P.D.	FAFSA, no P.D.
Health Professions Student Loan	FAFSA and CSS forms with P.D.	FAFSA and CSS forms with P.D.
College Scholarships	FAFSA and CSS forms - no P.D.	FAFSA and CSS forms with P.D.

ABBREVIATIONS:

FAFSA Free Application for Federal Student Aid

PD Parental data

CSS College Scholarship Service

CSS Forms:

PROFILE Registration/Application Form

FNAR** Financial Needs Analysis Report



payment begins-- six months after the borrower leaves school.

The FDUSL has an origination fee (currently 1.066%) that is assessed at the time of disbursement. Once the student has completed their promissory note, loan monies are paid directly to her or his bursar account. The disbursements occur in two installments, one at the beginning of the fall semester, the other at the beginning of the spring.

Student Loan Programs

The College Financial Aid Office administers educational loan programs that have lower interest rates than most commercial loans. These loans include:

Federal Direct Unsubsidized Stafford/Ford Loans (FDUSL)

Graduate or professional students are eligible to borrow up to \$20,500 per year in Federal Unsubsidized Stafford/Ford loan (FDUSL). Certain health professions students, including veterinary medicine students, are eligible for an additional \$20,000 per year, bringing the yearly maximum to \$40,500.

The interest rate for the FDUSL is fixed at 6.7% for the 2018-2019 academic year with interest accruing during the in-school deferment period. Borrowers may pay the interest while in school, or they may let the interest accrue then capitalize (add back to principal) when re-

Health Professions Student Loan (HPSL)

The HPSL is offered by the College on behalf of Cornell University. The loans are federally guaranteed, and eligibility is based on current need and prior indebtedness. Regardless of the student's age, marital or dependency status, complete parental data is required and the imputed parental contribution must be considered available to the student when determining need for this loan.

Both the FAFSA and the CSS forms must be submitted by students wishing to be considered for aid from this source.

The maximum annual loan available is defined as cost of education; however, available funds are usually not sufficient to allow maximum awards. Interest is at 5% during the repayment period, which begins one year after the borrower ceases to be enrolled at least half-time.



Federal Direct PLUS Loan

Direct PLUS loans can be made to graduate or professional students who need to borrow more money than the maximum subsidized/ unsubsidized loan amount to meet education costs not covered by other financial aid. The interest rate for 2018-2019 is fixed at 7.6% with 4.264% origination fee. Payments are deferred while in school and the deferment is automatically extended for six months once the borrower leaves school. The borrower is subject to a credit check. Similar to the FDUSL, interest accrues during school and grace period.

Loan Repayment

There are several repayment plans available, providing the flexibility you need. Here are some things you should know:

- You'll be asked to choose a plan. If you don't choose one, you will be placed on the Standard Repayment Plan, which will have your loans paid off in 10 years.
- You can switch to a different plan at any time to suit your needs and goals.
- Your monthly payment can be based on how much you make. Income driven plans include Income Based Repayment (IBR), Pay as you Earn (PAYE), and Revised Pay as you Earn (REPAYE).
- Exit counseling will be provided in the spring term of the fourth year to students have all of the information necessary to choose their best repayment options.



Public Service Loan Forgiveness

If you work for a non-profit (IRS 501c3) organization and make payments for 10 years you may be eligible to have the remaining balance of your loans forgiven. Examples of non-profit employers include shelters, academic institutions, government agencies, some zoos, aquariums and hospitals.

Useful Web Sites

Federal Student Aid

www.studentloans.gov

This federal site contains links to all information you may need regarding federal student loans. Prior to the first loan disbursement, you will need to complete a loan agreement (MPN) and Entrance Counseling on this site.

National Student Loans Data System

www.nslds.ed.gov

This federal site will give you access to your account information including all federal student loans borrowed and billing servicer information.

Sibling Verification

Gift aid is awarded based on financial need. When assessing need, the number of siblings enrolled in college is taken into account. Therefore, if you reported on the CSS Profile that one or more siblings are enrolled in college, enrollment verification is required. By providing our office with your sibling's name and date of birth, we will attempt to verify enrollment through the National Student Clearinghouse. If we are unable to do so, we will contact you to request enrollment verification from your sibling's school. If we do not receive verification by the October 15th deadline your scholarships may be reduced for the spring term.

Scholarships

Scholarships are awarded on the basis of a formula, which incorporates financial need (50%), and prior educational indebtedness (50%).

Your PROFILE Application is used to determine eligibility for College grants and scholarships. Many scholarships at the College of Veterinary Medicine have been established with gifts from alumni, friends, and other sources of private support. A number of these, in addition to financial need, carry eligibility criteria and preferences based on the donors' personal interests in animal health, the College, and our students. For example, some donors wish to direct their scholarship awards to students who are interested in a particular species, or focus within veterinary medicine, such as cardiology, or equine or feline medicine. Other scholarships carry preferences for students from particular cities, counties or geographic areas.

To facilitate matching students who are eligible for scholarship assistance with these privately funded awards, all students must submit a Statement of Personal Interests. This essay may only be a few paragraphs in length, but is instrumental for helping identify recipients for targeted awards. An outline is provided below to assist students in writing their essay, which must be updated each year.

Your personal statement should include the following information:

- your full name (last, first, middle initial)
- the city, county, state where you attended high school

- species-oriented interests in veterinary medicine (list one or two areas of primary interest)
- your reasons for pursuing a DVM degree
- species-oriented interests in veterinary medicine (one or two sentences)
- your goals after graduation (graduate study? internship or residency? private practice?)
- student activities, community/volunteer involvement

•any other personal notes you think would help the scholarship committee in making awards

When your Student's Statement of Personal Interests is complete, submit to the Director of Student Financial Planning via the Financial Aid Tracking page at:

<https://secure.vet.cornell.edu/financialaid/18-19/logon.asp>

Students will not be considered for scholarship assistance without submitting a Statement of Personal Interests.

Thank You Required

Scholarship awards are gifts made to our students through the College. Expressions of appreciation for these gifts are vital to



our efforts to maintain and increase scholarship assistance. Therefore, each award recipient is required to write an acknowledgement letter to the donor. Failure to do so will be interpreted by the College as a lack of interest in being considered for such forms of assistance, and will re-

Subsidized Loan	Unsubsidized Loans
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sult in funds not being disbursed at that time, and in future years. Eligibility for scholarship support is also contingent upon the student's agreement to allow his or her name and the amount of the award to be released to the donor.

State Grants

Some states may participate in a state based grant program. Check with the Higher Education office of that state.

Self-Help Through Employment

ACADEMIC YEAR

The College participates in the Federal Work-Study Program and also offers a limited student employment wage subsidy program, VETSEP, for students not eligible for Federal Work-study. Funds are first come, first served basis. Students wishing to participate in either program must complete a Work Study/VETSEP Application available on the internal website students.vet.cornell.edu.

Federal Work Study Program (FWS)

The FWS Program increases opportunities for student employment by reimbursing employers on campus or in certain non-profit organizations off campus 50% of wages paid to eligible students. Eligibility to participate is based on financial need as evidenced by analysis of the FAFSA. The maximum award per student is \$750 per semester based

on total gross earnings of \$1500 per semester.

* Total undergraduate and graduate/professional Federal Loan limit for veterinary medicine students is \$224,000.

***Subject to credit check.

Summer FWS funding eligibility, when available, is based on the financial need analysis from the prior academic year. Summer FWS earnings must, according to federal regulations, be applied to the following academic year's expenses, and may not be replaced with need-based education loans. Students not returning to the College in the fall are not eligible. Maximum summer award is \$1500, based on total gross earnings of \$3000.

Veterinary Student Employment Program (VET-SEP)

The College offers a wage-subsidy program to students in the professional curriculum employed in certain types of veterinary-related positions within the College. Support is limited to positions paying at least \$6.50 per hour that requires some technical skills. The maximum award per student is \$1,500 per academic year (\$750 per semester) on total eligible earnings of \$3,000.

Summer VETSEP funding is available only if the student works at least 130 hours in the same job during the academic year. The maximum funding for summer is \$1200, based on \$2400 total gross earnings.

Important Dates To Remember

April 1 File FAFSA with IRS data retrieval tool (DRT)

File on the web at www.fafsa.ed.gov

April 1 File CSS PROFILE Application

File on the web at www.collegeboard.com

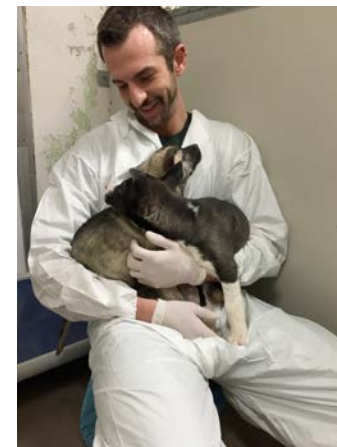
In compliance with federal regulations, disbursement of financial aid is withheld until all required documents are received. Failure to provide all required documents by the stated deadlines will result in cancellation of any College grants or scholarships awarded.



Student Life



We want your student experience to be a pleasant, positive, and productive one. To help you optimize your academic, career, and personal experiences, we hope you will explore the wealth of resources and support services that are available to you at the college and within Cornell.



College Services & Resources



Faculty Advisors

All first-year students are assigned a faculty advisor. Yours will guide you through the duration of the DVM program. will serve as your formal faculty advisor for the duration of your DVM program. You will have the opportunity to meet your faculty advisor during orientation. During the course of your DVM training, you may find that your personality and interests lead you to develop stronger relations with another faculty member. You may then, choose to switch advisors by first asking them if they are willing to serve as your advisor, and then informing the Office of Student and Academic Services of your desire to switch. Of course, we hope that you will develop many positive relationships with faculty who advise you in an informal capacity on a variety of issues.

Peer Mentors

Peer mentors are assigned to all first year DVM students. Peer mentors typically contact incoming students during the summer before they are scheduled to enter the DVM program. The goal of the Peer Mentoring Program is to help incoming first year students make a smooth transition and adjust to life as a student of at the College of Veterinary Medicine. Peer mentors can be invaluable resources as they can offer advice based on their personal experiences at the college.

Throughout the year, your peer mentor will keep in touch with you to ensure that your transition to veterinary college is smooth. They may organize post-orientation programs for you, guide you to resources at the college and on campus, organize informal social activities, and discuss topics relevant to the first-year DVM experience at Cornell. You will have the opportunity to meet your peer mentor at orientation.

Workshops and Presentations

The Office of Student and Academic Services organizes workshops and presentations during the academic year. Issues addressed are based on student interests and needs. Students will be informed of upcoming topics via e-mail.

Please contact Dr. Jai Sweet, Director of Student Services and Multicultural Affairs, if you have any suggestions for workshop or presentation topics. (jr27@cornell.edu, 253-3700)

Disability Services

If you believe that you have a qualifying disability and might require accommodations at the College of Veterinary Medicine, please refer to the Accommodations Policy in the section on University and College Policies. If you would like to discuss your situation further, please contact Dr. Jai Sweet at (607)253-3700.

Counseling Services

A part-time counselor is available to offer one-on-one or group counseling to students. All students in the DVM program are eligible for these services at no fee for the first visit. For on-going visits there is a \$10 visit charge. Students may also find counselors at "Let's Talk", which is a free, informal, confidential consultation with counselors from Cornell Health. For more information about Let's Talk:

<https://health.cornell.edu/services/counseling-psychiatry/lets-talk>

Counseling appointments can be made directly with the Student Services Counselor, Paul Soper (pvs4@cornell.edu, 253-3442). He is avail-

able to meet with students at the College on Tuesday afternoons. His office is located at S2 013 Schurman Hall.

Veterinary Career Services

The Office of Student and Academic Services (S2 009 Schurman Hall) is an active partner in students' career development, maintaining resources for career and professional development, and helping you to create an individualized career plan or to prepare for the professional path of your choice.

Job Listings and Externship/Opportunity Block Database

The Office of Student and Academic Services maintains a searchable databases of veterinary job opportunities as well as externship and internship for DVM students. Full-time associate positions for graduates can be found at <http://cvmjobs.vet.cornell.edu> Short term clinical externships as well as part time summer jobs for current vet students are posted on the database which can be accessed at <http://students.vet.cornell.edu> (follow the Student Services and the Career Services links).



Personal Coaching

- Resume, CV and cover letter critique available on an individual basis.
- Mock interviews, salary negotiations and contract reviews also available upon request.

Workshops

Professional development workshops are offered throughout the year. Past topics have included Negotiation Skills, Panel Discussions on Internships, Externships and Practice Ownership.

Externships

Externships are brief (usually 2-4 weeks) work opportunities away from the College for which academic credit is not given. Students seeking special work experiences may do so through externships.

Private and corporate practices, humane societies, governmental agencies, and pharmaceutical/pet food companies offer externships. Compensation may or may not be offered for externships.

New York State Student Externship Law

Students under the following limitations may practice veterinary medicine within the state:

Chapter 91, Laws of 1984, Section 6705, Number 9: Any student enrolled and in good standing in a school of veterinary medicine approved by the commissioner, who practices under the general supervision of a veterinarian licensed and registered under this article; provided however, that only such students who have completed at least two and a half years in an approved veterinary program may assist in diagnosis, treatment and surgery in such practice, subject to the following requirements: (a) assisting in diagnosis and surgery be under the immediate personal supervision of such veterinarian; (b) assisting in treatment be under the direct supervision of such veterinarian; and (c) only one such student shall be supervised, as specified in clauses (a) and (b) of this subdivision, by one such veterinarian.

The purpose of the law is to permit students to gain clinical experience in private practice during term recesses or during the off-hours of their medical school terms, such as evenings or weekends. Such clinical experience need not be a formal component of the veterinary medical school's program, although it may be. The only responsibility placed upon the school is to indicate the student is enrolled and in good standing.

The externship law places certain restrictions upon the extern practice engaged in by the student, and does so, in part, by placing certain responsibilities upon the supervising veterinarian.



- The law restricts any practice involving diagnosis, treatment and surgery to students who have completed three years or more in a veterinary medical program.

- It requires that treatment be under the direct supervision of the veterinarian which means the supervising veterinarian must be present in the facility where treatment occurs.

- It also requires that "diagnosis and surgery" be under the immediate personal supervision of the veterinarian which means the veterinarian must be physically present in the room where the diagnosis or surgery occurs.

- The law requires, with respect to diagnosis, treatment and surgery, that only one veterinarian may supervise one student. This means for example that in a two-person practice, no more than two third-year students may perform either diagnosis, surgery or treatment at any one time and each must be supervised appropriately and singly by the veterinarians comprising the practice. The law states that the stu-

dent may assist in diagnosis, treatment or surgery implying that the practitioner is primarily and directly involved in these clinical functions.

Opportunity Blocks

Students in their 3rd and 4th years (prerequisites VTMED 5500 and VTMED 5510) may obtain off-campus clinical experience for academic credit in institutional settings with established teaching programs, or in facilities offering unique clinical or research experiences.

Proposed programs must be approved by the faculty coordinators of the opportunities block who will determine appropriate university credits. Opportunity Blocks are approved by the Curriculum Committee. If you have specific questions about opportunity blocks, please contact the Vet College Registrar, Paige Frey at pjy1@cornell.edu. A searchable database of opportunity blocks and externships is available at <http://students.vet.cornell.edu> (follow the Student Services and Registrar links).

All students who pursue opportunity blocks are required to submit an anonymous evaluation of their experience immediately upon their return. The list of externship and opportunity blocks and any associated evaluations are available to view at <http://students.vet.cornell.edu> (follow the Student Services and Registrar links).

Career Connections Forum

In the fall, the Career Connections Forum offers students and potential employers a chance to conduct initial job interviews for associate positions as well as explore opportunities for summer jobs and externships.

Career Connections provides a wonderful opportunity to network with potential employers for students in all four class years.

Legal Requirements to Practice

Before graduates can practice veterinary medicine in the United States, they must obtain licenses from the states in which they locate their practices. These licenses are generally issued by the department of education or the department of agriculture of the state on the basis of an examination by a veterinary licensing board. Some states issue licenses without examination, based on reciprocity, when the applicant has been licensed in other states.

The licensing agency in New York is the State Education Department. (www.op.nysed.gov)

- Information on state board requirements available at www.aavsb.org/.
- Information on national board requirements (NAVLE) available via <http://www.icva.net>
- . If you have specific questions on becoming licensed, contact Dr. Jai Sweet at 607-253-3700 or jr27@cornell.edu.



Internships

Internships are non-degree programs that provide training for practice, clinical teaching, and specialty-board eligibility. Generally, a one-year rotating internship in medicine and surgery is a prerequisite for residency programs and for board certification. The Veterinary Medical Teaching Hospital offers internship programs in ambulatory and production-animal medicine and in small-animal medicine and surgery.

For the selection of interns and residents for its Veterinary Medical Teaching Hospital, the college participates in the Veterinary Intern/Resident Matching Program.

Most graduating students seeking internships apply through the Veterinary Internship and Residency Matching Program. (VIRMP) A directory of available internships is published online in September-October and is accessible at www.virmp.org. Equine Internship positions are often advertised through the American Association of Equine Practitioners www.aaep.org. Internship positions are salaried.

Residencies

Residency programs provide the resident with a high level of clinical proficiency in a specific clinical discipline. Each program allows the resident to meet the postgraduate education requirements of the specialty board related to that discipline as well as to gain experience in professional veterinary medical education and in teaching. The Veterinary Medical Teaching Hospital has clinical residency programs in ambulatory medicine (2 years), large-animal surgery (3 years), anesthesiology (2 years), ophthalmology (3 years), behavior (2 years), small-animal medicine (2 years), cardiology (2 years), small animal surgery (3 years), dermatology (2 years), theriogenology (2 or 3 years), large animal medicine (2 years).



During the program, approximately 70 percent of time is devoted to clinical training and service and approximately 30 percent is spent in academic pursuits, including research and didactic teaching opportunities. For descriptions of specific residency programs contact the college's Office of Clinical Programs and Professional Service at 607-253-3157 or via e-mail at rca7@cornell.edu.

Cornell Residencies in Veterinary Pathology

The college's department of Biomedical Sciences supports separate residency training programs in anatomic and clinical pathology. These programs are designed to address a national need for designed to address a national need for veterinary diagnostic pathologists by providing an environment in which the trainee can acquire contemporary disciplinary skills.

The training consists of rotating exposure to the extensive case material available through the necropsy, surgical pathology, and clinical pathology laboratories of the Veterinary Medical Teaching Hospital as well as the New York State Diagnostic Laboratory at the college. Learn-

ing via responsibility for diagnostic case work is supplemented by slide seminars, lectures, diagnostic journal clubs, tutorials, and rotations through specialty service laboratories in the department of Biomedical Sciences and the Diagnostic Laboratory.

Summer courses in collaboration with faculty from other universities, including courses in immunohistochemistry, use of molecular techniques in diagnostic pathology, laboratory animal pathology and toxicologic pathology.

The duration of training in either the anatomical or clinical track of the residency program is determined by the entry-level skill of the resident but generally lasts two to three years. Specialty board certification by the American College of Veterinary Pathologists is a goal of both residency training programs.

Resident Program in Anatomic Pathology

Trainees will acquire considerable skill in the recognition and description of organ and tissue lesions the formation of morphologic diagnoses, the correlation of ante mortem functional changes with post-



mortem structural alterations, and the conceptual approach to understanding the pathologic expression of a wide variety of disease processes affecting the common animal species.



Resident Program in Clinical Pathology

Residents will acquire skills and knowledge in the areas of hematology, clinical biochemistry, clinical immunology, and diagnostic cytology. A period of participation in the surgical pathology service is provided for each resident. Residents develop their abilities to interpret laboratory results and morphologic patterns and to relate observations to pathologic and physiological processes. Residents also acquire knowledge of laboratory procedures and management through involvement in the laboratory operation.

For information about these residency programs, contact the college's department of Biomedical Sciences at 607-253-3300.

Career Planning Map

First Year

- Meet Dr. Sweet, Director of Student Services to discuss career options and/or concerns.
- Make an effort to meet faculty and staff with similar professional interests.
- Stay in touch with your peer mentor.
- Become familiar with the Students Services website.
- Join professional associations as student member.
- Attend Career Connections to investigate career opportunities open to veterinarians and interview for summer positions.
- Find a summer position that enhances both veterinary and interpersonal skills.
- Keep updated resume and cover letter online and in hard copy.

Second Year

- Touch base with Dr. Sweet.
- Update resume.
- Make an effort to meet more faculty and staff with similar professional interests.
- Attend Career Connections for career opportunity and development seminars.
- Find a summer position that enhances both veterinary and interpersonal skills.

Third Year

- Touch base with Dr. Sweet.
- Update resume and/or curriculum vitae.
- Familiarize yourself with State Licensing requirements.

- Schedule rotations and free blocks at appropriate times based on career path.
- Conduct informational interviews.

Fourth Year

- Make appointment with Dr. Sweet to review resume and career plans.
- Prepare for the National and State Board Examinations.
- Start your job search early.
- Interview at Career Connections in November.
- Review job prospects, job offers, and contracts with Dr. Sweet



Important & Helpful People

An abbreviated list of helpful people is included below. There is, however, a plenitude of people, namely faculty and staff, who are ready to offer their assistance. They have a wide variety of backgrounds and interests, and can be a great source of inspiration to boot. A complete list of faculty, including their interests and how to get in contact with them, is accessible on the College's web page.

ADMINISTRATION

Dr. Lorin Warnick

Dean

Office: S2 005 Schurman Hall

Phone: (607) 253-3771 E-mail: ldw3@cornell.edu

Dr. Katherine Edmondson

Assistant Dean for Students and Instruction

Office: S2 012 Schurman Hall

Phone: (607) 253-3772 E-mail: kme2@cornell.edu

Dr. Marnie FitzMaurice

Veterinary Curriculum Director

Office: S2 008 Schurman Hall

Phone: 607-253-3472 Email: mcf32@cornell.edu

Dr. Jodi Korich

Associate Dean for Education

Office: Schurman Hall

Phone: (607) 253 3603 Email: jak10@cornell.edu



Dr. Bettina Wagner

Associate Dean for Research and Graduate Education,
Associate Professor in Immunology

Office: S3 110 Schurman Hall

Phone: (607) 253-3813 E-mail: bw73@cornell.edu

CORNELL UNIVERSITY HOSPITAL FOR ANIMALS

Dr. Margret Thompson

Director for the Cornell University Hospital for Animals

Office: C2 209 VMC

Phone: (607) 253-3030 E-mail: mst42@cornell.edu

Ms. Rosemary Adessa

Program Coordinator Clinical Programs

Office: C3 507 CPC

Phone: (607) 253-3157 E-mail: rca7@cornell.edu

STUDENT AND ACADEMIC SERVICES

Dr. Jai Sweet

Senior Director of Student Development and
Academic Services

Office: S2 009B Schurman Hall

Phone: (607) 253-3700 Email: jr27@cornell.edu

Ms. Makenzie Peterson

Wellness Program Director

Office: S2 013

Phone: (607) 253-4102 Email: mp2224@cornell.edu

Ms. Kristin Pennock

Director of Veterinary Student Financial Planning

Office: S2 009C Schurman Hall

Phone: (607) 253-3765 E-mail: kp79@cornell.edu

Ms. Paige Frey

Registrar

Office: S2 009A Schurman Hall

Phone: (607) 253-3705 Email: pjy1@cornell.edu

Mr. Paul Soper

Counselor

Office: S2 013 Schurman Hall/Cornell Health

Phone: (607) 253-3442 Email: pvs4@cornell.edu



Ms. Jennifer Mailey

Director of Admissions Office:

S2 013 Schurman Hall Phone:

(607) 253-3702

Email: jam333@cornell.edu

Ms. Elena Welch

Admissions Coordinator

Office: S2 013 Schurman Hall

Phone: (607) 253-3703

Email: ew68@cornell.edu

Ms. Mary Beth Mahaney

Administrative Assistant

Email: mem554@cornell.edu

Office: S2 009 Schurman Hall

Phone: (607) 253-3700

Ms. Christina Wilkinson

Administrative Assistant

Email: cmw269@cornell.edu

Office: S2 009 Schurman Hall

Phone: (607) 253-3766

Ms. Kate Davenport

Administrative Assistant

Email: klw226@cornell.edu

Office: S2 009 Schurman Hall

Phone: (607) 253-3704

CLASSROOM TECHNOLOGY

Mr. Dave Frank

Manager of Classrooms and Teaching Labs

Office: VMIT

Phone: (607) 253-3696

Email: daf4@cornell.edu

Ms. Cindy DeCloux
Student Computing
Office: VMIT
Phone: (607) 253-3505 Email: cmd56@cornell.edu

LIBRARY

Ms. Erin Eldermire
Library Director
Office: S1 018 Schurman Hall
Phone: 607-253-3499
Email: eph8@cornell.edu

Ms. Christine Dunham
Head, User Services
Office: S1 019 Schurman Hall
Phone: (607) 253-3512
Email: cd332@cornell.edu

FOUNDATION COURSE LEADERS AND KEY PERSONNEL

Dr. John Hermanson
Course Leader, *The Animal Body (aka Block 1)*
Office: T5 002 Vet Research Tower
Phone: (607) 253-3542
Email: jwh6@cornell.edu

Dr. Gregory Weiland
Course Leader, *Cell Biology and Genetics (aka Block 2)*
Office: C3 147 Veterinary Medical Center
Phone: (607) 253-3876
E-mail: gaw2@cornell.edu

Dr. Beth Buckles
Course Leader, *General Pathology*
Office: T6-008 Vet Research Tower
Phone: (607) 253-3826
Email: elb36@cornell.edu

Dr. Marnie FitzMaurice
Course Leader, *Neuroanatomy*
Office: T5 008B Vet Research Tower
Phone: (607) 253-3807
Email: mcf32@cornell.edu

Dr. Kelly Lyboldt
Course Leader, *Function and Dysfunction (aka Block 3)*
Office: T4-008B Vet Research Tower
Phone: (607) 253-3525
Email: kel28@cornell.edu

Dr. Ted Clark
Course Leader, *Host, Agent, and Defense (aka Block 4)*
and *Parasitology*
Office: C5 163 Vet Medical Center
Phone: (607) 253-4042
Email: tgc3@cornell.edu

Dr. Dorothy Debbie
Course Support Specialist, Host, Agent and Defense
Office: C4 111 Vet Medical Center
Phone: (607) 253 4017
Email: dpd22@cornell.edu

Dr. Nita Irby and Dr. Cheryl Balkman
Course Leaders, *Animal Health and Disease (aka Block 5)*
Office: C3 514 Clinical Programs – Multipurpose Room
Phones: (607) 253-3100 (Irby), (607) 253-4134 (Balkman)
Emails: nli2@cornell.edu, ceb11@cornell.edu

Ms. Pati Kirch, LVT
Teaching Support Specialist /Course Coordinator
Office: C2 531A Vet Medical Center
Phone: (607) 253-3027
Email: pjk36@cornell.edu

Dr. William Miller
Course Leader, *Clinical Rotations (aka Block 6)*
Office: C3 516 Vet Medical Center
Phone: (607) 253-3029 (Miller),
Email: whm4@cornell.edu

Dr. Carolyn McDaniel
Course Leader, *Veterinary Practice (aka Block 7)*
Office: C2 531A Vet Medical Center
Phone: (607) 253-4316
Email: cm326@cornell.edu



University & Community Resources

Cornell Health

<https://health.cornell.edu>

Cornell Health, 110 Ho Plaza

Clinicians provide medical care for students and their spouses. Laboratory, radiology, physical therapy and many prescription drugs are available on site. Students (and their families) may be seen at Gannett, or by any of the affiliated health care providers in the area, which includes a wider range of specialties.

Cornell Health is open Monday-Friday, 8:30 am - 7:00 pm, Saturday 10 am - 4:00 pm, 24-7 phone access at 607-255-5155. Call 911 for emerge

Counseling & Psychological Services (CAPS)

<https://health.cornell.edu/services/counseling-psychiatry>

Cornell Health 110 Ho Plaza

The Psychological Service offers professional short-term individual, couple, and group psychotherapy.

Open Monday-Friday from 8:30 am to 7pm, 24-7 phone access
Saturday Urgent Care walk-in 10am-4pm, Closed Sunday

Call 607-255-5155 for an appointment. (Fax 607-254-5244)

In case of emergencies, a staff member can be reached at all times by calling the Cornell Police, 255-1111.



Cornell United Religious Work

118 Anabel Taylor Hall

Trained CURW staff members provide counseling and referrals in general, religious, pre-marriage, and crisis matters for individuals and couples.

Open Monday-Saturday, 8:30 am -11:00 pm and Sunday, 9:00 am -11:00 pm

Call 607-255-4214 or visit:

<http://dos.cornell.edu/cornell-united-religious-work>

Sexual Health Services

Cornell Health, 110 Ho Plaza

Medical services are provided to students, their spouses, and their children over fourteen years of age. Regular gynecological care and contraception services are offered, as well as the diagnosis and treatment of infections, including sexually transmitted diseases. Services provided to victims of rape and other sexual abuse including examination, treatment and counseling; the type of examination required by law-enforcement agencies is also offered. Counseling is available on problems related to pregnancy, sexual identity, sexual dysfunction and personal relationships. Low cost over-the-counter contraceptive supplies are available at the cashier's office on the main floor of Gannett.

Open Monday through Friday, 8:30 am -5:00 pm, 24-7 phone access

Call 607-255-5155 for an appointment or visit

<https://health.cornell.edu/services/sexual-health-care>

Dean of Students Office

401 Willard Straight Hall

Services provided by the Dean of Students Office include crisis intervention and referral for students with adjustment, personal, relationship, and housing concerns; training in counseling techniques; training in communication skills; coordination of EARS; and Personal Education Workshops on topics such as assertiveness, building satisfying relationships, building self-esteem, and stress management.

Open Monday-Friday from 8:00 am to 4:30 pm

Call 607-255-1115 or visit <http://dos.cornell.edu/students>



Health Promotion Office

Cornell Health, 110 Ho Plaza

The University Health Education Service provides programs concerning alcohol and other drugs, relationships and sexuality, and prevention of AIDS and other sexually transmitted diseases. Individual consultation and information on many topics (i.e., smoking, nutrition, stress, and exercise) are also available; referrals are given for personal counseling and for HIV testing and AIDS-related concerns.

Open Monday-Friday from 8:30 am -5:00 pm, 24-7 phone access

Call 607-255-4782 or visit

<http://www.gannett.cornell.edu/services/healthpromotion/>

Learning Strategies Center

420 Computing & Communications Center

The center is a central academic support service at Cornell that assists students in the development of learning strategies, skills, and insights that lead to academic success.

Open Monday-Thursday, 8:30 am - 4:30 pm, Friday until 4:00pm

Call 607-255-6310 or visit <http://lsc.cornell.edu/> for more information.

Cornell Fitness Centers

Cornell University has numerous fitness facilities. Cornell Fitness Centers have locations throughout campus. Membership is open to all members of the Cornell community. Services include swimming pools, nautilus, aerobics, and yoga to name a few. For more details regarding hours, membership fees and services, call (607)254-2824 or visit <http://www.fitness.cornell.edu/>.

Lesbian, Gay, Bisexual, Transgender Resource Center

626 Thurston (3rd floor)

The purpose of this center is to provide support for the social, educational, and political needs of the lesbian, gay, bisexual, and transgender community on campus, especially the student body. The Coalition sponsors meetings on a regular basis.

For further information call 607-255-4406, e-mail: lgbtrc@cornell.edu or access their Web page at www.lgbtrc.cornell.edu.

Office of Workforce Diversity, Equity, and Life Quality

101/160 Day Hall

This office is concerned with affirmative action and equal opportunity within the university and is charged with handling problems of discrimination based on race, sex, age, religion, national origin, sexual preference or sexual orientation, disability, or status as a Vietnam-era veteran. Open Monday-Friday, 8:30 am - 4:30 pm, call 607-255-3976

Office of the University Ombudsman

118 Stimson Hall

The purpose of the Office of the University Ombudsman is to assist all members of the Cornell community in the just and equitable resolution of conflicts in university matters. The office is independent of the university administration and of all other groups on campus. That independence, combined with impartiality, immediate access to information, and total confidentiality, enables the office to deal with a wide variety of problems in a manner distinctly separate from that of any faction within the university.

Open Monday-Friday, 9 am - 5 pm or by appointment, call 607-255-4321

Visit <http://www.ombudsman.cornell.edu>



COMMUNITY SERVICES AND RESOURCES

Advocacy Center (Domestic Violence and Sexual Abuse Services)

314 E. State Street

The agency serves survivors of sexual assault and their friends and families. It provides crisis intervention, short-term counseling, support groups, and advocacy services, including accompaniment to medical and law-enforcement agencies and court. Education programs are available. Services are free and confidential.

24-7 Crisis line: 607-277-5000

Monday - Friday 9 am - 5 pm, call 607-277-3203, e-mail info@theadvocacycenter.org or visit

<http://www.theadvocacycenter.org/> for more information.

Community Dispute Resolution Center

120 W. State St.

Simple, fast and confidential way to resolve conflicts with families, friends, tenants/landlord, etc. Free of charge.

Call 607-273-9347 Monday - Friday 9 am - 4:30 pm, e-mail cdrc@cdrc.org or visit <http://cdrc.org/>.

Suicide Prevention and Crisis Services of Tompkins County

24-7 anonymous and confidential telephone counseling and referral service provided by well-trained volunteers.

The agency provides suicide-prevention and crisis-intervention service, sexual-identity peer support, counseling for those who have lost someone through suicide, and an intake service for victims of rape and other sexual abuse and domestic violence.

Call 272.1616 or 1-800-273-Talk, log-in at IthacaCrisis.org or visit:

<http://www.suicidepreventionandcrisiservice.org> for more information.

Planned Parenthood of Tompkins County

620 W. Seneca Street

This agency offers medical services for contraception and for well-women's health care; that is, annual exams, diagnosis and treatment of minor gynecological problems, and first-trimester abortions. It provides men and women with diagnosis and treatment of sexually transmitted diseases. Social workers offer short- and long-term counseling on pregnancy, infertility, sexuality, health, parent-teen concerns, and life-style issues.

Call 607-216-0021 for appointments and patient calls.
Open Monday 9:00 am -5:00 pm and Thursday 11:00 am - 8:00 pm.

ADVOCACY SERVICES AND SUPPORT GROUPS

The Ithaca community has many ongoing support groups that focus on specific problems or situations. The following is a sampling of those that might pertain to you or someone you know. Many meet several times a week:

Alcoholics Anonymous

This group helps members to stop drinking and to help others achieve sobriety.

For Information, call 607-273-1541

Meeting list: <http://aacny.org/meetings/PDF/IthacaMeetings.pdf>

Ithaca Rape Crisis

314 E. State Street

Ithaca Rape Crisis serves survivors of rape, sexual assault, sexual harassment, adult survivors of childhood sexual abuse and their friends and families. It provides crisis intervention, short term counseling, support groups, a resource library and advocacy services including accompaniment to court and to medical and law-enforcement agencies. Services are free and confidential. Call 607-277-5000

Narcotics Anonymous

This group uses the twelve steps of anonymous groups to address the problems of drug addiction. Call 607-387-8292. Information and meetings at:

<http://www.ithacacommunityrecovery.org/na.html>

Mental Health Association

301 S. Geneva St, Suite 109

Adult Advocacy, Family Support Services, Peer Support and Community Education

Open Monday-Friday: 8:30am-4:30pm, out of the office
12:30-1:30pm, Call 607-273-9250

Al-Anon

This group provides support for family and friends of alcoholics. Call 607-387-5701 and 888-425-2666

Tompkins County Task Force for Battered Women, Inc.

This group offers a forum for women who are being or have been abused to help other women by offering support, sharing experiences and information, and breaking isolation. 24-7 crisis line, free and confidential services. Call 607-277-3203

Cancer Resource Center of the Finger Lakes

612 W. State St.

This organization provides information, support and community for people affected by cancer in and around Ithaca, NY. Educational information is also offered on a variety of related topics. Call 607-277-0960, Visit www.crcfl.net/ for more information.

Student Organizations



GET INVOLVED!

DVM students have a wide range of veterinary and non-veterinary interests, evidenced by the numerous student organizations and year-round activities in which they participate. Regardless of your interests, chances are very good that there is a club for you. If not, start one!

American Association of Avian Pathologists (previously - Poultry Club) (CPC)

The Cornell Poultry Club aims to advance the theoretical and practical knowledge of its members in both production and backyard poultry medicine. Lectures, wet labs and field trips will be arranged in order for veterinary students to learn as much as possible about poultry medicine and its potentially diverse applications.

American Association of Bovine Practitioners (AABP)

The student chapter of the AABP serves to expose its members to the wide range of opportunities available in bovine practice. Lectures as well as hands-on wet labs encourage student learning and promote interest in the study of the bovine species. In the past, lectures have covered topics such as production medicine, nutrition, parasite control, dairy barn design, and DHI records analysis. Popular wet labs include dehorning, hoof trimming, and venipuncture. The AABP encourages anyone interested in cattle and bovine medicine to participate.



American Association of Equine Practitioners (AAEP)

The student chapter of the AAEP is devoted to presenting equine topics of interest to the members of the veterinary col-



lege. The opportunity to learn/practice a variety of skills needed in equine practice is offered in wet labs which have included: shoeing, venipuncture, vaccination, endoscopy, nasogastric intubation, teeth floating, restraint, lameness examinations, rectal palpation, pre-purchase examinations, and joint injections. Lecture/discussion topics may include research done by Cornell faculty and those working outside the college, information sessions on new equine products, and other topics, such as breeds and colors, race track practice, equine nutrition, the role of women in equine medicine and the relationship between veterinarians and farriers.

The AAEP is a large and active club at Cornell.

American Association of Feline Medicus (aka Feline Club) (AAFP)

The Feline Club is the student chapter of the American Association of Feline Practitioners(AAFP). Each year Feline Club sponsors speakers from around the country to lecture and give wet labs on specific feline topics. They also sponsor a fun cat show each year called "The Feline Follies". We run a volunteer project with the Tompkins County SPCA which entails weekly visits to the shelter to perform physical exams and FeLV blood tests.



American Association of Small Ruminant Practitioners (AASRP)

AASRP is a club devoted to teaching students of all interests about the care of goats, sheep, llamas, and alpacas.

Activities include various lectures on sheep/goat management, hoof trimming, sheep shearing, wet labs, venipuncture labs, and visits to local sheep, goat and llama farms. They welcome anyone interested in learning more and interacting more with small ruminants which are rapidly becoming more popular as dairy animals and as pets.



American Association of Veterinary Parasitology (AAVP)

The American Association of Veterinary Parasitologists is dedicated to promoting the industry of parasitology through a series of lectures, given by a number of prominent individuals throughout the profession across North America. The club is open to all members of the veterinary community who are interested in learning more about this exciting field.

American Holistic Veterinary Medical Association (AHVMA)

The American Holistic Veterinary Medical Association (AHVMA) purpose is to advance holistic veterinary medicine, provide veterinary students with educational opportunities in holistic vet medicine and related subjects, and enhances leader-

ship characteristics in its members through organization as a student club. They also promote camaraderie among veterinary students with an interest in holistic veterinary medicine, and act as a liaison between practicing holistic veterinarians and veterinary students at CUVM.

Animal Behavior Club

The Animal Behavior Club promotes the importance of animal behavior in veterinary medicine. We do that by providing veterinary students with educational opportunities such as guest speakers, offering hands-on experience through workshops, behaviorists and veterinary students and assist students in locating externships with practicing veterinary behaviorists. Join our club and learn techniques for training a variety of species.



Student Chapter of the American College of Veterinary Internal Medicine (SCACVIM)

The Student Chapter of the American College of Veterinary Internal Medicine is a club designed to give veterinary students hands on experience with the sub-specialties within the ACVIM which includes neurology, cardiology, oncology, large animal internal medicine, and small animal internal medicine. The club will be offering weekly rounds in each department and guest lectures. We will also be offering interactive labs such as ultrasound labs, echocardiogram labs, and surgical procedures

labs such as performing epidurals and CSF taps. Everyone is welcome to join!

Christian Veterinary Fellowship & Christian Veterinary Mission

To provide a support network to Christian students at Cornell and to provide and participate in activities that give us opportunities to fellowship with one another, all Cornell students, and the community. Some of these activities include volunteer projects, prayer meetings, and the annual retreat sponsored by Christian Veterinary Mission.

Cornell Companions

The purpose of Cornell Companions is to share with disabled children a love of animals and a belief that animals can make a difference in the physical and emotional well-being of those whom they touch. This program of animal-assisted therapy involves members of the Cornell veterinary community and their pets who make regular visits to local organizations such as BOCES and the Special Children's Center to work with disabled children. It is important that all volunteers be adequately prepared for the commitment of regular visitations to participating facilities. One hour, bimonthly visitations are made to facilities on Thursday afternoons. Participating pets should be calm, reliable, and good with children. Animals must be licensed (dogs only), vaccinated, and free of external and internal parasites. They will be given an obedience/ temperament screening that evaluate how the animal relates to people, other animals, unfamiliar situations, and mildly



noxious stimuli. In addition, training sessions will be held for volunteers to learn about the principles and process of animal-assisted therapy and what to expect on a visit. Anyone can be a Cornell Companion. You can be involved even if you do not have a pet or feel that your pet is unsuitable for this kind of program. Animal assisted therapy is an incredible rewarding experience.

<http://www.vet.cornell.edu/services/companions/>.

Cornell Poultry Club (CPC)

For anyone with a specific interest in poultry or those looking to broaden their species knowledge. The club focuses on poultry medicine on both a large industrial and a small flock scale.

Club activities include lectures, workshops, 4-H workshops and much more. Provides information and hands on experience with poultry management & care.



CUCVM Dance Collective

The purpose of the CUCVM Dance Collective is to bring together the dance community within the College of Veterinary Medicine by celebrating our enthusiasm for art, music, and dance. As a non-audition based dance group open to veterinary students of any level and style of dance, we serve as a creative outlet for students who would like a fun and casual way to express movement and meet others with similar interests during our bi-monthly open classes. The Collective offers

performance and choreographer opportunities with a Showcase in the spring.

The Dog Sports Club

The Dog Sports Club aims to promote the human-animal bond through activities that get people outside and working with their dogs. These activities may include agility, hiking, herding, tracking, Canine Good Citizen training and testing, and others as chosen by members. All breeds, mutts, sizes, ages, and fitness levels are welcome! Weekly activities will be scheduled to provide students with a variety of dog-friendly options for relaxation and exercise. Lectures will focus on canine athlete maintenance, training, and injuries. Extra training and support will be provided to students wishing to compete with their dogs in a variety of sports.

Guiding Eyes for the Blind

(GEB@CVM) works to connect the Cornell veterinary student body with the work of Guiding Eyes for the Blind (GEB) an internationally accredited, non-profit guide dog school based in Yorktown Heights, NY. We believe that both educating vet students about service animal training as well as directly involving vet students in the socialization and training of these dogs not only furthers the mission of nonprofit service animal schools like Guiding Eyes for the Blind, but also provides vet students with invaluable training in canine behavior and a unique perspective into the human-animal bond.

Homophiliacs

The Homophiliacs is an open organization where lesbian, gay, bisexual, transgender, queer and questioning members of the Cornell veterinary community (and our allies) meet throughout the semester for support and socializing. Everyone is welcome! We also maintain communication with both the University's Lesbian/Gay/Bisexual/Transgender Resource Center (LGBTRC) and the Lesbian and Gay Veterinary Medical Association (LGVMA) a national organization of veterinarians, veterinary students, and technicians.

Humane Society Veterinary Medical Association Cornell Student Chapter (HSVMA)

HSVMA is a professional vet association associated with HSUS - national animal protection organization. HSVMA is the organizing body for Rural Area Veterinary Service (RAVS) - a non-profit veterinary outreach program that combines community service and veterinary education. Student chapters provide a forum for vet students to learn more about HSVMA and get involved in animal welfare, promote and learn about humane vet education, and participate in service opportunities like HSVMA RAVS.

Nutritional Opportunities In Veterinary Medicine (NOM)

The focus of the club is to present nutritional information from various experts, teaching students the value of nutrition in veterinary medicine, promoting interest, research, and ca-

reer opportunities, and maintaining a non-biased open-mind by imparting knowledge on a variety of topics, ideas, and species.

Omega Tau Sigma (OTS)

OTS is the largest co-ed professional veterinary fraternity at Cornell University, and serves many valuable functions for members. It provides a social outlet for stressed-out students, throwing parties throughout the year. In addition, OTS is a great way to meet members of other classes, which is often not so easy due to everyone's different schedules. Finally, and most importantly, OTS allows students to get out into the community with various philanthropy/community service projects each semester such as regular blood drives and our annual Charity Ball. The Omega Tau Sigma (OTS) house is located at 200 Willard Way and up to 12 members can live in the house.

Open House

Open House is a day-long event held each April that is run by students. Exhibits and information booths are set up to educate the public about animals in general, pet care, wildlife, and just about anything else that relates to veterinary medicine. The Open House Committee is composed of second-years; the responsibility to prepare and staff the exhibits is shared by the first-year and second-year students. Popular attractions include the painted horse and cow, large animal exercise treadmill, cow milking,



baby animals, and many others. Open House attracts thousands of people from the surrounding area. It is a great public relations opportunity for the College and the veterinary profession. The public is enthusiastic about the exhibits and enjoys learning and interacting with the students.



Ophthalmology Club

To encourage student interest and facilitate experiences in Ophthalmology through labs and lectures. The club is designed to provide additional exposure to the field by building upon the features that are taught in core courses. Recognizing the importance of ophthalmic assessment during physical examination.

Pawlitics & Mews

The purpose of this club is to help keep students engaged and informed on current events occurring down campus, in the greater Ithaca community, nationally, and internationally. It will serve as a forum of exchange between veterinary students, and other Cornell graduate and undergraduate students as well as Cornell University professors. The goals of our club are as follows: - Promote active citizenship - Provide a forum for engagement with current topics in the news on a regional, national, and international scale - Creating a welcome space for deeper discussion and debate about nuanced issues that will

range from exploring the intersection of veterinary medicine to socioeconomic and political issues - Promote interaction between the greater Cornell University academic community, Ithaca community, and our veterinary community

Pet Loss Support Hotline

Pet Loss Support Hotline is staffed by volunteers, both veterinary students and other members of the Cornell community, who are trained by a professional grief counselor. Members regularly attend discussion meetings with faculty advisors who assist hotline volunteers in dealing with the personal responses to grief and educate them to better serve the needs of callers. Dealing with pet loss and grief will most certainly be a part of every clinician's job. The hotline not only helps those callers who are grieving over the loss of their pet, but it also helps us as students to become compassionate clinicians. Training sessions for new volunteers are held twice a year, at the start of each semester, so be on the lookout for posters announcing our introductory meeting.

The hotline hours are 6 to 9 pm EST, Tuesday through Thursday. They also periodically respond to e-mails received through our website: www.vet.cornell.edu/Org/PetLoss/

Phi Zeta

The Alpha Chapter of Phi Zeta was established in 1925 as the first chapter of the Honor Society of Veterinary Medicine. Chapters have now been established in all veterinary colleges. The purpose of Phi Zeta is to promote, acknowledge, and reward scholarship in the profession of veterinary medicine. Membership includes students and faculty. Third-year students ranking in the top 10% of the class and fourth-year students ranking in the top 25% of the class are invited to become members. Phi Zeta sponsors both a local chapter and national post-graduate manuscript competition annually. An annual banquet is held each April to welcome new members.



Small Animal Clinical Skills Club (SACS)

The purpose of the Small Animal Clinical Skills Club is to provide students an opportunity to practice technical skills that are important in small animal practice, but that we do not have adequate experience in as students. We host lectures on relevant topics, wet labs, and a vaccine clinic in the spring and fall in which students administer all vaccines under the supervision of Dr. McDaniel and Pati Kirsh. Similarly, we host a student-run heartworm testing clinic in the spring to give students an opportunity to practice venipuncture.

Society for Veterinary Dentistry and Oral Surgery (Vet Dentistry & Oral Surgery Club)

This organization is all about providing the veterinary student body with opportunities to learn more about veterinary dentistry and oral surgery, including basic fundamentals applicable to general practice as well as more specialized topics.

Student Chapter of the American Association of Swine Practitioners (SCAASP)

The organization's goals are to provide educational opportunities in the swine and production aspects of veterinary medicine, to aid in the career development of students by informing them of the opportunities available to them in swine medicine, to increase awareness of disease and biosecurity as it pertains to food safety and animal health, and to allow students to gain familiarity with the tasks performed by swine veterinarians.



Student Chapter of the American College Veterinary Internal Medicine (ACVIM)

A national certifying organization for veterinary specialists in large and small animal internal medicine, cardiology, neurology, and oncology. This student chapter aims to expose veterinary students to these specialties with web labs and lectures throughout the year.

Student Chapter of the American Society of Laboratory Animal Practitioners (SCASLAP)

The Student Chapter of the American Society of Laboratory Animal Practitioners, or the Lab Animal Medicine Club, fosters educational activities in the veterinary specialty of Laboratory Animal Medicine. We hold events to educate about laboratory animal species and to familiarize members with standards and regulations pertaining to this laboratory animal medicine. We work closely with the lab animal veterinarians that work at the Cornell CARE (Center for Animal Regulation and Education) facility.

Student Chapter of the American College of Veterinary Pathology (SCACVP) aka "Psychopaths"

The Cornell Student Chapter of the ACVP's mission is to expose veterinary students to the field of veterinary pathology. Through membership, we provide networking opportunities, career guidance, and professional applications of pathology in the hopes of promoting an interest in the field. We are aware that there is currently a shortage of qualified pathology professionals, and we hope that by sparking an interest in students as early as their first year, we will be able to turn them on to a profession that might have otherwise been overlooked.

Student Chapter of the American Veterinary Medical Association (SCAVMA)



SCAVMA serves the student body in several different capacities. They represent the national AVMA organization and publicize the benefits of AVMA membership for the profession. The majority of their energies are directed toward operating a student government that addresses the needs of the College's students. The student government acts to identify and resolve any problems that may exist between the student body and the administration to continually improve the quality of veterinary education. Class representatives and students elected to the curriculum committee are SCAVMA officers, and are essential for ironing out wrinkles that exist either in the content or administration of a particular course. SCAVMA's Special Topics in Veterinary Medicine lectures are offered on a monthly basis, permitting students to learn from a clinician in a non-classroom setting. Also, SCAVMA organizes social events for the whole school to attend, such as the Fall and Spring Picnics, the long-standing traditional Halloween Party, and several Happy Hours per semester. SCAVMA membership is encouraged school-wide. The benefits are numerous and far outweigh the yearly dues.

The SCAVMA officers are elected in the late fall and serve their terms from January to December. The board consists of a president, a vice-president, a treasurer, a secretary, one class representative per class, two social chairs, two T-shirt chairs, two intra-school liaisons, two newsletter editors, an intramural sports chair, three GPSA representatives, the mem-

bers of the honor board and the curriculum committee, and two SAVMA delegates. The SAVMA delegates are elected for a two-year term, and they represent Cornell at the national SAVMA and AVMA conferences.

Student Chapter of the International Veterinary Academy of Pain Management (SCIVAPM)

Student chapter of the International Veterinary Academy of Pain Management, which promotes, enhances, and advances pain management in animals.

Student Chapter of the Veterinary Emergency and Critical Care Society (SVECCS)

The Student Chapter of the Veterinary Emergency and Critical Care Society is dedicated to providing greater exposure to the specialties of veterinary emergency and critical care. Their focus is in-depth lectures and hands-on wet labs giving students basic and advanced skills needed in many emergencies. In addition, Trauma Team allows students to volunteer in ICU and assist in emergency situations.

Student Chapter of the Women's Veterinary Leadership Development Initiative (SCWVLDI)

The SCWVLDI seeks to promote leadership by women in the field of veterinary medicine and provide support for learning opportunities for students to develop leadership skills.



Shelter Medicine

To enhance student knowledge and experience in shelter medicine and related fields through bi-monthly clinics at the local shelter, clinical rounds by shelter veterinarians and lectures. Provides hands-on clinical experience, as well as exposure to financial and physical constraints of working in a shelter. Informs students about issues concerning animal welfare and the role of the veterinarian in these situations.

Southside Community Center

The Southside Community Center Healthy Pet Clinic (SSCCHPC) is a community service program that is organized to provide fee-reduced, healthy-pet veterinary care to individuals who could otherwise not afford these services. It also provides veterinary students with the opportunity to develop client communication skills, to practice the physical examination, and to become familiar with vaccination protocols and other aspects of routine pet health maintenance. The project is arranged through the collaborative efforts of the Southside Community Center (SSCC), the staff of the Community Practice Service (CPS), and the veterinary school's student body. The SSCCHPC has provided veterinary services at the SSCC on the second Wednesday of every month by appointment. Currently the SSCCHPC provides vaccinations and addresses basic health maintenance issues such as deworming, nutrition, dental care, and flea control. In addition, students participate in

client education by developing informational brochures and pre-paring ten minute presentations on various topics.

Surgery Club

This club was started in recognition of the need for veterinary students to gain as much practice as possible in suturing and surgical techniques prior to beginning a career in large or small animal medicine. We plan to do this through evening lectures, lunchtime rounds with Surgical Faculty/ Residents, and wet-labs to practice common surgical approaches and suturing techniques on cadavers and isolated animal tissue. The goal of the wet-labs will be to provide opportunities for hands-on practice of techniques that are only briefly covered in the curriculum, while lectures will focus on topics that are not covered in the typical curriculum. These events will be open to the entire college and will have mixed large and small-animal topics in order to appeal to a broader audience. Additionally, we plan to host numerous bake sales to donate funds to the Zeppy Fund, providing financial support to clients in special financial need.

Therio Club

The goal of the Student Chapter of the Society for Theriogenology is to promote knowledge of and interest in theriogenology through lectures, wet labs, and field trips which provide opportunities to learn about topics not covered in normal cur-



riculum lectures. Previous lecture topics have included elephant reproduction, hyena reproduction, comparative reproduction in camels. For more information please email one of our officers or look for upcoming events on the therio bulletin board!

UltraSound

UltraSound is the vet school's very own *a cappella* singing group. For the past four years, UltraSound has been providing a creative outlet for singing enthusiasts. There are no auditions and rehearsals are held once a week for two hours. Their repertoire ranges from contemporary tunes to Doo-Wop to Jazz. UltraSound has performed at several vet school functions and holds an annual Fall concert.

Veterinary Business Management Association (VBMA)

Ever wonder how you'll find your first job as a veterinarian? How you will balance work and home? How you will find a summer job? How you are going to haul yourself out of debt? Whether you should become a specialist? VBMA was founded specifically to address any issue vaguely related to money. Their goal is to educate fellow students on the "other" aspects of being a veterinarian such as finances, practice management and career exploration.

Veterinary Education Club

This club's goal is to teach others about the importance of veterinary medicine and share education with the public. We aim to inspire curiosity about the world of veterinary medicine. Recent activities include programs teaching children about various topics in vet medicine through programs at the Southside Community Center, the Sciencenter, and 4-H.

Veterinary Players

Welcome to the only veterinary college with an active theater company. Veterinary Players is a combination of students, staff, faculty and friends. They organize every aspect of a musical production, from lights to costumes, from set building to make-up, from singing to dancing to playing in the pit orchestra. Auditions take place in late fall and a performance is held in late spring. The Veterinary Players is a great way to have fun and take a break from academics.

Veterinary Public Health Association

The Veterinary Public Health Association is a club that provides education about significant pathogens, diagnostics and protocol. It serves to bring awareness of the many fields within public health as well as biosecurity to the veterinary

community. In October, we have a Zoonotic Disease Symposium.

Veterinarians Interested in Developing Areas (VIDA)

Veterinarians Interested in Developing Areas, or VIDA, is an organization of veterinary students who work to promote awareness of veterinary medicine abroad, especially in developing areas. Developing areas may be found throughout the world, though much of the focus of the club is upon international veterinary medicine.

Veterinarians as One in Culture and Ethnicity (VOICE)

The primary purposes of VOICE are to: a) articulate and promote the professional, academic, and personal needs and goals of multi-ethnic veterinary students and b) promote and foster cultural diversity both in the veterinary college itself as well as in the profession as a whole. VOICE organizes a bulletin board to post cross-cultural events tak-

ing place around the university and current local, national, and international issues, guest lectures on a wide variety of topics, and social events such as ethnic potluck dinners and movie nights.



Wildlife Health Center

An opportunity for students to get supervised hands-on experience with native wildlife.

Zoo and Wildlife Society (ZAWS)

ZAWS is the Cornell Student Chapter of the American Association of Zoo Veterinarians, and is the umbrella organization for the student chapters of the Association of Avian Veterinarians, the International Association of Avian and Aquatic Medicine and the Association of Reptile and Amphibian Veterinarians. Their goals are to further our knowledge of zoo, exotic and wildlife species medicine and to provide a forum for career guidance in this field. The club presents lectures and wet labs on relevant topics and occasional field trips to zoos, aquaria or wildlife species medicine and to provide a forum for career guidance in this field.



Student Activities & Events

LOTS TO DO!

There are plenty of student activities to participate in when not studying. Some of the many activities include:

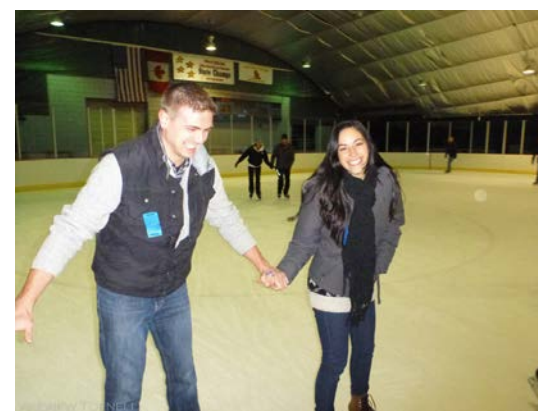
- Intramural Sports
- Student/Faculty sports competitions
- Vet Players
- Dog Washes
- Misster Cornell
- Pedal For Pets
- Canine Crawl
- Laser Tag
- SAVMA events such as Annual Auction and Picnics
- Ice Skating Party
- Open House
- Senior Skit

To get involved, look for flyers, Facebook event posts, and the events calendar on the student website to keep updated on the monthly happenings.

Student Faculty Basketball Game



Intramural sports





Skating Party



Open House



Pedal for Pets



Dog Wash



Student-Faculty
Hockey Game



Zeppy Run



Dance Collective



Maza-pa-looza



Misster Cornell



Ice Bucket Challenge



SAVMA Auction

Wrecking Ball Party



Living in Ithaca



The following section offers a brief guide to some of the services you might seek as a newcomer to the area.

Housing

While housing is available throughout the year, the sooner you start looking the more choices you will have. We recommend that you begin exploring your housing options as soon as you have made the commitment to attend the College of Veterinary Medicine.

On-Campus Housing

A variety of options are available for those who choose University Housing. Hasbrouck Apartments situated on North campus and Maplewood apartments situated southeast of central campus have apartments available for domestic groups (with or without children) as well as single graduate and professional students. Both apartment complexes are approximately the same distance from the vet school with convenient bus service to and from campus. University Housing is usually furnished.

If you are interested in university housing you must send in a completed application which can be obtained from the on-campus housing office at 255-5368.

For more information on on-campus housing call 255-5368 Monday-Friday 8:30-4:30 or visit www.campuslife.cornell.edu

Off-Campus Housing

Living off-campus offers the opportunity to belong to an even larger, more diverse, local community. Ithaca has much to offer its residents, and living off-campus will allow you to take advantage of these opportunities.

As with any other town or city, there are many neighborhoods to choose from if you want to live off-campus. Depending on your needs,

likes and dislikes, you may find that some neighborhoods appeal to you more than others. While it is not possible to obtain a thorough appreciation of the dynamics of neighborhoods without visiting/living in Ithaca, a brief description of some of the major residential areas is provided below.

Collegetown: Within walking distance of Cornell. Due to their proximity to campus, apartments in this area are highly sought after by undergraduates in particular. Due to their high demand rental prices in Collegetown are quite high. The area has numerous bars, restaurants and shops and is noisy and congested as a result.

East Hill and Belle Sherman: This is a quiet residential neighborhood and some areas are within a comfortable walking distance to the college of Veterinary Medicine. The neighborhood is about a mile from East Hill Plaza, a strip mall that houses a 24 hour grocery store, a couple of banks and a couple of restaurants including a bagel and sandwich store and a Chinese take-out.

Downtown: Living downtown allows students to feel more a part of the non-university world. The area is a 5-10 minute drive from the college of Veterinary Medicine but is within walking distance to many downtown shops, restaurants and bars. Apartments in this area vary in price and quality and are generally in large houses. TCAT goes through the downtown area fairly frequently should you choose to ride the bus.

Varna and Dryden: These areas are a particularly attractive option for vet students due to easy access to the vet college, rural setting and relatively low rent. The rental opportunities here are apartment complexes and individual houses. Some housing is on the TCAT bus route.

South Hill: This area, which is close to Ithaca College, is less convenient to Cornell students. However it is only a 15 minute drive to the college should you choose to live here.

West Hill and Cayuga Lake: These areas are inconvenient residential areas for Cornell students. For that reason rents are lower and you can find small houses for under \$600 a month. Lake houses are especially attractive in anticipation of the summer months. However winter heating bills can be astronomical depending on whether or how well the place is insulated.

Cayuga Heights: This area consists mainly of up-scale private houses.

Rental possibilities consist largely of apartments within private homes. Some apartment complexes are also located in this area. While the neighborhood is within walking distance to some parts of campus it is a long walk to the college. However it is a relatively level path should you choose to ride your bicycle. It is also possible to take the TCAT or campus bus from the different areas of Cayuga Heights. Cayuga Heights is a beautiful but expensive neighborhood to rent in.



Northeast and Lansing: This area contains many shopping facilities and apartment complexes. Apartment complexes in this area are on the TCAT bus routes; however bus services are limited. Therefore you should probably have a car if you choose to live in this area.

If you choose to live off-campus, you could go about locating a place in a number of ways:

DVM listserv: ask other incoming 1st years or 2nd, 3rd years if they are looking for roommates, advertise for roommates or take over leases of graduating seniors, In looking for places off campus keep in mind the kind of geographical area you would like to live in and the distance

from campus. Most vet school students live within a 10-15 minute driving distance from the vet school. Some neighborhoods are more popular with vet students than are others because they are quiet and allow pets.

Cornell's Off-Campus Life Program: located in 201 Robert Purcell Community Center (607 255-5368) maintains up-to-date computerized listings of apartments, houses, places to share, rooms and sublets. They also offer you advice on a wide variety of housing matters including what to look for in a lease. Their services are free.

For up-to-date information on off-campus housing listings visit <http://dos.cornell.edu/off-campus-living>

Other resources: You may also want to check housing listing in local newspapers Ithaca Craigslist. There are three newspapers that list rental housing-the Ithaca Journal (published Monday-Saturday), the Ithaca Times (published weekly every Thursday) and the Cornell Daily Sun (published Monday-Friday when classes are in session).

Fraternities

In addition to the various housing options listed above, there is one veterinary fraternity at the College of Veterinary Medicine that some DVM students call home.

Omega Tau Sigma (OTS)

The Omega Tau Sigma veterinary fraternity house is located at 200 Willard Way, Ithaca. Each year it becomes home to about 12 OTS members from all four classes. Rooms are single occupy and are partially furnished. Residents share a large living room (with cable TV) kitchen and basement. Pets are welcome at OTS where they enjoy a large fenced-in back yard.

Transportation

While there are a variety of commuting options available to you, the majority of veterinary students have their own transportation. If you choose to bring your vehicle to Ithaca, you must register it with the Commuter and Parking Services whether or not you purchase a parking permit. Registration is free. If you plan on driving your vehicle to campus on a regular basis Monday-Friday between 7:30 am and 5:00 pm you will need to purchase a parking permit. Students are offered an opportunity each spring to pre-register their vehicles and to request parking permits for the following academic year. Those who have pre-registered will have their permits mailed to them. Other students may register vehicles and purchase permits at Commuter and Parking Services between 7:45 and 5:00pm (116 Maple Avenue Phone 607-255-PARK). You will need to have your state vehicle registration with you when you request a parking permit.

Those students who brave the hills and the weather to ride bicycles to school should register their bicycles with the Department of Public Safety (G-2 Barton Hall, west entrance) so they can be traced if stolen. An Ithaca city ordinance requires all bicycles be registered.

Carpooling

Commuting graduate and professional students can share the ride and permit cost with their peers. Commuter permits are owned and paid for by one person and may have up to four license plates listed. The permit can be switched among listed vehicles. For additional flexibility, eligible carpools can request one free one-day parking permit valid in A lot and B lot. Carpool members can also join the Occasional Parker Program.

Occasional Parker

This program allows flexibility for graduate and professional students who normally cycle or walk to campus.

These students can purchase books of ten one-day parking permits for \$50. The permits are valid in A and B lots (B lot is the lot closest to the Vet school).

Night-Weekend Parking

Parking restrictions in place on campus is lifted during nights and weekends. Parking is free on campus from 5 pm to 7:30 am during the week and from 5 pm Friday to 7:30 am Monday morning.

Public Transportation

Bus service: Local bus service is available to areas in and around Ithaca. Tompkins Consolidated Area Transit serves the Cornell Campus, the city of Ithaca and the rural areas of Tompkins County. Bus passes are available. Students can choose from among several bus pass options. Passes can be purchased at Cornell's transportation office at 116 Maple Avenue. Current information on bus passes and schedules can be found on the web at www.tcatbus.com.

Taxi Service: There are several cab companies in Ithaca. Here are is a partial list: Collegetown Cabs 607-588-888, Ithaca Dispatch 607-277-7777, and Green Hornet 607-280-3779. Ithaca cabs work on the zone

system within the city so when you call a cab the dispatcher can tell you how much the trip will cost. There is an additional charge for excess baggage. Cabs in Ithaca take several passengers at once. If a group is traveling to a single destination, an additional charge per person is added to the fare.

Ride Sharing: Uber and Lyft have recently entered the Ithaca market and offer a convenience and inexpensive way of getting around. Service may not be as readily available as in larger cities due to limited number of drivers so plan accordingly.

Where to Buy Groceries

There are a number of large grocery stores in Ithaca. The two largest, Wegmans and Tops, are located adjacent to each other on Route 13. Tops has two locations- also on Triphammer Road. Both Wegmans and Tops are open 24 hours a day. In addition, they each have a butcher and fish counter as well as excellent produce sections and a fresh bakery. Both stores carry a great variety of ethnic food ingredients. The P&C is conveniently located very near to campus on Pine Tree Road. In addition, Ithaca has a number of stores that specialize in "natural" or "organic" products. These stores include Green Star Cooperative Market and Oasis.

Among other things, items that can be found at these stores include organically grown vegetables, tofu, grains, spices, dried goods, free range chickens and eggs as well as some prepared vegetarian dishes. The Ith-



aca Farmers Market is a fun place to shop for fresh produce, food and crafts. The market is open on weekends April through December at Steamboat Landing.

Where to Shop for Your Pet

Members of the veterinary college community can purchase pet food at a discounted rate. Detailed information on the pet food options available at the college as well the registration process will be presented early in the fall semester. Some stores to purchase pet products include:

- AGWAY, 213 S. Fulton St. (off Rt. 13 downtown), and at the Triphammer Mall
- PET SMART, Rt. 13 downtown by Walmart
- ITHACA FEED & PET SUPPLY, 1011 W Seneca St.
- PAMPERED PETS, Pyramid Mall, Triphammer Rd.

Restaurants

Ithaca has numerous restaurants with a wide array of cuisine to suit very palate and fit every budget. The restaurants in the area reflect the cosmopolitan makeup of Ithaca's population—Japanese, Thai, Korean, Chinese, Indian, Greek, Italian, French, Mexican, Middle Eastern and Vietnamese, American and Fusion cuisine. An up to date list of restaurants is also available at www.visitithaca.com. or at www.ithacamenus.com.

Places to Stay

For those of you who expect out of town visitors, there are a number of lodging choices in the area. These include hotels, motels, bed-and-breakfasts, country inns, cottages by lake as well as cabins and camping sites. For a detailed list of lodging in the area and the price guide please refer to the website www.visitithaca.com.



Childcare

For students with young children, the prospect of searching for quality day-care in a new city can initially be intimidating and stressful. The Day Care and Child Development Council of Tompkins County offers a number of services to parents including:

- Personalized referrals to various child care options such as child care centers, group and family day care homes, school aged child care programs, Head Start and PreK programs, and summer camps
- Programs for Young Children in Tompkins County
- Provision of guidelines for selecting quality care
- Information on licensing regulations
- Information on financial assistance for childcare

For detailed information on the various childcare options in the area call the Day Care & Child Development Council of Tompkins County at (607)273-0259 and talk with the phone counselor. They will guide you through the complex process of selecting the best child care for you. The council's website <http://www.daycarecouncil.org/main.htm> also provides information and links to day-care centers, nursery schools and school-aged child care in the area.

Cornell Child Care Grant for Students

In an effort to ease the financial burden associated with high child care costs, Cornell University offers child care grants for up to \$5000 per year to registered students. Child care grant applications for 2017 -2018 academic year will be available in early fall of 2017. All DVM students who have children in daycare or after school care are eligible to apply. For more information on the child care grant contact Kristin Pennock kp79@cornell.edu or email childcare@cornell.edu.

SECTION 6

Honors & Awards



In May of each year, two ceremonies are held at the college to recognize students' outstanding achievements. The prizes and awards given at these ceremonies have been established by alumni, friends, foundations and organizations interested in veterinary education and animal health. Students are recognized for academic excellence, clinical performance, and leadership. Many of those awarded to graduating DVM students recognize scholarly achievement in a clinical discipline, or outstanding aptitude for working with a particular species.



Student Awards

The American Association of Feline Practitioners' Award

This award of one year free membership in the American Association of Feline Practitioners is awarded to a fourth-year student for special interest and accomplishment in feline medicine and surgery. Selection of the recipient is made by the faculty of the Companion Animal Hospital.

The American Academy of Veterinary Dermatology Award

Awarded to fourth year student who demonstrates enthusiasm for and understanding of diagnostic and clinical dermatology. The recipient is nominated by dermatology faculty.

The American College of Veterinary Internal Medicine Award

Awarded to two fourth-year students who demonstrate outstanding clinical expertise in veterinary internal medicine. Two nominees (small and large animal internal medicine) are selected by faculty.

The American College of Veterinary Ophthalmologists Award

Awarded to a fourth-year student who, as judged by faculty and residents in the Section of Ophthalmology, has distinguished himself/herself by outstanding performance in the clinical ophthalmology rotation and shows exceptional interest and potential in the specialty.

The American College of Veterinary Radiology Prize

This award is given in recognition of outstanding enthusiasm and understanding in diagnostic and therapeutic radiology.

The American College of Veterinary Surgeons' Award

This award is given to the fourth-year student who has demonstrated outstanding motivation and interest in the art and science of veterinary surgery.

The American Society of Laboratory Animal Practitioners

This award recognizes a third or fourth year veterinary student who has demonstrated extraordinary potential in the field of lab animal medicine. Nominations are made by the Cornell Center for Animal Re-

sources and Education (CARE) veterinarians, who are ASLAP members, based on demonstration of interest and aptitude in the field of laboratory animal medicine.

The Merck Animal Health Veterinary Student Innovation Award

The American Veterinary Medical Foundation has established this award to recognize one graduating senior who is in academic good standing and has demonstrated innovative and/or entrepreneurial creativity leading to a project that impacts or inspires others within the Veterinary profession.

The James Gordon Bennett Prize

In 1916, Mr. James Gordon Bennett of New York City endowed this prize for the fourth-year student who shows the greatest humaneness in handling animals, with special reference to the use of anesthesia. Mr. Bennett was the editor of the New York Herald (forerunner of the Herald Tribune) a century ago; a man of diverse abilities and interests, he is the person who dispatched Henry M. Stanley in 1870 to find Dr. David Livingstone in Africa. Nominations are made by the faculty of the Section of Anesthesiology in the Department of Clinical Sciences.

The Anne Besse Prize

Miss A. B. Jennings of New York City endowed this prize in 1925 for the best work in food animal medicine. Nominations are made by the Medicine Section faculty of the Department of Clinical Sciences.

The Frank Bloom Pathology Award

This prize was established in 1978 from an endowment given by Dr. Frank Bloom. Dr. Bloom, a 1930 Cornell graduate, was a Charter Diplomate of the American College of Veterinary Pathologists, as well as a



Diplomate of the American College of Laboratory Animal Medicine. He practiced in Flushing, New York, taught at Downstate Medical and published extensively. The nomination of a fourth-year student excelling in pathology is made by Department of Biomedical Sciences faculty specializing in pathology.

The Gary Bolton Memorial Cardiology Award

Funds for the endowment of this award were donated by friends and colleagues of Dr. Gary R. Bolton in memory of his outstanding contributions to the field of small animal cardiology. Dr. Bolton was a member of the faculty and taught cardiology for a decade. He was also known and respected as a compassionate veterinarian who exhibited empathy for his patients and their owners. A fourth-year student who has demonstrated understanding and expertise in cardiology and empathy for patients compatible with the philosophy of Dr. Bolton, is nominated by the faculty of the Companion Animal Hospital.

The Charles Gross Bondy Prize

In 1929, Mr. Richard Bondy of New York City endowed this prize as a memorial to his son for the best work by a student in the fourth year in the courses in practical medicine and surgery of small animals. Nominations are made by the faculty of the Medicine and Surgery Sections of the Department of Clinical Sciences responsible for teaching in the Companion Animal Hospital.

The John F. Cummings Memorial Award

John Cummings, BS '58, DVM '62, MS '63, PhD '66, James Law Professor of Anatomy, had a long, distinguished career at Cornell as teacher, researcher and mentor to both veterinary and graduate students. He was an exciting and inspiring teacher, known for his interest in, patience with and compassion for students. Dr. Cummings was also a researcher in comparative neuropathology, internationally renowned for his work with animal models of human neurologic diseases. His un-

timely death on November 3, 1996 filled everyone who knew him with great sadness. Dr. Cummings was the kind of person that many of us aspire to be. He was a modest person, of the highest integrity, who knew the importance of family, community and social responsibility and who had broad interests, knowledge and expertise outside, as well as within veterinary medicine. He approached every aspect of life with enthusiasm, honesty, integrity, and a legendary sense of humor and wit. He respected and cared for others, and earned their respect and admiration in return. The College of Veterinary Medicine Classes of 1997, 1998, 1999 and 2000 established a fund to provide an annual award to be given to a member of the 3rd year class who best exemplifies these qualities of Dr. Cummings.

Students in any of the four veterinary classes can nominate a member of the third-year class for this award. The recipient of the award is then

chosen by a faculty committee from among those students nominated.



The A. Gordon Danks Large Animal Surgery Award

This award was initiated in 1978 by the faculty of the Department of Clinical Sciences to recognize the outstanding contributions of Professor Emeritus A. Gordon Danks, first Director of Student Administration and Admissions and Chairman of the former Department of Large Animal Medicine and Surgery. It is presented to a fourth-year student demonstrating outstanding knowledge and talent in the diagnosis and treatment of surgical problems of large animals. Basic and applied knowledge, diagnostic abilities, general surgical skills, and patient care exhibited during the clinical rotations are considered in the presentation of this award.



The Daphne Award

This award was established to recognize clinical proficiency and assist new graduates beginning a career in a practice setting. It is awarded to a small number of graduating students who exemplify excellence in the practice of veterinary medicine; whose knowledge, professional skills, compassion, and high standards of patient care promise to advance a legacy of excellence throughout their professional careers.

The Donald Delahanty Memorial Prize

This prize was established as a special memorial to Dr. Donald D. Delahanty, a member of the Department of Large Animal Medicine, Obstetrics and Surgery from 1952 to 1975. The prize is given to a fourth-year student showing an interest in equine practice and a high level of proficiency in the field. The candidate is nominated by the faculty of the Department of Clinical Sciences concerned with the equine patient.

The Hugh Dukes Prize in Experimental Physiology

This prize was established by former students and friends of Dr. H. Hugh Dukes, who was a pioneer in the education of students in physiology and who served the University and College for 28 years as Professor and Chairman of the Department of Physiology. With a view to encouraging veterinary graduates to undertake research and teaching in physiology the prize is awarded upon the judgment of the veterinary physiology teaching faculty to a veterinary student who has done excellent work in physiology laboratory courses and shows potential for teaching and contributing new knowledge to physiology. Nominations may be made by any faculty member in the College of Veterinary Medicine.

The Elanco Parasitology Award

Elanco Inc. established this award to honor a fourth year student who has demonstrated exemplary achievement in the area of parasitology based on course grades, aptitude and extra-curricular interests in clinically pertinent parasitology research. Nominations are made by the faculty engaged in teaching parasitology.

The Ettinger Incentive Award

Dr. Stephen Ettinger, Class of 1964, established this award to provide encouragement to all veterinary medical students at Cornell. The award, Dr. Ettinger's Textbook of Veterinary Internal Medicine, is given to a second-year student who has made the greatest improvement in cumulative GPA between the first and second year.

The Howard E. Evans Award in Comparative Anatomy

In 1994, on the occasion of his 50th year class reunion, Dr. Howard Evans '44 and his wife Erica generously endowed this scholarship to be

awarded by the faculty of the Department of Anatomy. The purpose of this award is to recognize and encourage student participation in anatomical endeavors that pertain to the gross structure or function of any animal (particularly fish, reptile or bird)

The Myron G. Fincher Prize

This award was initiated in 1980 through an endowment from Dr. Neil W. Pieper, '32, given in honor of Professor Emeritus Myron G. Fincher, '20. It is in recognition of the many contributions to the College by Dr. Fincher. Always a gentleman, he firmly demanded the best from his students and played a leading role in the instruction of large animal medicine and obstetrics for 45 years. It is presented to a fourth-year student demonstrating the best work in courses dealing with large animal obstetrics and reproductive diseases. Both academic and practical performances are considered. Nominations are made by the Section of Theriogenology in consultation with other clinical faculty.

The Finger Lakes Kennel Club Award

Presented to a veterinary student who has demonstrated an interest in purebred dogs. Students in any class year are eligible for this award.

The Tracy French Clinical Pathology Prize

This prize is awarded in honor of Dr. Tracy French, who was an associate professor in Clinical Pathology for over 15 years at Cornell University. Dr. French was a leading architect in the creation of eClinPath at Cornell, the web-based clinical pathology teaching modules. This on-line textbook has and will continue to be used as an exceptional educational resource for faculty, students and alumni. This prize is awarded to the veterinary student who achieves the highest grade in the Clinical Pathology course, VTMED 6320, thus displaying excellence in clinical pathology.



The Gentle Doctor Award

The Gentle Doctor Award was originally made possible by Dr. William Hornbuckle's contribution of prize money from the Norden Distinguished Teacher Award received by him in 1979. Dr. and Mrs. Robert Kirk established a permanent endowment fund for the continuation of this award. The recipient of the award is a fourth-year student who, in the opinion of the faculty of the Department of Clinical Sciences, exemplifies enthusiasm, motivation and dedication to the delivery of excellent veterinary patient care.

The Grant Sherman Hopkins Prize

The endowment for this prize was given by Ms. Ann Ottaway Hopkins in 1955 in memory of her husband who had served the University and College for 45 years as Professor of Veterinary Anatomy. It is awarded upon the recommendation of the anatomy faculty in the Department of Biomedical Sciences on the basis of interest, ability, perseverance, and performance in work in that department.

The P. Philip Levine Prize in Avian Medicine

This prize was established from donations made by friends and colleagues of Dr. P. Philip Levine in memory of his many contributions to the field of avian medicine, both nationally and internationally. Dr. Levine was a long-time member of the Cornell faculty and was the first chairman of the Department of Avian Diseases. Much of his life was dedicated to the training of young people and to encouraging them to aspire to excellence. In the spirit of encouraging excellence, this prize is awarded to a veterinary student excelling in avian medicine.



The Robert V. Manning '55 Prize

This prize was established by the family of Dr. Robert V. Manning '55 in his memory. It is awarded to a third or best exemplifies Dr. Manning. The student should exhibit qualities of good work ethic, value system and humor. Nominees are selected by faculty of the Equine and Farm Animal Hospital.

The Merck Manual Awards

Merck and Company, Inc., gives engraved copies of the Merck Veterinary Manual to members of the fourth-year who will graduate highest in their class.

The Jane Miller Prize

Funds for the endowment of this prize were given by Dr. Frank H. Miller, a graduate of McGill University and a trustee of Cornell University for twenty consecutive years. As a memorial to his wife, the prize is awarded to a member of the second-year class who has done the best work in veterinary physiology. Candidates are nominated by the physiology faculty in the Department of Biomedical Sciences.

The Malcolm E. Miller Award

In 1965, Ms. Mary Wells Miller Ewing established this award in memory of her husband, Dr. Malcolm E. Miller, '34, a former professor of anatomy and the head of that department from 1947 to 1960. The recipient is to be a fourth-year student who, in the judgment of the Dean, has demonstrated perseverance, scholastic diligence, and other personal characteristics that will bring credit and distinction to the veterinary profession.

The Mary Louise Moore Prize

Dr. Veranus A. Moore established this endowed prize as a memorial to his wife for the best work in bacteriology. Dr. Moore served as Chairman of the Pathology and Bacteriology Department and as Dean of the Veterinary College from 1908 to 1930. Nominations are made by the Department of Microbiology and Immunology

The Neuroanatomy And Clinical Neurology Prize

In memory of Dr. William B. Forsythe, this prize is to be awarded to the fourth-year student who has demonstrated the most outstanding expertise and interest in neuroanatomy and clinical neurology. Nominations are made by the faculty who have primary responsibility for instruction in neuroanatomy and in clinical neurology.

The New York State Veterinary Medical Society Prize

This prize, which consists of an engraved plaque and a cash award, is provided annually by the Society for the best Senior Seminar. Members of the fourth-year class are eligible to compete. Nominations are made by the Senior Seminar Committee which judges the quality of the seminars.

The Leonard Pearson Veterinary Prize

This award, endowed in 1993, is for the fourth-year student who most successfully demonstrates the potential for professional and/or academic leadership in veterinary medicine.

The Philotherian Photographic Prize

The Philotherian Photographic Prize, endowed in 1972 by the late Dr. and Mrs. Hadley C. Stephenson, is given to the veterinary student who has taken the best photograph of an animal in its environment. In a letter about the prize, Dr. Stephenson said “the members of the veterinary profession possess a feeling for the animals ... [and] ... we wish to encourage the expression of that feeling”. The photographs are judged by a committee of College faculty and staff members on originality, individuality of the animal and its enjoyment of its surroundings, the effect it has on the judges, and suitability for framing.



The Phi Zeta Award

The Alpha Chapter of Phi Zeta, the honor society of veterinary medicine, acknowledges the second-year student with the best academic record upon completion of the first three semesters of study. The recipient of the award receives Ettinger's Textbook of Veterinary Internal Medicine, Volumes I and II.

The William C. Rebhun And Samuel Gordon Campbell Award

Through an endowment established in 2000 by the Rebhun and Campbell families, the William C. Rebhun and Samuel Gordon Campbell Award recognizes a fourth-year student who, while on clinical rota-

tions, has demonstrated a practical and reliable work ethic, a passion for discussing case-work with colleagues, faculty, and staff, and a balanced and active life away from the veterinary college. These qualities were espoused by William C. Rebhun, (DVM, Cornell University, 1971, ACVIM, ACVO) and S. Gordon Campbell (BVSc, University of Glasgow, 1956, MVSc, Toronto University, 1959, PhD, Cornell University, 1964, Associate Dean 1980-1985) who were both well-known and

respected teachers in the College of Veterinary Medicine, with a combined service to the College that spanned three decades. Both men shared a vision of veterinary medicine as an essentially human endeavor, tempered by practical thought, tolerant ideals, and passionate and regular discourse. They were adamant proponents that ideas must be discussed openly and that debate and disagreement were an integral part of the learning process. Both men also shared a keen belief that the intense academics of Cornell University must be balanced and informed by a full life away from the classroom and clinic. They shared a love of the practical aspects of farming, were avid athletes, and, more often than not, could be found either with their families and friends or outdoors when not at the College. They met all people with an open hand and treated everyone with a sincere equality that cultivated a broad spectrum of friendships from all sides of the communities in which they lived. They also were adamant that all people should be treated with fairness. The recipient of this award also will have demonstrated an egalitarian approach to clinical work, meeting clients, patients, staff, fellow students, and faculty with equal respect and care.

The Rebhun and Campbell families established this award to recognize the student who best reflects the philosophies and traits of Dr. Rebhun and Dr. Campbell to veterinary medicine. Fellow classmates choose the recipient of this award.

The Julie A. Richter Prize

Established by the family of Julie A. Richter DVM '94 in her memory, this prize is awarded first to a third or fourth-year student who is from a family actively engaged in food-animal farming or from a farm background. If no such student is enrolled at the College of Veterinary Medicine, the prize is awarded to a student with interest in food-animal medicine.

The Colonel Floyd C. Sager Equine Obstetrics and Pediatrics Award

This award, created on the occasion of Dr. Sager's 90th birthday in 1984 by another Cornellian who trained under Dr. Sager, recognizes a Cornell veterinarian whose name is synonymous with excellence in equine obstetrics and pediatrics. Following Dr. Sager's graduation in 1917, he served in the army Remount Service until after World War II. He then became the veterinarian for the world famous Claiborne Farm in Kentucky where he remained until his death in February, 1986. The fourth-year students receiving this award, in the opinion of the faculty of the Department of Clinical Sciences, have displayed outstanding aptitude in equine obstetrics and pediatrics.



Simmons and Associates Career Excellence Award

In 2003, Simmons and Associates Educational Trust was established as a not-for-profit educational trust to award and recognize the third-year veterinary student who has distinguished himself/herself by demonstrating a keen interest or measurable aptitude for the pursuit of excellence in the business of small animal medicine. The recipient of this award will be eligible for the Simmons and Associates national essay contest award.



The Isidor I. Sprecker Wildlife Medicine Award

This award was established in 1996 by Esther Schiff Bondareff, '37 in honor of her friend, Isidor Sprecker, D.V.M.'39 as a testimony to her admiration of him and her keen interest in improving the quality of veterinary health in zoo animals. This award is presented annually to third- or fourth-year veterinary student in good academic standing, with a strong interest in pursuing a career in zoo and wildlife medicine.

The Dorothy Sullivan Prize

From an endowment established in 1996 through the bequest of Dorothy "Dottie" Sullivan, a long-time employee of Cornell and the

College's Office of Student and Academic Services. This prize is awarded to the fourth-year student whose interests and exemplary efforts as ambassador have strengthened and enriched the activities, outreach, image and environment of the College of Veterinary Medicine.

SUNY Chancellor's Award

The Chancellor's Award for Student Excellence recognizes outstanding students who have integrated academic excellence with other aspects of their lives, which may include leadership, campus involvement, community service, the arts, athletics or career achievement.

The Anna Olafson Sussex Pathology Award

This award was endowed in 1974 by Peter and Harriette Olafson in memory of Dr. Olafson's sister. The award is given to a third-year student who has done outstanding work in pathology.

The Jacob Traum Award

Through an endowment established by friends of Jacob Traum, '05, Professor of Bacteriology Emeritus, University of California, and formerly Chief Scientist at the Federal Plum Island Animal Disease Laboratory, this prize is awarded to the fourth-year student who is judged by the Department of Microbiology and Immunology as having exhibited superior interest and accomplishment in bacteriology, epizootiology, pathology, and virology, including an aptitude for and expressed interest in research on infectious diseases.

VECCS Award for Proficiency in Emergency and Critical Care

Veterinary Emergency and Critical Care Society sponsors this award given to a fourth-year student who is a member of the student chapter of VECCS and has demonstrated excellence, interest, and proficiency

in the field of small animal emergency and critical care medicine. The recipient is chosen by the small animal clinical faculty

Robert Rosenthal Senior Student Award for Proficiency in Clinical Oncology

This award is presented to the senior veterinary student having outstanding aptitude and competence in diagnosis, treatment and general care of companion animals affected by malignant disease.

Society for Theriogenology Award for Proficiency in Theriogenology

Sponsored by the Society for Theriogenology, is awarded to a senior student deemed to have illustrated proficiency in clinical aspects of that discipline.

The Horace K. White Prize

An endowment for this prize was originally given by Mr. Horace K. White (and later his sons of Syracuse, New York) for the student with the highest academic record during their veterinary training. This award, originally called the President's Prize, dates back to 1873 and is probably the longest-standing prize at Cornell. The original donor was a brother to Andrew Dickson White, the first president of the University.

The Zoetis Large Animal Clinical Awards

Zoetis Animal Health gives these prizes to students' considered to be the most proficient in the practice of large animal medicine. The awards are for Dairy Production Medicine, and Equine Medicine.

Faculty & Staff Awards

Outstanding Veterinary Technician Award

This honor is awarded to a licensed veterinary technician working in the Cornell University Hospital for Animals who is judged to demonstrate noteworthy dedication to the training of veterinary students, exemplary compassion for animal patients and clients, and outstanding technical and nursing proficiency. The recipient is selected by a vote of the fourth-year class.

The Zoetis Distinguished Teacher Award

This award, selected by members of the fourth-year class, goes to a full-time member of the veterinary medical faculty who has demonstrated continued excellence in teaching.

Veterinary Class of 1974 Clinical Resident Award

The DVM Class of 1974 established these awards to recognize the special efforts of residents who teach veterinary students and provide services to hospital clients. Recipients for the award are selected from residents serving the 1) Companion Animal Hospital 2) Equine and Farm Animal Hospital and 3) both Hospitals. The recipients are selected by a vote of the fourth-year class.

