

## NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Doctor of Veterinary Medicine [51.2401]

Clemson University [3425]

### A. SUMMARY

Clemson University proposes a new doctoral program in Veterinary Medicine (DVM). The program aims to fill a critical shortage in the field of veterinary medicine within the state of South Carolina. The proposed DVM is a 4-year program with new courses totaling 160 credit hours that prepares graduates to become licensed veterinarians in South Carolina or elsewhere in North America. The DVM program intends to enroll 80 students per cohort for high-quality instruction, reaching 320 total students in the 4-year program's steady state. Of the 80 students, 60 will be SC residents and 20 will be at large (non-SC residents). The program will require 40 teaching faculty, 5 administrators, and 52 staff. There are no similar programs in the state and all institutional approvals were received by April 2024. The program will be delivered in a traditional face-to-face model with anticipated implementation in Fall 2026.

### B. UNIVERSITY ENROLLMENT

Graduate In-state 2,431(41%)	Graduate Out-of-State 3,441(59%)
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\*Fall 2023 provisional enrollment data

### C. ENROLLMENT PROJECTIONS

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-27	80	80	80
2027-28	160	160	160
2028-29	240	240	240
2029-30	320	320	240
2030-31	320	320	240

The DVM program intends to enroll 80 students per cohort for high-quality instruction, reaching 320 total students in the 4-year program's steady state. Of the 80 students, 60 will be SC residents and 20 will be at large (non-SC residents). There are no plans to accept international students currently. Additional enrollment capacity, which is in the in principle-capability of the planned-on campus facility and the faculty, will be evaluated annually based on available resources and applicant demand/quality.

#### D. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2022)	Employment Projection (2032)	Expected Number of Jobs (2022)	Employment Projection (2032)	
Veterinarians	1,150	20% increase	89,500	20% increase	<a href="#">BLS</a> and <a href="#">CareerOneStop</a>

The BLS notes the average growth rate for all occupations is 3% from 2022 to 2032. National-level labor market data shows that the growth rates for Veterinarians is much faster than average<sup>1</sup>. Today, veterinarians are instrumental in all aspects of society including companion animal care, food safety, food security, stem cell research, gene therapy, vaccinology, zoonotic disease research, bioterrorism protection, and a large cadre of specialty services. The veterinary profession is fully employed, boasting an unemployment rate of less than 1%. Recent research from

#### E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	7/26/2024	External reviewer selection completed on 7/5/2024
Summary of staff comments, responses, and versions	8/9/2024 9/11/2024	Two revisions were submitted including comments as follows: <ul style="list-style-type: none"> <li>• Expand on specialty area of training offered via the program.</li> <li>• Data and clarity on “underserved” areas of the state.</li> <li>• Expansion of recruitment areas.</li> <li>• Additional information on any incentives for students to practice in SC post-graduation.</li> <li>• Expansion on identification and solutions to Socio-economic factors that may impact access to the program.</li> <li>• Identification of feeder programs in SC to this program.</li> <li>• Clarity on plans to have an on-campus hospital.</li> <li>• Clarity on number of seats for in-state, out of state, and international students.</li> </ul>

<sup>1</sup> <https://www.bls.gov/ooh/healthcare/veterinarians.htm#:~:text=3%25-,Employment%20of%20veterinarians%20is%20projected%20to%20grow%2020%20percent%20from,on%20average%2C%20over%20the%20decade.>

		<ul style="list-style-type: none"> <li>• Clarity on majors that would have required pre-requisites for entry to the program. Identification of pre-vet programs in SC that could be feeder programs.</li> <li>• Clarity on access to designated library resources.</li> <li>• Compliments on the employment of mental health counselors to support students at no additional cost.</li> <li>• Clarification on contracts and agreements with local farms for the animal care services.</li> <li>• Explanation of other federal, grant funding listed.</li> <li>• Consideration for building a veterinary hospital.</li> </ul> <p>Response Round Two:</p> <ul style="list-style-type: none"> <li>• Addition of potential recruitment, “feeder” programs.</li> <li>• Additional evidence in support of the distributive model.</li> </ul>
ACAP Considerations	9/26/2024	<p>ACAP questions:</p> <ol style="list-style-type: none"> <li>1. How will CU track students going back to their home communities after graduation as Vets?</li> <li>2. After second year, any thought of waiving tuition if they go back home to practice? General assembly should be helpful with funds.</li> </ol> <p>Responses:</p> <p>Try to encourage them to return to their home communities. Service and rural practices is a focus. Servant leadership is also a push. CU is looking for funds to help attract students to rural practices. Yes, we are looking at other states that are offering funds for students to practice in their home rural counties. This will have to involve the state and other entities.</p> <p>Vote: Recommended to CAAL</p>
CAAL Considerations (See attached commissioner questions and responses)		<p>CAAL questions</p> <p>Responses</p> <p>Vote</p>
CHE Considerations		<p>CHE questions</p> <p>Responses</p> <p>Vote</p>

Submission to IT for addition to inventory		Date completed
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F. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

## NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):  
**DVM Veterinary Medicine**

Program Designation:

- |  |  |
|--|--|
| <input type="checkbox"/> Associate's Degree  | <input type="checkbox"/> Master's Degree   |
| <input type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year   | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input checked="" type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes  
☒ No

Proposed Date of Implementation: **Fall 2026**

CIP Code: **51.2401**

Delivery Site(s): **Clemson University Main Campus (50104)**

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education                             |
|   | <input type="checkbox"/> 100% online                                    |
|   | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|   | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|   | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

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**Darbi Roberts, Chief of Staff and Operations, College of Veterinary Medicine; 864.656.9504; [darbir@clermson.edu](mailto:darbir@clermson.edu)**

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

**Graduate Curriculum Committee: 8 March 2024**

**Provost: 14 March 2024**

**President: 15 March 2024**

**Board of Trustees: 4 April 2024**

## **Background Information**

*State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.*

### Background, Purpose, and Field of Application

The proposed Doctor of Veterinary Medicine (DVM) program aims to fill a critical shortage in the field of veterinary medicine within the state of South Carolina. At this time, the state of SC funds student placements at out-of-state veterinary colleges for resident applicants. This process results in a greatly limited number of placements each year for qualified students and further contributes to the scarcity of veterinary care in some areas within SC.

### Discussion of Program Structure

The Clemson University DVM program is a 4-year professional program that prepares graduates to become licensed veterinarians in South Carolina or elsewhere in North America. The unique distributive model of clinical training in the final year allows students to explore many fields of veterinary medicine while receiving workplace-based training. Through relationships with partner practices that include rural and urban small animal general practices, large animal focused practices and specialty centers, Clemson DVM graduates will have a breadth and depth of experience that readies them for a diverse career options.

The DVM program consists of 160 credits of coursework. Within this curriculum, there are four essential units of study:

- Foundational – VMED 7000s (84 credits total)
  - o Primarily lecture format; basis of the scientific disciplines that form knowledge base for clinical medicine, public health, etc.
  - o Assessed summatively and formatively
- Clinical Skills – VMED 8000s (17 credits total)
  - o Laboratory courses dedicated to advancement of clinical skills and clinical reasoning
  - o Competency-based assessments using clinical examinations
- Professional Development – VMED low 9000s (15 credits total)
  - o Laboratory and lecture format covering communication, wellbeing, research, ethics, financial literacy, leadership
  - o Assessed formatively in various formats
- Clinical Clerkships – VMED high 8000s (44 credits total)
  - o Core and electives accomplished at clinical locations outside of Clemson University
  - o Assessed using case management competencies

### Target Audience

The proposed DVM will target recruitment of students that plan to practice veterinary medicine in underserved areas of the state. This will be accomplished by a statewide effort to educate children and young adults about careers in veterinary medicine. Under the direction of the Dean's Office and the Director of Admissions and Student Services, a strategic plan for recruitment and outreach will be developed, focusing on K-12 education, rural health community outreach and recruitment of students enrolled in colleges across the state. Working with community colleges, technical institutes and major universities (including MSIs), the Clemson CVM team will ensure that the path to a veterinary degree is accessible to all qualified and interested individuals. Underserved areas of the state are defined by counties with a low number of practicing veterinarians (generally <5) and >20% poverty rate. An analysis with those parameters resulted in a list of 16 counties we plan to focus on:

- Allendale
- Fairfield
- Bamberg
- Hampton
- Barnwell
- Lee
- Chesterfield
- Marlboro

- Clarendon
- Marion
- Colleton
- Orangeburg
- Darlington
- Union
- Dillon
- Williamsburg

Applicants must have completed a series of “pre-veterinary” courses and have documented animal/scientific experience (listed in the Admissions section). Any applicant that fulfills these requirements will be considered for admission. These requirements for admission align with those of US veterinary colleges accredited by the American Veterinary Medical Association Council on Education (AVMA COE).

A number of higher education institutions in South Carolina provide pre-veterinary programs and science focused degrees that prepare students to apply to veterinary colleges. These include, but are not limited to, USC Columbia, Winthrop University, Presbyterian College, Francis Marion University, Coastal Carolina and Clemson University. The same is true of Minority Serving Institutions in the state like SC State, Claflin University and Clinton College. The Clemson CVM is working with the pre-health advisors at these institutions to ensure that we support students from across SC as they prepare to apply to veterinary school.

#### Alignment with Institutional Mission and Strategic Plan

The mission of the new Clemson University DVM program is “to promote animal and human health in the state of South Carolina through the education of the next generation of veterinary clinicians and scientists without incurring significant student debt. A top priority will be to recruit students from underserved areas of South Carolina with a demonstrated interest in farm animal and population medicine and those interested in general practice. To this end, we will also contribute to cutting-edge veterinary research and science, continuing education, disease control, animal agriculture, and outreach/engagement needs of the citizens of South Carolina (SC).”

This program mission directly aligns with primary components of the University’s mission statement such as: to fulfill our founder’s vision of a high seminary of learning; to develop the material resources of the State for the people of South Carolina; to educate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times; to support personal growth of the individual; and to promote an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others.

The new DVM program aligns with the University’s Clemson Elevate strategic plan pillars to “Deliver the No. 1 student experience in the nation” and “Transform lives statewide and beyond through educational, economic, agricultural, and health outreach”. The Clemson University College of Veterinary Medicine offers an innovative veterinary education model, challenging students in all aspects of veterinary medicine while ensuring that the students feel supported and excited about their career preparation. By keeping tuition costs low and by emphasizing student well-being, the program will attract students from all areas and backgrounds across South Carolina. The DVM program will produce veterinarians that will be ready to enter the SC workforce immediately upon graduation, bringing essential veterinary care to all corners of the state. The DVM graduate will be a servant leader in their communities, recognizing the vital impact of the animal care they provide on public health and the economy. By recruiting students from all South Carolina communities, keeping their debt load as low as possible, and offering clinical training opportunities in rural practices, graduates will be empowered to pursue a career in the state. The CVM also plans to enhance financial support for students who remain in South Carolina post-graduation

through scholarships and assistance with applying for loan forgiveness programs, such as the U.S. Department of Agriculture's Veterinary Medicine Loan Repayment Program<sup>1</sup>.

### **Assessment of Need**

*Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.*

The new Clemson University DVM program is intended to help address a critical shortage of veterinarians in South Carolina and across the US.

It is estimated that 33% of SC counties have less than 5 veterinarians and 48% of SC counties have less than 10 veterinarians. As of January 2023, an analysis showed that only 67.6% of veterinarians licensed in SC were still actively practicing and that 12% of those veterinarians actively practicing are over the age of 60<sup>2</sup>. As the only veterinary college in the state of South Carolina, the Clemson University Clemson College of Veterinary Medicine will address this shortage and strengthen the economy by supporting farmers, pet owners, and communities.

This veterinary care deficiency is also present across the nation. States are not producing enough veterinarians to meet their agricultural, public health or pet owners' needs. According to data from the AVMA, there are only 127,000 veterinarians in the U.S.<sup>3</sup>, a population that is one-tenth that of the human medical profession. In the U.S., there are only 33 veterinary colleges accredited by the AVMA and in the past two years there were record numbers of applicants to veterinary school. The number of applicants to veterinary schools has increased year after year reaching a record number of 10,834 applicants for 4,571 seats for the 2022 cycle<sup>4</sup>.

### **Transfer and Articulation**

*Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.*

The DVM program does not anticipate participating in any special articulation or transfer agreements. However, we will utilize multiple student placement agreements regarding clinical experiences. Clinical training throughout the fourth year of the DVM program will take place within a network of external private practices and other veterinary entities. This network of clinical affiliates, in conjunction with Clemson-CVM faculty, will provide DVM students with workplace-based educational experiences on a rotating basis (Clerkships). Prior to receiving DVM students, all clinical affiliates must sign and adhere to all conditions of the Affiliated Veterinary Practice Clerkship Agreement. This Agreement articulates the responsibilities of the University and any veterinary facility that serves as a clinical affiliate for the sole purpose of distributive workplace education in the DVM program. We provide the template for these agreements in Appendix A. A letter of intent with Mars Veterinary Health is provided as Appendix B.

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<sup>1</sup> <https://www.nifa.usda.gov/grants/programs/veterinary-medicine-loan-repayment-program>

<sup>2</sup> <https://cufacilities.sites.clemson.edu/capital/projectsApp/uploads/H12-T049-PD/SCBO-02-20-23-CollegeVetMed.pdf>

<sup>3</sup> <https://www.avma.org/resources-tools/reports-statistics/market-research-statistics-us-veterinarians>

<sup>4</sup> <https://www.aavmc.org/wp-content/uploads/2022/04/2022-AAVMC-Annual-Data-Report-Final.pdf>



## Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2022)	Employment Projection (2032)	Expected Number of Jobs (2022)	Employment Projection (2032)	
Veterinarians	1,150	20% increase	89,500	20% increase	<a href="#">BLS</a> and <a href="#">CareerOneStop</a>

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The BLS notes the average growth rate for all occupations is 3% from 2022 to 2032. National-level labor market data shows that the growth rates for Veterinarians is much faster than average<sup>5</sup>. Today, veterinarians are instrumental in all aspects of society including companion animal care, food safety, food security, stem cell research, gene therapy, vaccinology, zoonotic disease research, bioterrorism protection, and a large cadre of specialty services. The veterinary profession is fully employed, boasting an unemployment rate of less than 1%. Recent research from Animal Health Economics predicted a national shortage of 15,000 veterinarians by 2030 leaving 75 million pets without care if we don't produce more veterinarians<sup>6</sup>. Letters of support are provided as Appendices C and D.

### Description of the Program

The proposed DVM is a 4-year, 160 credit hour professional program that prepares graduates to become licensed veterinarians in South Carolina or elsewhere in North America. There are four essential curricular components to the program: foundational knowledge (84 credits); clinical skills (17 credits); professional development (15 credits), and clinical clerkships (44 credits). A distinctive feature of the program is its distributive model of clinical training in the final year that allows students to explore many fields of veterinary medicine while receiving workplace-based training. This model avoids the costs associated with constructing and operating a dedicated veterinary referral hospital facility.

The distributive model of veterinary education is an accepted delivery model of several accredited programs. All veterinary colleges in North America are accredited by the American Veterinary Medical Association Council on Education (COE). The COE reports to the US DOE, which means that institutions

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<sup>5</sup> <https://www.bls.gov/ooh/healthcare/veterinarians.htm#:~:text=3%25-,Employment%20of%20veterinarians%20is%20projected%20to%20grow%2020%20percent%20from,on%20average%2C%20over%20the%20decade.>

<sup>6</sup> [https://www.marsveterinary.com/wp-content/uploads/2022/03/Characterizing%20the%20Need%20-%20DVM%20-%20FINAL\\_2.24.pdf](https://www.marsveterinary.com/wp-content/uploads/2022/03/Characterizing%20the%20Need%20-%20DVM%20-%20FINAL_2.24.pdf)

that are COE accredited receive US DOE oversight and enrolled students are eligible for federal financial aid.

There are currently 3 CVMs that are fully accredited by the AVMA COE in North America that use a fully or partially distributive model of education (see list below).

- Western University CVM (California) fully accredited by COE since 2010
- Both Lincoln Memorial University and the University of Calgary FVM were fully accredited by the COE in 2019

For reference, below are two peer reviewed articles that outline this established model of veterinary education in adult learners:

**Veterinary Clinical Education Delivery Models: A Conceptual Framework**

Frazer J. Allan

Journal of Veterinary Medical Education 2022 49:3, 290-296

**Distributive Veterinary Clinical Education: A Model of Clinical-Site Selection**

Paul N. Gordon-Ross, Elizabeth F. Schilling, Linda Kidd, and Peggy L. Schmidt

Journal of Veterinary Medical Education 2014 41:2, 179-188

It should be noted that all veterinary colleges in the United States use external clinical partners as part of their training programs. These experiences, often termed “externships”, are recognized by all veterinary institutions as an important feature of their curriculum that allows students to get work-based exposure to clinical medicine in their area of interest. The partially distributive model that the Clemson CVM has adopted places more emphasis on these external partnerships for training. The clinical partner network that is being developed by the Associate Dean of Clinical Programs will include urban and rural practices across the state. A plan is in place to create a network that allows students the ability to tailor their clerkship schedule to include the regions and areas they are interested in while also getting a breadth of veterinary clinical experiences. The goal is to showcase all aspects of veterinary practice in South Carolina while ensuring that graduates understand what rural practice entails.

Veterinary ambulatory practices are mobile practices that provide veterinary care at the farm/home of the animals in need of care. This is the standard of practice in rural areas of the United States since many owners cannot transport their animals to a physical hospital due to transportation or financial challenges. For the Clemson Ambulatory unit, the client owned animals will remain at the home farm/property and will not be transported to the Clemson campus. If a case requires advanced care that the unit cannot provide, the patient would be referred to a nearby specialty hospital for appropriate care.

The entire curriculum will prepare the CVM students to attend to the needs of the animals that require the veterinary services provided by this ambulatory service. Students will participate on this service in clinical skills courses in the 3rd year and as clerkships in the 4th year. This experience will allow students to be comfortable with this method of care delivery with the intention of empowering them to see rural/ambulatory work as an option for their career post-graduation.

Projected Enrollment												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2026-27	80	0	0	0	0	80	0	0	0	80	0	0
2027-28	80	80	0	0	0	160	0	0	0	160	0	0
2028-29	80	160	0	0	0	240	0	0	0	240	0	0
2029-30	80	240	0	0	0	320	0	80	0	240	0	0
2030-31	80	240	0	0	0	320	0	80	0	240	0	0

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-27	80	80	80
2027-28	160	160	160
2028-29	240	240	240
2029-30	320	320	240
2030-31	320	320	240

*Explain how the enrollment projections were calculated.*

As noted in the Assessment of Need section, the number of applicants to veterinary schools far exceeds the number of available seats each year. We believe there is no obstacle regarding the availability of high-quality applicants and enrollees. The DVM program intends to enroll 80 students per cohort for high-quality instruction, reaching 320 total students in the 4-year program's steady state. Of the 80 students, 60 will be SC residents and 20 will be at large (non-SC residents). There are no plans to accept international students at this time. Additional enrollment capacity, which is in the in principle-capability of the planned on campus facility and the faculty, will be evaluated annually based on available resources and applicant demand/quality.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

The DVM will have several additional requirements for admission to the program (listed below). Please note that there is no requirement for a specific major or degree to apply.

1. SC applicants must have a 3.0 or higher (out of 4.0) undergraduate GPA. The CVM recognizes that some qualified applicants may not meet the minimum academic standards. Consideration under "Alternative Eligibility" applies only to SC residents and to GPA requirement (not to any other of the admissions requirements). A subcommittee of the Admissions Committee will review all SC residents that do not meet the minimum cumulative 3.0 GPA for further consideration.
2. Non-SC applicants must have a 3.4 or higher (out of 4.0) undergraduate GPA.
3. 47-50 hours of pre-requisite coursework as listed below
  - a. General Biology I (3 hrs.) with Laboratory (1 hr.) OR Principles of Biology (5 hrs.)
  - b. General Biology II (3 hrs.) with Laboratory (1 hr.) OR Principles of Biology II (5 hrs.)
  - c. General Chemistry I (4 hrs.)
  - d. General Chemistry II (4 hrs.)
  - e. Organic Chemistry I (3 hrs.) with Laboratory (1 hr.)
  - f. Organic Chemistry II (3 hrs.) with Laboratory (1 hr.)
  - g. Molecular Biochemistry (3 hrs.) OR Essential Elements of Biochemistry (3 hrs.)
  - h. General Physics I (3 hrs.) with Laboratory (1 hr.)
  - i. General Physics II (3 hrs.) with Laboratory (1 hr.)
  - j. Introduction to Human Communication (3 hrs.) OR Public Speaking (3 hrs.)
  - k. Composition and Rhetoric (3 hrs.)
  - l. Business Calculus I (3 hrs.) OR Calculus of One Variable I (4 hrs.)
  - m. Statistical Methods I (3 hrs.)
4. A minimum of 100 hours of clinical, agribusiness/farm, health science, or research experience supervised by a DVM or PhD.
5. A minimum of 100 hours of animal experience.
6. A minimum of 100 hours of community service.

## Curriculum

### New Courses

*List and provide course descriptions for new courses.*

#### **YEAR 1, Semester 1:**

##### **VMED - 7000 - The Healthy Animal 1**

*5 credits (4 Contact Hours); Lecture*

The first of four courses in the first year of the DVM curriculum that aims to equip students with knowledge in anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal. Each of the 4 courses will sequentially cover the various body systems of domestic animals through lectures and labs. This course will focus on the integumentary, musculoskeletal, and neurologic systems as well as the special senses.

##### **VMED - 7001 - The Healthy Animal 1 Lab**

*0 credits (3 Contact Hours; co-requisite lab course to VMED 7000); Lab*

This 0-credit lab is a required corequisite of VMED 7000. Topics include anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal related to the integumentary system, musculoskeletal system, neurologic system and special senses.

##### **VMED - 7010 - The Healthy Animal 2**

*5 credits (4 Contact Hours); Lecture*

The second of four courses in the first year of the DVM curriculum that aims to equip students with knowledge in anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal. Each of the 4 courses will sequentially cover the various body systems of domestic animals through lectures and labs. This course will focus on the cardiovascular and respiratory systems.

##### **VMED - 7011 - The Healthy Animal 2 Lab**

*0 credits (3 Contact Hours; co-requisite lab course to VMED 7010); Lab*

This 0-credit lab is a required corequisite of VMED 7010. Topics include anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal related to the cardiovascular and respiratory systems.

### **VMED - 7040 – Foundations of Veterinary Medicine**

*2 credits (2 Contact Hours); Lecture*

This course aids students as they begin the DVM program by expanding on their pre-existing scientific knowledge base and re-framing these concepts into clinically relevant information.

### **VMED 7050 – Animal Behavior**

*1 credit (1 contact hour); Lecture*

In this course, students will learn about the behavioral characteristics of domestic animals and the most common behavioral issues encountered in clinical practice.

### **VMED - 8010 - Clinical Skills 1 (CS1)**

*2 credits (6 contact hours); Lab*

The first of six courses in the DVM curriculum focused on development of clinical skills required for a competent veterinary practitioner. The topics and skills covered in each course align with the subject matter from the concurrent didactic coursework to ensure integration. This course introduces students to biosecurity, safety, handling and physical exams in large and small animal species.

### **VMED - 9010 - Professional Development 1 (PD1)**

*2 credits (2 contact hours); Lecture*

This course is the first of five courses within the curriculum focused on veterinary professional development. Through various learning methods, students will be exposed to topics and skills in the domains of communication, leadership, collaboration and accessibility, ethical behavior, wellness, fiscal responsibility and scholarship. This course will introduce these domains and lay the foundation for more advanced topic exploration.

## **YEAR 1, Semester 2:**

### **VMED - 7020 - The Healthy Animal 3**

*5 credits (4 Contact Hours); Lecture*

The third of four courses in the first year of the DVM curriculum that aims to equip students with knowledge in anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal. Each of the 4 courses will sequentially cover the various body systems of domestic animals through lectures and labs. This course will focus on nutrition and the gastrointestinal and endocrine systems.

### **VMED - 7021 - The Healthy Animal 3 Lab**

*0 credits (3 Contact Hours; co-requisite lab course to VMED 7020); Lab*

This 0-credit lab is a required corequisite of VMED 7020. Topics include anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal related to the nutrition and the gastrointestinal and endocrine systems.

### **VMED - 7030 - The Healthy Animal 4**

*5 credits (4 Contact Hours); Lecture*

The second of four courses in the first year of the DVM curriculum that aims to equip students with knowledge in anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal. Each of the 4 courses will sequentially cover the various body systems of domestic animals through lectures and labs. This course will focus on the hepatobiliary, urinary, and reproductive systems.

### **VMED - 7031 - The Healthy Animal 4 Lab**

*0 credits (3 Contact Hours; co-requisite lab course to VMED 7030); Lab*

This 0-credit lab is a required corequisite of VMED 7030. Topics include anatomy (gross and microscopic), physiology & function, and basic imaging in the healthy animal related to the on the hepatobiliary, urinary, and reproductive systems.

**VMED - 7060 - Immunity and Inflammation**

*2 credits (2 contact hours); Lecture*

This course explores the mammalian immune system and the body's response to inflammation and infection.

**VMED - 7070- Clinical Pharmacology**

*3 credits (3 contact hours); Lecture*

This course explores the foundation and application of veterinary medicinal products for both prevention and treatment of animal disease.

**VMED - 8020 - Clinical Skills 2 (CS2)**

*2 credits (6 contact hours); Lab*

The second of six courses in the DVM curriculum focused on development of clinical skills required for a competent veterinary practitioner. The topics and skills covered in each course align with the subject matter from the concurrent didactic coursework to ensure integration. The course expands on advanced physical examinations and introduces basic therapeutic procedures.

**VMED - 9020 - Professional Development 2 (PD2)**

*2 credits (2 contact hours); Lecture & Lab*

This course is the second of five courses within the curriculum focused on veterinary professional development. Through various learning methods, students will be exposed to topics and skills in the domains of communication, leadership, collaboration and accessibility, ethical behavior, wellness, fiscal responsibility and scholarship. In this course, students will create professional documents, explore concepts of well-being in the veterinary profession, conduct a basic client interview and perform a scientific literature search.

**YEAR 2, Semester 1:****VMED - 7080 - The Diseased Animal 1**

*4 credits (4 Contact Hours); Lecture & Lab*

The first of four courses in the second year of the DVM curriculum aims to equip students with clinically relevant knowledge in pathology, bacteriology, mycology, virology, parasitology, basic level pharmacology, and diagnostic imaging in the diseased animal. Each of the 4 courses will sequentially cover the most important veterinary diseases affecting the various body systems of domestic animals. This course will focus on general pathology, fundamentals of pathogens, and musculoskeletal diseases. Course material will be presented using clinical case-based scenarios.

**VMED - 7090 - The Diseased Animal 2**

*4 credits (4 Contact Hours); Lecture & Lab*

The second of four courses in the second year of the DVM curriculum aims to equip students with clinically relevant knowledge in pathology, bacteriology, mycology, virology, parasitology, basic level pharmacology, and diagnostic imaging in the diseased animal. Each of the 4 courses will sequentially cover the most important veterinary diseases affecting the various body systems of domestic animals. This course will focus on diseases of the neurologic system, special senses and gastrointestinal system. Course material will be presented using clinical case-based scenarios.

**VMED - 7120 - Clinical Pathology**

*3 credits (3 contact hours); Lecture & Lab*

Case based course that equips students with the knowledge and skills necessary when examining and diagnosing patients using laboratory analysis (hematology, clinical chemistry, urinalysis, cytology).

**VMED - 7130 - Anesthesia**

*3 credits (3 contact hours); Lecture*

This course equips students with foundational knowledge and skills necessary to perform veterinary anesthesia and pain management in animal patients.

**VMED - 7140 – Public Health and Epidemiology**

*1 credit (1 contact hour); Lecture*

This course aims to equip students with a foundation in epidemiology, veterinary public health, and herd health in the framework of clinical veterinary medicine, One Health principles and community service.

**VMED - 8030 - Clinical Skills 3 (CS3)**

*2 credits (6 contact hours); Lab*

The third of six courses in the DVM curriculum focused on development of clinical skills required for a competent veterinary practitioner. The topics and skills covered in each course align with the subject matter from the concurrent didactic coursework to ensure integration. This course focuses on anesthesia and basic surgical skills.

**VMED - 9030 - Professional Development 3 (PD3)**

*2 credits (2 contact hours); Lecture*

This course is the third of five courses within the curriculum focused on veterinary professional development. Through various learning methods, students will be exposed to topics and skills in the domains of communication, leadership, collaboration and accessibility, ethical behavior, wellness, fiscal responsibility and scholarship. In this course, students will expand their skill set related to leadership, collaboration, and ethics and explore veterinary business ownership.

**YEAR 2, Semester 2:**

**VMED - 7100 - The Diseased Animal 3**

*4 credits (4 Contact Hours); Lecture & Lab*

The third of four courses in the second year of the DVM curriculum aims to equip students with clinically relevant knowledge in pathology, bacteriology, mycology, virology, parasitology, basic level pharmacology, and diagnostic imaging in the diseased animal. Each of the 4 courses will sequentially cover the most important veterinary diseases affecting the various body systems of domestic animals. This course will focus on diseases of the hepatobiliary, urinary and cardiorespiratory systems. Course material will be presented using clinical case-based scenarios.

**VMED - 7110 - The Diseased Animal 4**

*4 credits (4 Contact Hours); Lecture & Lab*

The fourth of four courses in the second year of the DVM curriculum aims to equip students with clinically relevant knowledge in pathology, bacteriology, mycology, virology, parasitology, basic level pharmacology, and diagnostic imaging in the diseased animal. Each of the 4 courses will sequentially cover the most important veterinary diseases affecting the various body systems of domestic animals. This course will focus on diseases of the endocrine, reproductive, and integumentary systems. Course material will be presented using clinical case-based scenarios.

**VMED - 7150 - Clinical Diagnostic Imaging**

*2 credits (2 Contact Hours); Lecture*

Expanding on imaging knowledge from foundational coursework, this course focuses on the use of diagnostic imaging in clinical case management.

**VMED - 7160 – Small Animal Medicine and Surgery 1**

*5 credits (5 Contact Hours); Lecture*

The first of two small animal medicine and surgery courses, this case-based course is focused on the etiology, pathophysiology, epidemiology, clinical presentation, diagnostic evaluation, treatment (including surgical interventions) and prognosis of commonly observed canine and feline diseases. This course will focus on nutrition, the gastrointestinal, hepatobiliary, and urogenital systems as well as dermatology, endocrinology, and oncology.

**VMED - 8040 - Clinical Skills 4 (CS4)**

*2 credits (6 contact hours); Lab*

The fourth of six courses in the DVM curriculum focused on development of clinical skills required for a competent veterinary practitioner. The topics and skills covered in each course align with the subject matter from the concurrent didactic coursework to ensure integration. This course focuses on diagnostic imaging of the live animal and advanced surgical skills on simulation models.

**VMED - 9030 - Professional Development 4 (PD4)**

*2 credits (2 contact hours); Lecture & Lab*

This course is the fourth of five courses within the curriculum focused on veterinary professional development. Through various learning methods, students will be exposed to topics and skills in the domains of communication, leadership, collaboration and accessibility, ethical behavior, wellness, fiscal responsibility and scholarship. This course will expand on client communication practices and investigate advanced concepts in each domain.

### **YEAR 3, Semester 1:**

#### **VMED - 7170 – Small Animal Medicine and Surgery 2**

*5 credits (5 Contact Hours); Lecture*

The second of two small animal medicine and surgery courses, this case-based course is focused on the etiology, pathophysiology, epidemiology, clinical presentation, diagnostic evaluation, treatment (including surgical interventions) and prognosis of commonly observed canine and feline diseases. This course will focus on reproductive surgeries, critical care and the cardiorespiratory, hemolymphatic, neurologic, and musculoskeletal systems.

#### **VMED - 7180 – Equine Medicine and Surgery**

*6 credits (6 Contact Hours); Lecture*

Case based course focused on the etiology, pathophysiology, epidemiology, clinical presentation, diagnostic evaluation, treatment (including surgical interventions) and prognosis of commonly observed equine diseases.

#### **VMED - 7190 – Production Animal Medicine and Surgery**

*6 credits (6 Contact Hours); Lecture*

Case-based course focused on the etiology, pathophysiology, epidemiology, clinical presentation, diagnostic evaluation, treatment (including surgical interventions) and prognosis of commonly observed production animal diseases.

#### **VMED - 8050 - Clinical Skills 5 (CS5)**

*2 credits (6 contact hours); Lab*

The fifth of six courses in the DVM curriculum focused on development of clinical skills required for a competent veterinary practitioner. The topics and skills covered in each course align with the subject matter from the concurrent didactic coursework to ensure integration. This course guides students as they perform anesthesia and surgery in the live small animal patient under faculty guidance.

### **YEAR 3, Semester 2:**

#### **VMED - 7200 – Exotic Animal Medicine and Surgery**

*3 credits (3 Contact Hours); Lecture*

Case based course focused on the etiology, pathophysiology, epidemiology, clinical presentation, diagnostic evaluation, treatment (including surgical interventions) and prognosis of commonly observed diseases in pet birds, reptiles, amphibians, fish and small mammals.

#### **VMED - 7210 – Theriogenology**

*3 credits (3 Contact Hours); Lecture*

Utilizing the foundational knowledge in anatomy, physiology and husbandry, this course aims to equip students with an integrated view of all aspects of reproductive medicine as it relates to large and small domestic animal species.

#### **VMED - 7220 – Special Topics**

*1 credit (1 Contact Hour; Students take 3 sections of this course within this semester); ; Lecture & Lab*

Each section of this group-based discussion course focuses on a specific area in veterinary medicine, expanding on the basic information and skills offered in the core curriculum. Students choose 3 special topics sections based on their career goals and interests. Examples may include: special topics in equine, special topics in shelter medicine, special topics in cardiology.

#### **VMED - 8060 - Clinical Skills 6 (CS6)**

*6 credits (18 contact hours); Lab*



The sixth of six courses in the DVM curriculum focused on development of clinical skills required for a competent veterinary practitioner. This sixth course is specifically designed to equip students with the skills necessary to be successful in the final year clerkship courses. Integrating knowledge and skills from the first 5 semesters, the students will rotate weekly through various on campus and off campus experiences, being exposed to the practical aspects of daily practice.

**VMED – 8070 – Clinical Reasoning and Case Management**

*1 credit (1 Contact Hour); Seminar*

Student-driven course focused on practice of clinical reasoning skills using simulated case management.

**VMED - 9050 - Professional Development 5 (PD5)**

*3 credits (3 contact hours); Lecture & Lab*

This course is the fifth of five courses within the curriculum focused on veterinary professional development. Through various learning methods, students will be exposed to topics and skills in the domains of communication, leadership, collaboration and accessibility, ethical behavior, wellness, fiscal responsibility and scholarship. The final course in this series will focus on preparing students to enter the clerkship courses, ensuring proficiency in client communication, career planning and financial literacy.

**YEAR 4:**

**VMED - 8100 - Core Clerkship: Small Animal General Practice**

*4 credits (12 contact hours); Internship*

This core clerkship equips students with clinical and professional skills through daily, experiential hands-on veterinary work in a small animal general practice.

**VMED - 8110 - Core Clerkship: Large Animal General Practice**

*4 credits (12 contact hours); Internship*

This core clerkship equips students with clinical and professional skills through daily, experiential hands-on veterinary work in a large animal general practice.

**VMED - 8120 - Core Clerkship: Small Animal Specialty**

*4 credits (12 contact hours); Internship*

This core clerkship equips students with clinical and professional skills through daily, experiential hands-on veterinary work in a small animal specialty or referral practice.

**VMED - 8130 - Core Clerkship: Necropsy**

*2 credits (6 contact hours); Internship*

This diagnostic clerkship equips students with case management experience through daily hands-on work including postmortem examinations (necropsy) at the Clemson Veterinary Diagnostic Center (SC State Diagnostic Laboratory).

**VMED - 8140 - Core Clerkship: Diagnostic Imaging**

*2 credits (6 contact hours); Internship*

This clerkship offers case management experience through daily virtual case rounds with a board-certified veterinary radiologist, reviewing fundamental concepts related to clinical diagnostic imaging.

**VMED - 8150 - Elective Clerkship**

*4 credits (12 contact hours); Internship*

This elective clerkship equips students with clinical and professional skills through daily, experiential hands-on veterinary work in pre-approved veterinary practices or industry partners.

**VMED - 8160 – Student Proposed Clerkship**

*2-4 credits (6-12 contact hours); Internship*

This clerkship equips students with clinical and professional skills through daily, experiential hands-on veterinary work in veterinary practices or industry partners selected by the student and approved by the CVM.

**VMED - 9060 – Licensing Exam Preparation (PD6)**

*4 credits (4 contact hours); Seminar*

Virtual, small group discussion-based course during the final year of the DVM program designed to prepare students for the NAVLE®. Offered October of each year.

Total Credit Hours Required: 160

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
VMED 7000 - The Healthy Animal 1	5	VMED 7020 - The Healthy Animal 3	5		
VMED 7001 - The Healthy Animal 1 Lab	0	VMED 7021 - The Healthy Animal 3 Lab	0		
VMED 7010 - The Healthy Animal 2	5	VMED 7030 - The Healthy Animal 4	5		
VMED 7011 - The Healthy Animal 2 Lab	0	VMED 7031 - The Healthy Animal 4 Lab	0		
VMED 7040 – Foundations of Veterinary Medicine	2	VMED 7060 – Immunity and Inflammation	2		
VMED 7050 – Animal Behavior	1	VMED 7070 – Clinical Pharmacology	3		
VMED 8010 - Clinical Skills 1	2	VMED 8020 - Clinical Skills 2	2		
VMED 9010 - Professional Development 1	2	VMED 9020 - Professional Development 2	2		
Total Semester Hours	17	Total Semester Hours	19	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
VMED - 7080 - The Diseased Animal 1	4	VMED - 7100 - The Diseased Animal 3	4		
VMED - 7090 - The Diseased Animal 2	4	VMED - 7110 - The Diseased Animal 4	4		
VMED - 7120 - Clinical Pathology	3	VMED - 7150 - Clinical Diagnostic Imaging	2		
VMED - 7130 - Anesthesia	3	VMED - 7160 – Small Animal Medicine and Surgery 1	5		
VMED - 7140 – Public Health and Epidemiology	1	VMED 8040 - Clinical Skills 4	2		
VMED 8030 - Clinical Skills 3	2	VMED 9040 - Professional Development 4	2		
VMED 9030 - Professional Development 3	2				
Total Semester Hours	20	Total Semester Hours	19	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
VMED - 7170 – Small Animal Medicine and Surgery 2	5	VMED - 7200 – Exotic Animal Medicine and Surgery	3		
VMED - 7180 – Equine Medicine and Surgery	6	VMED - 7210 – Theriogenology	3		
VMED - 7190 – Production Animal Medicine and Surgery	6	VMED - 7220 – Special Topics	3		
VMED - 8050 - Clinical Skills 5	2	VMED - 8060 - Clinical Skills 6	6		
		VMED – 8070 – Clinical Reasoning and Case Management	1		
		VMED - 9050 - Professional Development 5	3		
Total Semester Hours	19	Total Semester Hours	19	Total Semester Hours	
<b>Year 4: Clerkships*</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
VMED - 8100 - Core Clerkship: Small Animal General Practice	4	VMED - 9060 – Licensing Exam Preparation	4	VMED - 8150 - Elective Clerkship	4
VMED - 8110 - Core Clerkship: Large Animal General Practice	4	VMED - 8100 - Core Clerkship: Small Animal General Practice	4	VMED - 8150 - Elective Clerkship	4
VMED - 8120 - Core Clerkship: Small Animal Specialty	4	VMED - 8110 - Core Clerkship: Large Animal General Practice	4	VMED - 8160 – Student Proposed Clerkship	2-4**
VMED - 8130 - Core Clerkship: Necropsy	2	VMED 8100/10/20 – Core Clerkship Repeat	4	VMED - 8160 – Student Proposed Clerkship	2-4
VMED - 8140 - Core Clerkship: Diagnostic Imaging	2				
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	16

\*The final year of the DVM program consists predominantly of 48 weeks of external rotations with the Clemson CVM veterinary partner entities. The exact order of the required rotations is not semester dependent. The division above is an example of how the 48 week program could be organized.

\*\*Students complete 8 weeks of student proposed clerkships total. These can be organized as 2 or 4 week experiences.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

*Identify the similar programs offered and describe the similarities and differences for each program.*

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
None				

## Faculty

<b>Rank and Full- or Part-time**</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Assoc or Full Prof or Professor of Practice (F)	Professional Development (Unit Lead): all VMED 9000 courses. VMED 9010 – PD1 (Professional Development 1); VMED 9020 – PD2 (Professional Development 2); VMED 9030 – PD3 (Professional Development 3); VMED 9040 – PD4 (Professional Development 4); VMED 9050 – PD5 (Professional Development 5); VMED 9060 – PD6 (Licensing Exam Preparation)	DVM, MBA or PhD preferred	
Assoc or Full Prof or Professor of Practice (F)	Clinical Skills (Unit Lead): all VMED 8000 courses. VMED 8010 – CS1 (Clinical Skills 1); VMED 8020 – CS2 (Clinical Skills 2); VMED 8030 – CS3 (Clinical Skills 3); VMED 8040 – CS4 (Clinical Skills 4); VMED 8050 – CS5 (Clinical Skills 5) ; VMED 8060 – CS6 (Clinical Skills 6); and VMED 8070 – Clinical Reasoning and Case Management	DVM, DACVIM or DACVS preferred	
Assoc Prof or Full Professor or Professor of Practice (F)	Foundational Sciences (Unit Lead): all VMED 7000 courses.	DVM, PhD	
Asst or Assoc Prof (Anatomy) (F)	VMED 7000 – The Healthy Animal 1; VMED 7001 – The Healthy Animal 1 Lab; VMED 7010 - The Healthy Animal 2; The Healthy Animal 2 Lab; VMED 7040 – Foundations of Veterinary Medicine	PhD	
Asst or Assoc Prof (Anatomy) (F)	VMED 7000 – The Healthy Animal 1; VMED 7001 – The Healthy Animal 1 Lab; VMED 7010 - The Healthy Animal 2; The Healthy Animal 2 Lab; VMED 7040 – Foundations of Veterinary Medicine	PhD	
Asst or Assoc Prof (Diagnostic Imaging) (F)	VMED 7000 – The Healthy Animal 1; VMED 7001 – The Healthy Animal 1 Lab; VMED 7010 - The Healthy Animal 2; The Healthy Animal 2 Lab; VMED 7040 – Foundations of Veterinary Medicine; VMED 7150 – Clinical Diagnostic Imaging; VMED 8060 – CS6	DVM, DACVR	
Asst or Assoc Prof (Physiology) (F)	VMED 7000 – The Healthy Animal 1; VMED 7001 – The Healthy Animal 1 Lab; VMED 7010 - The Healthy Animal 2; The Healthy Animal 2 Lab; VMED 7040 – Foundations of Veterinary Medicine	DVM, PhD	
Asst or Assoc Professor (Large Animal Internal Medicine) (F)	VMED 7180 Equine Medicine and Surgery; VMED - Production Animal Medicine and Surgery; VMED 8060 – CS6	DVM, DACVIM	
Asst or Assoc Professor (Small Animal Internal Medicine) (F)	VMED 7160 - Small Animal Medicine and Surgery 1; VMED 7170 – Small Animal Medicine and Surgery; VMED 8050 – Clinical Skills 5 (Junior Surgery, Anesthesia and Dentistry); VMED 8060 – CS6	DVM, DACVIM	

Asst or Assoc Professor (Large Animal Surgery) (F)	VMED 7180 Equine Medicine and Surgery; VMED - Production Animal Medicine and Surgery; VMED 8060 – CS6	DVM, DACVS	
Asst or Assoc Professor (Large Animal Surgery) (F)	VMED 7180 Equine Medicine and Surgery; VMED - Production Animal Medicine and Surgery; VMED 8060 –CS6)	DVM, DACVS	
Asst or Assoc Professor (Small Animal Surgery) (F)	VMED 7160 - Small Animal Medicine and Surgery 1; VMED 7170 – Small Animal Medicine and Surgery; VMED 8050 – Clinical Skills 5 (Junior Surgery, Anesthesia and Dentistry); VMED 8060 – CS6	DVM, DACVS	
Asst or Assoc Professor (Small Animal Surgery) (F)	VMED 7160 - Small Animal Medicine and Surgery 1; VMED 7170 – Small Animal Medicine and Surgery; VMED 8050 – Clinical Skills 5 (Junior Surgery, Anesthesia and Dentistry); VMED 8060 – CS6	DVM, DACVS	
Assoc or Full Professor (Pathology) (F)	VMED 7080 – The Diseased Animal 1; VMED 7090 – The Diseased Animal 2; VMED 7100 The Diseased Animal 3; VMED 7110 – The Diseased Animal 4; VMED 8060 CS6.	DVM, DACVP	
Assoc or Full Professor (Pharmacology) (F)	VMED 7070 – Clinical Pharmacology; VMED 7040 – Foundations of Veterinary Medicine	DVM, PhD	
Assoc or Full Professor (Immunology) (F)	VMED 7060 – Immunity and Inflammation; VMED 7040 – Foundations of Veterinary Medicine	DVM, PhD	
Assoc or Full Professor (Clinical Pathology) (F)	VMED 7120 – Clinical Pathology; VMED 8060 – CS6; VMED 7040 – Foundations of Veterinary Medicine	DVM, DACVP	
Asst or Assoc Professor or Professor of Practice (Behavior) (F)	VMED 7050 – Animal Behavior; VMED 8010 – Clinical Skills 1; VMED 8020	DVM, DACVB	
Asst or Assoc Professor or Professor of Practice (Anesthesia) (F)	VMED 7130 – Anesthesia; VMED 8030 – Clinical Skills 3; VMED 8040 – Clinical Skills 4; VMED 8050 - Clinical Skills 5 (Junior Surgery, Anesthesia and Dentistry)	DVM, DACVAA	
Asst or Assoc Professor (Professional Development) (F)	VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM	
Asst or Assoc Professor (Professional Development) (F)	VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM	
Asst or Assoc Professor (Public Health) (F)	VMED 7140 – Public Health and Epidemiology; VMED 7040 – Foundations of Veterinary Medicine	DVM, MPH	
Asst or Assoc Professor (Micro/Virology) (F)	VMED 7080 – The Diseased Animal 1; VMED 7090 – The Diseased Animal 2; VMED 7100 The Diseased Animal 3; VMED 7110 – The Diseased Animal 4	DVM, PhD	
Asst or Assoc Professor (Parasitology) (F)	VMED 7080 – The Diseased Animal 1; VMED 7090 – The Diseased Animal 2; VMED 7100 The Diseased Animal 3; VMED 7110 – The Diseased Animal 4	DVM, PhD	
Asst or Assoc Professor (Dentistry) (F)	VMED 8050 CS5; VMED 7160 - Small Animal Medicine and Surgery 1; VMED 7170 – Small Animal Medicine and Surgery	DVM, DAVDC	

Asst or Assoc Professor (Shelter Medicine) (F)	VMED 7220 Special Topics (Shelter Medicine); VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6 and VMED 8070 – Clinical Reasoning and Case Management	DVM +/- DABVP	
Asst or Assoc Professor (Theriogenology) (F)	VMED 7210 – Theriogenology; VMED 7190 - Production Animal Medicine and Surgery; VMED 8060 – CS6	DVM, DACT	
Asst or Assoc Professor (Exotics) (F)	VMED 7200 Exotic Medicine and Surgery; VMED 8060 – CS6	DVM +/- DACZM	
Asst or Assoc Professor (Ambulatory Practice) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 7190 Production Animal Medicine and Surgery	DVM +/- DABVP	
Asst or Assoc Professor (Ambulatory Practice) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 7190 Production Animal Medicine and Surgery	DVM +/- DABVP	
Asst or Assoc Professor (Ambulatory Practice) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 7190 Production Animal Medicine and Surgery	DVM +/- DABVP	
Asst or Assoc Professor (Large Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor (Large Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor (Small Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor (Small Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor (Small Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 –	DVM +/- DABVP	



(Small Animal General Practitioner) (F)	CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6		
Asst or Assoc Professor (Small Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 – CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor (Small Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 – CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	
Asst or Assoc Professor (F) (Small Animal General Practitioner) (F)	VMED 8010 –CS1; VMED 8020 CS2; VMED 8030 –CS3; VMED 8040 –CS4; VMED 8050 – CS5; VMED 8060 –CS6; VMED 8070 – Clinical Reasoning and Case Management; VMED 9010 –PD1; VMED 9020 – PD2; VMED 9030 –PD3; VMED 9040 –PD4; VMED 9050 - PD5; VMED 9060 –PD6	DVM +/- DABVP	

Diplomate abbreviations in the above table:

DACVIM - Diplomate of the American College of Veterinary Internal Medicine

DACVS- Diplomate of the American College of Veterinary Surgeons

DACVR- Diplomate of the American College of Veterinary Radiology

DACVP- Diplomate of the American College of Veterinary Pathologists

DACVB- Diplomate of the American College of Veterinary Behavior

DACVAA - Diplomate American College of Veterinary Anesthesia and Analgesia

DAVDC - Diplomate of the American Veterinary Dentistry College

DAVBP – Diplomate of the American Board of Veterinary Practitioners

DACT - Diplomate of the American College of Theriogenologists

DACZM - Diplomate of the American College of Zoological Medicine

Total FTE (full-time equivalent) needed to support the proposed program

Faculty: 40 (Teaching)

Administrators: 5

Staff: 52

### **Faculty, Staff, and Administrative Personnel**

*Discuss the Faculty, Staff, and Administrative Personnel needs of the program.*

The mission of the proposed DVM program will be met by providing an excellent educational experience for our students that is comparable to that delivered at the best veterinary schools in the country. Critical to achieving this objective is a hiring plan to build a team of experienced and passionate veterinary educators and student/animal-focused staff. Most courses within the curriculum will be team taught to ensure students receive a breadth of knowledge and expertise as they progress through their coursework. The three non-clerkship components within the curriculum will have faculty unit leads that oversee the team teaching and evaluate the courses for alignment and continuity across topics and body systems.

The faculty and students will be supported by a robust staff, bringing invaluable expertise in all aspects of program delivery. From animal caretakers that ensure the welfare of our teaching animals to mental

health counselors focusing on the needs of veterinary students, the staff members of the CVM will be central in fulfilling the CVM mission. The program will also benefit from Clemson University main campus support and the CVM will provide additional college-level resources for all students, faculty, and staff to be successful.

## Resources

### Library and Learning Resources

*Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.*

The Clemson University Libraries' resources required for the proposed program are already in place and available online; therefore, there is no need for additional library resources. All major journals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available.

The additional veterinary specific collection will be housed both in the Learning Resource Center on the CVM campus as well in the main Cooper library, which is linked electronically to the On-line Computer Library Center Inc. and WorldCat database providing access to more 71,000 libraries worldwide for interlibrary loan services. The PASCAL and Kudzu Consortium(s) provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 southeastern universities. Specifically, for the DVM program, Clemson University offers access to major scientific databases including PubMed and MEDLINE and full text access to all major peer reviewed veterinary journals including the Journal of the American Veterinary Medical Association (JAVMA), American Journal of Veterinary Research (AJVR) and all veterinary specific journals published by Elsevier and Wiley.

Students may also request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. No new funding is required to support the library and learning resources.

**My Library Account:** Students enrolled in off-campus, distance education, and online programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

**Books and Articles not owned by Clemson University Libraries:** Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

**Articles owned by Clemson University Libraries:** Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

**Reference Assistance:** Students/faculty encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

### **Student Support Services**

*Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.*

In addition to library and learning resources, a number of academic and student support services are available to all graduate students—whether they are on-campus, off-campus, or online.

- **Clemson Computing and Information Technology (CCIT)** – Provides a leading-edge integrated information environment integral to learning and research. Graduate students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **GRAD 360°** – A professional development program affiliated with The Graduate School that provides students with a structured way to develop and track their proficiency in the academic, personal, and professional focus areas known as “The Tiger 9”: career development; personal health, wellness and financial literacy; research and innovation; professionalism and ethics; leadership and management; teamwork and collaboration; teaching and learning; oral, written and intercultural communication; and social and global responsibility. Each student's development program can be tailored to meet their unique needs and interests. Students can identify their skills, interests, and values throughout their Clemson experience; engage their advisors in holistic advising and mentoring; acquire and develop specific skills necessary for postgraduate professional practice; and track their transformation by recording their experience in an online portfolio.
- **International Services** – The Office of Global Engagement's International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students' immigration, employment, and support needs, and works to create a welcoming, positive environment for Clemson's international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.
- **Counseling and Psychological Services (CAPS)** – Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Graduate Student Life** – Operating under the Division of Student Affairs, this is a central body that collaborates with the Graduate School and Graduate Student Government to enhance the overall graduate student life experience.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **Clemson Online** – Clemson Online staff are dedicated to ensuring that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in programs having in-person modalities. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

### **Clemson College of Veterinary Medicine-Specific Student Services**

**Academic advising:** The CVM will employ professional staff in the Office of Academic Affairs and Office of Clinical Programs that will support students with all of their needs including academic advising and career planning. In conjunction with the faculty advisers (see Peer and Faculty Mentorship below), these coordinators will help students in tracking progress towards their degree, selecting elective courses, identifying clerkships, understanding the clinical rotation clerkship process, and navigating University and veterinary student life.

**Admissions and financial aid counseling:** Admissions resources will be provided on the CVM's website. Additionally, the CVM's Director of Admissions & Student Services will guide students through the journey of becoming a DVM student at Clemson. They will lead the recruitment strategy for the CVM and serve as the primary contact for students as they consider Clemson in their plans to complete a DVM. The CVM will also provide robust and comprehensive financial aid counseling to students, including ongoing scholarship support before and after matriculation, by maintaining an external scholarship fund database and providing coaching and guidance for students in navigating and applying to external funding sources.

**Career services:** The CVM plans to employ a staff member in the Office of Academic Affairs to offer career guidance to all students and graduates. This staff member, in conjunction with the professional development courses in the curriculum, will engage students in a variety of topics related to career planning including externship placements, job searching, resume building, interview preparation, and contract negotiation. The CVM will also provide ample opportunities for career path exploration and networking.

**Clinical clerkship support:** The distributive clinical clerkship model used by the program requires intentional student support to ensure that students' clinical experiences are positive. The clinical program team, including dedicated CVM Faculty Mentors, will work to ensure that students find the right fit for clinical sites and will serve as the primary CVM contact for students during their time in clerkships, helping students with any challenges they may be having with the clinical sites and helping them adjust to life off-campus. This support team will also provide support to the practices serving as clinical sites, including providing training on assessment, gathering assessment data, performing site visits to ensure clinical sites are utilizing best practices to ensure a safe learning environment, and maintaining placement agreements with the large network of clinical sites.

**Counseling and wellness:** The CVM will employ professional mental health counselors to support the well-being of students throughout the course of their studies. In addition to providing no cost direct counseling services to students and referrals to outside providers, when necessary, counselors will coordinate wellness programming in the professional development courses to proactively support student well-being. Examples of required coursework include: psychological first aid and suicide prevention training for students, faculty and staff; workshops on compassion fatigue; group yoga, meditation, and mindfulness; and wellness walks on the walking and hiking trails adjacent and through campus. Counselors will liaise with the campus Counseling and Psychological Services, a part of Clemson Student Health Services, to provide additional services and counseling to students. A major goal of wellness programming will be preparing graduates to manage the mental health challenges they may encounter during their training program and upon entering the professional field. Counseling services will be provided to students in their clinical year via telehealth.

**Learning resources:** The CVM's dedicated library will serve as a conveniently located primary hub for its physical, digital and programmatic learning resources available to students. Under the direction of the Director of Teaching and Learning, the library will include print and digital circulation, programming for information literacy, and space and programming for tutoring, workshops, group and individual study. These services will complement and rely upon the aforementioned library services on main campus.

**Orientation and first-year programs:** All new students to the CVM will go through an orientation program the week immediately preceding the start of classes in their first year. Orientation will consist of workshops intended to prepare students for their academic program, community-building activities and events, and culminate in a white coat convocation ceremony at the end of the week.

**Peer and faculty mentorship:** The CVM will provide ample opportunities for DVM students to build strong relationships with both peer and faculty mentors. Upon entry, first-year students will be paired with a faculty mentor based on background and area of interest and provided opportunities to connect both formally and informally throughout their first year and after. Faculty mentors will provide guidance to students throughout their DVM program on courses, career, and life in general. Each faculty, in turn, will be paired with multiple students each year and maintain those relationships over the course of the four years of the DVM program. The CVM will also encourage peer mentor relationships between and among students. New students will also be paired with a more senior student sponsor through a “big brother/big sister” type program within these pods. After their first year, students will serve in the same capacity to students in the following cohort.

**Registration:** A registration coordinator, within the Office of Academic Affairs, will register all DVM students for required coursework in Years 1-3. The coordinator will also work with the Office of Clinical Programs to register students for clerkships and confirm that all academic requirements are met for graduation. All students will be able to use an internal website to view schedules, monitor their student accounts, and check the status of financial aid. Procedures for withdrawal and requirements for licensure will be clearly posted on the Clemson CVM website and within the Clemson University Graduate School-required student handbook.

**Student Accessibility Services:** The Clemson CVM will work with the Student Accessibility Services (SAS) office on Clemson’s main campus to ensure that any student accommodations needs are met. The SAS office serves those students with temporary or permanent disabilities and those with physical, psychological and learning disabilities. The CVM will consult with the SAS office as we develop the accessibility of our facilities and programming to ensure student needs are being met. Reasonable accommodations will be offered in all phases of the program.

**Student clubs and activities:** The CVM will provide opportunities for students to build community with their cohort and peers, explore their professional interests, and develop leadership skills by supporting student-led organizations and extracurricular programming. This includes the facilitation of groups and activities related to animal welfare, community outreach, business administration, specific veterinary fields, or other shared interests based on student demand, as well as student governance. The CVM plans to pay all dues for students to be active members in the Student AVMA so that the benefits of active membership in organized veterinary medicine are evident from the start of their careers. Activities will include regular community engagement opportunities, social and cultural events, celebrations of student achievement, and other community-building opportunities throughout the academic year.

### **Physical Resources/Facilities**

*Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.*

In addition to pre-existing Clemson University facilities, the CVM will construct eight new buildings that will comprise the new CVM campus and support the DVM program: 1) the Main Building (the HUB), 2) Clinical Teaching, 3) Research, 4) Ambulatory, 5) Central Utility Plant (CUP), 6) Equine Teaching, 7) Food Animal Teaching, and 8) Future Undesignated Space.

**The HUB** is 120,000 square feet, three floors, and construction will begin in spring of 2024. Floor 1 will house the professional communication skills lab, a large classroom, student affairs’ offices, the library and informational resources center and the SAVMA Bookstore. Floor 2 will house multiple large classrooms, study spaces, fitness and wellness center and student lounge area. Floor 3 will house faculty office space, conference rooms, and administrative and dean’s offices.

**The Clinical Teaching Building** is 34,800 square feet, two floors, and construction will begin in spring of 2024. Floor 1 will house a general commons area, anatomy laboratory, lockers and simulation model shop. Floor 2 will house a microscopy lab, the simulation skills laboratory, small animal surgery and the small animal procedures laboratory. The roof will house mostly mechanical infrastructure.

**The Research Building** is 43,000 square feet, two floors, and construction will begin in spring of 2024. Floor 1 will house: faculty and graduate student offices; flexible lab support; cell and tissue culture, microscopy, and research laboratories; conference rooms; and mechanical and infrastructure. Floor 2 will

house: faculty and graduate student offices; flexible lab support; cell and tissue culture laboratory; research laboratories; conference rooms; and mechanical and infrastructure. The roof will house mostly mechanical infrastructure.

**The Ambulatory Service Building** is 11,000 square feet, one floor, and construction will begin in spring of 2024. The facility will house seven bays for ambulatory vehicles, a central breezeway for storage, and a seminar and rounds room with office space, laundry, small stat lab and kitchen and equipment bays.

**The Central Utility Plant (CUP)** is 10,000 square feet, one floor, and construction will begin in spring of 2024. The CUP will consist of chillers, pumps and boilers, telecom, electrical, conference rooms and a workshop and office for facilities personnel.

**The Equine Teaching Building** is 13,770 square feet, one floor, and construction will begin in spring of 2024. The Equine Teaching Building will be located on the existing Clemson University Equine Center property. Floor plans include a standing surgery treatment area, rounds room, mechanic and equipment storage, technical staff office space and 16 teaching stocks.

**The Farm Animal Teaching Building** is 12,046 square feet, one floor, and construction will begin in spring of 2024. The Food Animal Teaching Building will be co-located on the existing LaMaster Dairy Cattle Center. Floor plans include a cattle loading/unloading dock, multiple cattle chutes and circular sorter, tilt table/hydraulic chute, sixteen teaching stocks, a large-animal simulation lab with demonstration models, scrub sinks, monitors, white boards, technical staff office space, rounds rooms, and mechanical and equipment storage.

## **Equipment**

*Identify new instructional equipment needed for the proposed program.*

Each of the new facilities will be equipped with all necessary tools to deliver the curriculum in an efficient, safe, and comprehensive manner. Details for a few key spaces are included below.

The three lecture halls in the HUB will be equipped with modern instructional technologies including digital systems, lecture capture capabilities, and both wired and wireless infrastructure to support all students. Two of the large lecture halls on the second floor are separated by a soundproof movable partition wall that will create a large auditorium. In addition, the HUB building will provide ample small and large conference room spaces, medium classroom spaces and communication laboratories, and student support services, including the library Learning Commons.

The gross anatomy laboratory (Clinical Teaching Facility, 1st floor) is a multipurpose teaching laboratory designed to provide a learning environment utilizing both small and large animal cadavers, while assuring the safety of students, staff and faculty. The laboratory will have video monitors throughout, networked to an HD camera and stereo sound, that will allow demonstrations and discussion in real time. Each monitor will also be able to project digital radiographs, slide presentations, and video recordings of dissections and surgical approaches. The lab will also contain ample cooler, freezer, plastination, and anatomy preparation space for specimen preparation, and a rail system to safely move large cadavers in and out the space.

The small animal surgery (Clinical Teaching Facility, 2nd floor) area contains the small animal surgery laboratory, the small animal procedures laboratory, canine and feline holding, triage, clinical diagnostic laboratory, sedation and recovery rooms, sterile supply and processing, and faculty surgery and anesthesia offices. This facility will include all the equipment necessary to examine small animal patients (laboratory equipment, radiography, ultrasound) in preparation for dental or surgical procedures. The surgery and procedures lab will be equipped with the tools necessary to perform these procedures under anesthesia. The surgery laboratory will have monitors throughout and, similar to the anatomy lab, will be networked to HD camera and stereo sound that will allow demonstrations and discussions in real time.

The simulation laboratory (Clinical Teaching Facility, 2nd Floor) contains a large variety of low-fidelity and high-fidelity veterinary simulation models to allow students a safe space for practicing all manner of clinical skills.

The equine and farm animal teaching buildings will be outfitted with all the medical and teaching tools necessary to deliver the live animal portion of the curriculum, mimicking what would be found in an average veterinary hospital. Likewise, the ambulatory service building and vehicles will be equipped with all materials needed to diagnose and treat large animal patients in the field. Most of this equipment will be mobile since all animal care will be conducted at local farms.

**Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

## Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$1,959,000	\$1,959,000	\$3,918,000	\$3,918,000	\$6,353,960	\$6,353,960	\$8,703,200	\$8,703,200	\$8,703,200	\$8,703,200	\$29,637,360	\$29,637,360
Program-Specific Fees	\$240,000	\$240,000	\$480,000	\$480,000	\$720,000	\$720,000	\$720,000	\$720,000	\$720,000	\$720,000	\$2,880,000	\$2,880,000
Special State Appropriation	\$14,041,000	\$14,041,000	\$15,582,000	\$15,582,000	\$17,123,000	\$17,123,000	\$18,664,000	\$18,664,000	\$18,664,000	\$18,664,000	\$84,074,000	\$84,074,000
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant or Other Funding	\$75,000	\$75,000	\$125,000	\$125,000	\$200,000	\$200,000	\$280,000	\$280,000	\$280,000	\$280,000	\$960,000	\$960,000
<b>TOTAL</b>	<b>\$16,315,000</b>	<b>\$16,315,000</b>	<b>\$20,105,000</b>	<b>\$20,105,000</b>	<b>\$24,396,960</b>	<b>\$24,396,960</b>	<b>\$28,367,200</b>	<b>\$28,367,200</b>	<b>\$28,367,200</b>	<b>\$28,367,200</b>	<b>\$117,551,360</b>	<b>\$117,551,360</b>
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration, and Faculty/Staff Salaries	\$10,836,373	\$10,836,373	\$13,843,408	\$13,843,408	\$16,218,202	\$16,218,202	\$16,577,773	\$16,577,773	\$16,679,181	\$16,679,181	\$74,154,936	\$74,154,936
Facilities, Equipment, Supplies, and Materials	\$3,631,679	\$3,631,679	\$8,214,126	\$8,214,126	\$9,706,752	\$9,706,752	\$10,049,237	\$10,049,237	\$10,127,976	\$10,127,976	\$41,729,771	\$41,729,771
Library Resources	\$15,000	\$15,000	\$30,000	\$30,000	\$45,000	\$45,000	\$60,000	\$60,000	\$60,000	\$60,000	\$210,000	\$210,000
Other (Operating Reserve)	\$723,403	\$723,403	\$1,102,877	\$1,102,877	\$1,296,248	\$1,296,248	\$1,331,350	\$1,331,350	\$1,340,358	\$1,340,358	\$5,794,235	\$5,794,235
<b>TOTAL</b>	<b>\$15,206,455</b>	<b>\$15,206,455</b>	<b>\$23,190,411</b>	<b>\$23,190,411</b>	<b>\$27,266,202</b>	<b>\$27,266,202</b>	<b>\$28,018,360</b>	<b>\$28,018,360</b>	<b>\$28,207,515</b>	<b>\$28,207,515</b>	<b>\$121,888,942</b>	<b>\$121,888,942</b>
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	<b>\$1,108,545</b>	<b>\$1,108,545</b>	<b>-\$3,085,411</b>	<b>-\$3,085,411</b>	<b>-\$2,869,242</b>	<b>-\$2,869,242</b>	<b>\$348,840</b>	<b>\$348,840</b>	<b>\$159,684</b>	<b>\$159,684</b>	<b>-\$4,337,582</b>	<b>-\$4,337,582</b>

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.



## Budget Justification

*Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.*

The Doctor of Veterinary Medicine will be funded and supported by tuition revenue, student fees, external revenue billing rates, and state appropriations. The current tuition rate was carefully analyzed to be cost-effective to the student; therefore, tuition revenue is calculated using the veterinary medicine-specific rate at \$10.5K per semester for in-state students and \$25K per semester for out-of-state students. Student fees are generated through the billing of a \$300 per course lab fee to replace consumables in animal labs and to support animal health and maintenance costs beyond equipment and technology. The State of South Carolina has awarded Clemson University special state appropriations to fund the veterinary medicine program, which is allocated out at \$12.5M per fiscal year plus additional appropriations from special state programs and allocations. The external billing rate revenue, estimated to be \$75K in Year 1, is charged to other organizations and agencies for use of equipment or utilization of services. The “federal, grant, or other funding” are expected to be generated from research grants brought in by faculty. We plan to eventually have 16 research faculty who will be grant-funded, in addition to some of our tenure and clinical track faculty who will also bring in grant dollars to fund smaller research projects. The slow initial growth of these numbers is due to the fact that we will focus primarily on teaching faculty in our initial hiring and build more research faculty at a later time. Additionally, we expect to make a small amount of revenue from our ambulatory truck-based veterinary practice.

Program Administration and Faculty/Staff salaries includes new faculty salaries and fringe, adjunct salaries and fringe, start-up packages and recruitment costs, and new staff salaries and fringe. The College of Veterinary Medicine anticipates 40 teaching faculty, 5 administrators, and 52 total staff by 2032. Facilities, Equipment, Supplies and Materials represents marketing expenditures, programmatic operating supplies, travel and professional development for both faculty and students, maintenance costs and renewals, and miscellaneous administrative supplies for the program and college. Other expenditures include a 5 percent operating reserve at approximately \$1.3M per year steady state, which is subject to change as program reaches capacity. There will be significant impacts to facilities for maintenance purposes; however, the veterinary medicine instructional site will be located on the edges of main campus and is not anticipated to cause any disruption to existing students. Construction and maintenance have been accounted for in university-level plans and services. There will be no other impacts to tuition, other programs, services, and the institution overall.

## Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment (acronym meaning below)
<b>Clinical reasoning and decision-making:</b> <i>The graduate demonstrates critical thinking and problem solving to arrive at evidence-based decisions that consider animal and client needs, available resources, and social context.</i>	Gathers and assimilates relevant information about animals.	Multiple Choice Questions, In Lab Assessment, Direct Observed Procedural Skills, Objective Structured Clinical Examination, Medical Records, Self-Assessment, In Training Evaluation Report, Case Simulations, Reflection
	Synthesizes and prioritizes problems to arrive at differential diagnosis.	
	Creates and adjusts a diagnostic and/or treatment plan based on available evidence.	
	Incorporates animal welfare, client expectations, and economic considerations into the diagnostic or treatment plan.	
	Prioritizes situational urgency and allocates resources.	
	Adapts knowledge to varied scenarios and contexts.	

	Recognizes limitations of knowledge, skills and resources and consults as needed.	
<b>Individual Animal Care and Management:</b> <i>The graduate performs preventive, diagnostic, medical and surgical procedures for the health, wellness and treatment of animals, appropriate to the context and life stage</i>	Performs veterinary procedures and post-procedural care.	Multiple Choice Questions, In Lab Assessment, Direct Observed Procedural Skills, Objective Structured Clinical Examination, Medical Records, Self-Assessment, In Training Evaluation Report, Case Simulations, Reflection
	Promotes comprehensive wellness and preventive care.	
<b>Animal Population Care and Management</b> <i>The graduate designs and implements programs in herd/flock health, disease prevention and control to improve the health, welfare and productivity of animal populations</i>	Applies population management principles in compliance with legal regulations, and economic realities.	Multiple Choice Questions, Professional Skills Assignment, Medical Records, Reflection, Self-Assessment, Case Simulations
	Recommends and evaluates protocols for biosecurity.	
	Advises stakeholders on practices that promote animal welfare.	
<b>Public Health</b> <i>The graduate responds to issues at the interface of animals, humans and the environment, utilizing a global perspective and sensitivity to local cultures</i>	Recognizes zoonotic diseases and responds accordingly.	Multiple Choice Questions, Professional Skills Assignment, In Training Evaluation Report, Case Simulations
	Promotes the health and safety of people and the environment.	
<b>Communication</b> <i>The graduate communicates effectively with diverse clients, colleagues, other healthcare professionals and the public to promote animal, human and environmental health and wellbeing.</i>	Listens attentively and communicates professionally.	Objective Structured Clinical Examination, In Lab Assessment, Self-Assessment, In Training Evaluation Report, Medical Records, Reflection
	Adapts communication style to colleagues and clients.	
	Prepares documentation appropriate for the intended audience.	
<b>Collaboration</b> <i>The graduate collaborates with diverse colleagues, clients and other stakeholders and demonstrates skills as a leader and inter-professional team member to improve outcomes and reduce error.</i>	Solicits, respects and integrates contributions from others.	Professional Skills Assignment, Reflection, SA, In Training Evaluation Report
	Functions as a leader or team member based on experience, skills and context.	
	Maintains ongoing relationship to provide continuity of collaborative effort.	
	Demonstrates inclusivity and cultural competence.	
<b>Professionalism and Professional Identity</b> <i>The graduate demonstrates behaviors expected of the veterinarian, including ethical reasoning, reflective practice, self-regulation, professional development, and personal wellbeing.</i>	Adopts an ethical approach to meeting professional obligations.	Professional Skills Assignment, Reflection, Self-Assessment, In Training Evaluation Report
	Practices time management.	
	Reflects on personal actions.	
	Engages in self-directed learning and career planning.	
	Attends to wellbeing of self and others.	
<b>Financial and Practice Management</b> <i>The graduate utilizes business acumen to manage professional and personal decisions, complies with legal and regulatory requirements and ensures safety of the workplace.</i>	Weights economic factors in personal and business decision-making.	Professional Skills Assignment, Reflection
	Delivers veterinary services compliant with legal and regulatory requirements.	
	Advocates for the health and safety of patients, clients, and members of the team within the workplace.	
<b>Scholarship:</b>	Evaluates health related information.	

<i>The graduate demonstrates the systematic identification, evaluation, integration and adaptation of evidence and experience to formulate questions and solutions, and educate others.</i>	Integrates, adapts and applies knowledge and skills.	Multiple Choice Questions, Professional Skills Assignment
	Disseminates knowledge and practices to stakeholders.	

*Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.*

In accordance with Clemson University policy, all academic degree programs conduct annual assessments and performance reviews of program outcomes and student learning objectives. The assessment data will be used to ensure we are meeting the program objectives and student learning outcomes.

In particular, yearly analysis of outcomes data is required by the AVMA COE, the organization that accredits all veterinary colleges in the United States. Throughout the DVM curriculum, student educational outcomes will be determined by a variety of assessment tools centered around the AVMA competencies and the American Association of Veterinary Medical Colleges (AAVMC) Competency-Based Veterinary Education (CBVE) framework. A combination of formative and summative assessments will be utilized throughout the coursework, across each unit. The combination of assessment types ensures any student with potential challenges in any area of the curriculum can be identified early.

In Years 1-3, summative exam scores in all courses will be collected and tracked for trends. Rubrics utilized for clinical skills and professional skills course assessments will be standardized, ensuring that the students' competency progression is appropriate. Competencies will be mapped to both the nine AVMA competencies and to the AAVMC CBVE competency domains. Competency level and student progression will be monitored using a web-based software learning platform (options under review).

Assessments conducted during the 4<sup>th</sup> year clerkship experiences are an integral part of student and graduate success. During clerkships in the final year, competencies and student progress will be measured in a variety of formats including student self-assessments, reflective case logs, and In-Training Evaluation Reports (ITERS) provided by the preceptors (supervising veterinarians) at each clinical training site within the network of clinical affiliates. Competencies are mapped to the list of entrustable professional activities (EPAs) for veterinarians that are also provided within the AAVMC CBVE framework.

Analysis of all assessment data (in Years 1-4) is essential for monitoring student progression but is also an important tool for evaluating program efficacy. This data will be consistently reviewed by the Director of Outcomes and Assessment to ensure the program is meeting its goals and that the students, staff and faculty receive any necessary support.

In colleges of veterinary medicine, an external measure of outcomes is the pass rate for the North American Veterinary Licensing Examination (NAVLE). To be a licensed veterinarian in North America, graduates are required to pass this exam. The DVM program contains a curricular component to prepare students for this exam during their final year and offer any support necessary for students to be successful.

In addition to student competency outcomes and examination results, several surveys will be conducted to collect other important outcomes data. The plan for data collection is to conduct surveys with:

- Current student satisfaction (yearly)
- Faculty and staff employment satisfaction (yearly)
- Clerkship sites (Clinical Affiliate practices) (yearly)
- Graduates (at the time of graduation, one and five years out)
- Employers (as available)

Each year, in the days preceding commencement, graduates will be invited to a collective debrief session where their feedback on the program is collected. This gathering will also be a chance for graduates to reconnect and form a solid foundation of support as Clemson alumni. The data collected by all of these activities and instruments will be analyzed yearly by the Director of Outcomes and Assessment. This data will be compiled into a report that is reviewed by the Dean's Leadership Council and the Curriculum Committee. Action points identified in this report will be communicated to relevant members of the administration and faculty and a follow-up scheduled for six months after the report. The action points will remain on the agenda of the Dean's Leadership Council meetings until resolved. The impact of any changes will be monitored by the appropriate party.

To remain accredited by the AVMA COE, all survey data, NAVLE® pass rates and employment rates for each graduating class are collected, analyzed and reported each year. This aligns with Clemson University policy whereby all academic degree programs conduct annual self-assessments and performance reviews of program outcomes and student learning objectives. Findings are reviewed by various committees and college leadership to ensure program quality. Findings are also shared through University assessment data collection mechanism so that appropriate assessment coordinators at the College and University levels are apprised of results. While the Office of Institutional Effectiveness utilizes several forms of graduates' employment incomes past graduation, we will also be conducting a series of surveys (ie. Exit, alumni, employer, etc.) to track the employment of our students after their graduation.

### **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

- ☐ No  
☒ Yes.

Clemson University College of Veterinary Medicine plans to seek accreditation from the American Veterinary Medical Association Council on Education (AVMA COE). Accreditation is a process of external review of educational institutions that offer the veterinary medical degree. Accreditation assures the public and licensing bodies that graduates of accredited programs meet a defined level of competency. Accreditation assures students the accredited institution offers an educational program that will allow them to develop entry-level competency. An additional goal of accreditation is to promote continuous quality improvement.

Expected timeline of accreditation:

May 12<sup>th</sup> – 17<sup>th</sup>, 2024 AVMA COE Site Visit, expect a letter of reasonable assurance

February 2025, AVMA COE Comprehensive Site Visit, expect a letter of provisional accreditation

Fall 2026, First DVM cohort begins matriculation

Spring 2030, First DVM cohort graduates and AVMA COE Comprehensive Site Visit, expect full accreditation.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

- ☒ Yes.  
☐ No

The North American Veterinary Licensing Examination (NAVLE®) is a requirement for licensure to practice veterinary medicine in all licensing jurisdictions in the US and Canada.

*Explain how the program will prepare students for this licensure or certification.*

Preparation for the North American Veterinary Licensing Examination (NAVLE®) begins at the start of the DVM curriculum, where students will engage with educational specialists to hone their study strategies and clinical reasoning skills. Program faculty will be trained in writing "NAVLE® style" multiple-choice questions so that the students are comfortable with their approach to these types of questions when they enter the fourth

year. Sessions focusing on NAVLE® logistics and study plans will be included in the Professional Development course at the end of the third year. The DVM program will provide students with a subscription to VetPrep (or other similar service) as well as vouchers for NAVLE® Self Assessments. Preparation for the exam will culminate with the four-week Licensing Exam Preparation (VMED 9060) course in Year 4, where students will be guided through the final stages of studying by educational specialists and program faculty. This course will focus on test-taking strategies as well as topical review. In the absence of long-term NAVLE® result trends, we will initially attempt to identify “at risk” students based on previous course performance (cumulative GPA of <3.0) and a failing score the NAVLE® Self-Assessment score taken at the start of the preparation course. These students will engage in additional counseling and test-taking strategy sessions to receive the extra support that may be required for success.

If a student is not successful in their first NAVLE® attempt, an individual counseling and support plan will be developed with the Office of Academic Affairs to aid in their second attempt prior to graduation.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution’s plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No

## Appendix A.

### **AFFILIATED VETERINARY PRACTICE CLERKSHIP AGREEMENT**

This Core Affiliated Veterinary Practice Clerkship Agreement ("Contract") is entered into as of the date of last signature ("Effective Date") between Clemson University, a South Carolina public institution of higher education, on behalf of its College of Veterinary Medicine ("University") and [Facility Legal Name], [Type of Entity, e.g., PLLC] ("Facility"). University and Facility may be referred to herein individually each as a "Party" or together as the "Parties."

#### **Background**

- University is establishing a new veterinary school which will be the first in South Carolina and will require clinical experiences (hereinafter "clerkships") as part of the educational process. University is in the process of seeking accreditation. University expects to begin the veterinary school in the fall of [redacted], but this date is not guaranteed. The start of the veterinary school and the clinical clerkships contemplated by this Contract will not begin until accreditation is complete, the University has trained the facility in best practice standard, and the first semester has started.
- Facility operates a licensed and accredited veterinary facility at [Full Physical Address].
- The Parties desire to advance the field of veterinary medicine and science, aid in meeting the increasing demand for trained veterinary care professionals and make available better veterinary care services to patients.
- The Parties agree it is of mutual interest and advantage that University students be given an opportunity to utilize the programs and services at the Facility for clinical experience (hereinafter "clinical clerkships") in their educational process as set forth in this Contract.

#### **Agreement**

Now therefore, for good and valuable consideration, the sufficiency and receipt of which are hereby acknowledged, the Parties agree as follows:

#### **Article 1 University Responsibilities**

- 1.1 **Academic Program Responsibility.** University shall maintain the authority and responsibility for education programs for its students which may be conducted at Facility.
- 1.2 **Professional Liability Insurance.** University will maintain one million dollars (\$1,000,000) in professional liability insurance through the American Veterinary Medical Association Professional Liability and Trust (AVMA PLIT) for its students during the term of this Contract, including any extensions hereof. Students will be required to be a member of the Student Chapter of the American Veterinary Medical Association (SCAVMA).

**Workers Compensation.** University will provide Workers' Compensation for its faculty and students to insure against work-related injuries sustained while acting within the scope of their responsibilities at the Facility. A certificate of insurance will be provided upon request.

**Tort Liability Insurance.** University will maintain one million dollars (\$1,000,000) in tort liability insurance per incident. A certificate of insurance will be provided upon request.

- 1.3 **Student Health Insurance.** University will require all participating students to maintain health insurance and provide proof of health insurance to University. The insurance must be valid in the state where the student will be located during the Clerkship and must be active at the time the Clerkship begins. The facility may request the student provide proof of health insurance prior to beginning of the training experience.
- 1.4 **Confidentiality.** University will inform its students of the requirement to comply with all applicable Facility policies and procedures, including confidentiality, and that publication or other disclosure by either University students or faculty of any patient medical information or material or client information obtained as a result of this clinical experience is prohibited, unless prior written approval is obtained from University and Facility.

- 1.5 **Immunizations.** University will require all participating students to have immunizations for rabies under this Contract, unless student claims a religious or medical exemption and such exemption is properly documented at University.
- 1.6 **Training.** University will provide training to Facility covering best practice standards in a clinical setting for the clinical clerkships as well as evaluation standards for student performance. University will work with Facility to mutually agree on the length of each clerkship, the number of clerkships offered per semester and the number of student participants per clerkship.
- 1.7 **Site Visits.** University will conduct a site visit at least once per year in accordance with AVMA COE accreditation requirements. Additional site visits may be required depending on Facility circumstances and student experiences. University agrees to give reasonable notice of site visits.
- 1.8 **Academic Credit.** University will provide appropriate academic credit for student participation in the clinical clerkships based on information provided by each Facility where clerkships occur. There will be no salary or stipends paid to students by University or Facility during the clinical clerkships. Students will be responsible for their housing related to the Clerkship.

## **Article 2**

### **Facility Requirements**

- 2.1 **Facility Use.** The facility shall provide students access to its clinical facilities as appropriate for the operation of the clinical clerkship. In addition, the Facility agrees to provide continuous appropriate instruction, education, assessment, and oversight for students in the Facility and access to available educational and instructional materials. Facility will work with University to mutually agree on the length of each clerkship, the number of clerkships offered per semester and the number of student participants per clerkship.
- 2.2 **Supervision.** The facility will provide clinical staff supervision of students by currently licensed professionals in the field of expertise who are members in good standing with the South Carolina or appropriately designated State Boards of Veterinary Medical Examiners. In addition, Facility agrees to allow the opportunity for hands-on experience in accordance with state and local law and regulation.
- 2.3 **Patient Care.** The facility will maintain authority and responsibility for care given to its patients and interaction with its clients.
- 2.4 **Review.** Facility and University will periodically review the clerkship efforts, number of students to participate as mutually agreed by the Parties and student feedback prior to the beginning of an academic semester (or if requested by University, before the start of a new clerkship) and participate if requested by University in program review activities directed toward continuing program improvement. The Facility will provide the University with all data necessary to meet accreditation requirements.
- 2.5 **Administration.** Facility maintains authority and responsibility for policies, procedures, and administrative guidelines in the operation of the Facility. Facility will provide for the orientation of University's participating students as to such policies, procedures, and administrative guidelines. Facility agrees to promptly inform University of any changes in the Facility's policies, procedures, and/or staff that might adversely affect the field experiences of the students placed under this Contract.
- 2.6 **Staff Participation.** Facility will encourage its staff to participate in the educational activities of University while students are at the Facility site.
- 2.7 **Student Status as Trainees.** Facility will ensure that students will have the status as trainees, not replace Facility staff, and not to render patient care and/or service except as such are identified for educational value as part of the program, and under the supervision of a professional practitioner who is a member of the staff of Facility and/or University. Consistent with the foregoing, students are not to participate in direct patient care activities without the authorization of the attending veterinarian. Students will be identified as trainees to all clients and owners of patients and will not participate in patient care if the client or owner of the patient objects to such participation. It is understood that the clerkship will not interfere with the primary mission of the care and treatment of the patient. Student participation in the clerkship will, at all times, be in accordance with national, state, and local laws and statutes. All Facility and/or University veterinarians with student oversight responsibilities at Facility shall be licensed by the appropriate state entity as required.
- 2.8 **Removal Notice.** That only the University may remove a student from the clerkship; however, the Facility may suspend a student when the student's performance is unacceptable in reference to the Facility's standards of behavior or the student's



conduct is disruptive or detrimental to the Facility or its patients. The Facility will notify the University of this action, and the matter will be mutually resolved by the parties. Any student so suspended will be given the opportunity to respond to the charges in a meeting with representatives of the Facility and the University prior to termination of the student's clerkship.

- 2.9 **Site Visits.** On reasonable request, Facility will permit the inspection of its clinical facilities, services available for clinical experiences, observation of clinical experiences and other relevant items pertaining to this Contract, by representatives of University and associated institutions and/or third-party agencies charged with the responsibility for approval of facilities or accreditation of the College of Veterinary Medicine, the associated institutions, and/or the University. Facility agrees to allow at least one inspection per year and any further inspections required for accreditation purposes. Facility agrees to allow reasonable inspections in response to student complaints regarding educational experiences within the facility.
- 2.10 **Insurance.** Facility will provide a certificate of insurance verifying that it maintains commercial general liability insurance in an amount of at least \$1,000,000.00 per occurrence with Clemson University named as an additional insured. Facility will also provide a certificate of insurance that it maintains professional liability insurance in an amount of at least \$1,000,000.00 per occurrence with Clemson University named as an additional insured.
- 2.11 **Training.** Facility agrees to participate in and follow the training to be provided by University on an annual basis or more frequently if deemed necessary by the University to ensure adequate student experiences on all Clerkships.
- 2.12 **Student Evaluations.** Facility will evaluate students in accordance with the training provided by University.
- 2.13 **Student Complaint processes.** In the event of any student complaint regarding the clinical clerkship, Facility agrees to participate in any University and/or state NC-SARA portal agency review or process related to the complaint.
- 2.14 **Educational Review.** Facility agrees to participate in University's ongoing educational review and assessment process.
- 2.15 **Privileges.** Facility will provide to students the privilege of using libraries, lounges, cafeterias, restrooms, parking, etc. on the same basis as employees.
- 2.16 **FERPA.** Ensure that the Facility, its employees, agents and representatives maintain in confidence student files and personal information and limit access to only those employees or agents with a need to know and agree to comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. Section 1232g, to the same extent as such laws and regulations apply to the University.

### **Article 3 Joint Responsibilities**

- 3.1 Both parties shall designate one or more representatives who shall be jointly responsible for the educational experience in terms of:
- a. planning, coordinating, directing, and evaluating the learning experience and the respective roles of the representatives in the conduct of such activities;
  - b. developing written plans for the students' learning experiences;
  - c. scheduling students' assignments including the number of students and the lengths of the assignments;
  - d. arranging adequate meetings, sharing appropriate communications, and maintaining proper liaison.
- 3.2 In both parties' educational and/or employment practices, neither the University nor the Facility will discriminate against any person because of race, color, creed, sex, religion, age, veterans' status, national origin or physical disability. With respect to discrimination based on sex, the University and the Facility hereby further agree that each will comply fully with Title IX, 45, C.F.R., Part 86.
- 3.3 The parties agree that neither party is an employee, agent, partner, or joint ventures of the other. Neither party has the right or ability to bind the other to any agreement with a third party or to incur any obligation or liability on behalf of the other party.



**Article 4**  
**Financial Arrangement**

- 4.1 **Fee for Facility Services.** University agrees to pay Facility \$250.00 per student, per week to fulfill instructional, educational, assessment, and oversight duties as agreed upon for the clerkship requirement or a proportion of the week, thereof.
- 4.2 **Payment.** University agrees to remit payment within thirty (30) days of receipt of a properly submitted, itemized invoice from Facility on a (monthly, semester or annual?) basis. The invoice must reference the University purchase order number affixed to this Contract and must agree in all respects to the requirements and fee schedules set forth herein. Vendor will comply with all University procurement guidelines including vendor registration requirements in University's electronic payment system. This contract will not exceed \$10,000 unless amended.

**University Purchase Order Number:**

**Article 5**  
**Term and Termination**

- 5.1 **Initial Term.** The initial term of this Contract is for one (1) year, beginning on the date it is signed by both parties and ending 12 months thereafter (the "Initial Term").
- 5.2 **Renewal.** Upon expiration of the Initial Term, this Contract shall automatically renew for up to four (4) additional one (1) year terms (each a "Renewal Term"), unless terminated by either Party as provided here.
- 5.3 **Termination.** Either Party may terminate this Contract at any time with or without cause by providing thirty (30) days prior written notice to the other Party. Students assigned at Facility when termination notice is given shall be permitted to complete their current clerkship at University's option. University can terminate this Contract or remove students from Facility immediately for health and safety or other emergency reasons.
- 5.4 **Annual Review.** This Contract must be reviewed and evaluated annually by University and Facility, at least ninety (90) days prior to expiration of the then-current Initial Term or Renewal Term, for the purpose of mutually agreed upon revisions which may be deemed advisable or necessary and which will be set forth in a written amendment to this Contract executed by both Parties.

**Article 6**  
**General Provisions**

- 6.1 **Incorporated Terms.** Parties acknowledge that Clemson University is an institution of higher education and subject to certain contracting requirements and procedures. The Parties agree that the terms and conditions set forth at [Supplier Terms and Conditions | Clemson University, South Carolina](#) are hereby incorporated into this Contract as if expressly stated herein. As used in these incorporated terms, references to Contractor shall mean the Facility.
- 6.2 **Standard of Care.** Facility agrees that it possesses the requisite experience and skills to perform the services under this Contract and it shall do so with the professional care, diligence, and skill that a reasonable professional performing the same task would use.
- 6.3 **Venue; Governing Law.** Pickens County, South Carolina shall be the sole proper place of venue for any legal action or proceeding arising out of this Contract or enforcement of any provision in this Contract. This Contract and all of the rights and obligations of the Parties and any claims arising from this Contract shall be construed, interpreted, and governed by the laws of the State of South Carolina.

- 6.4 **Notices.** Notices shall be effective under this Contract when they are reduced to writing and delivered by next day delivery service, with proof of delivery, or mailed certified or registered mail, return receipt requested, to the appropriate Party at the address stated below. Notice shall be deemed given on the date delivered or the date of attempted delivery if service is refused.

[Facility Name]

Clemson University

Attention:

College of Veterinary Medicine

Title

Attention:

Address

Address

Address

Address

Email Address

Email Address

With copy to:  
Clemson University Procurement  
and Business Services  
Clemson Centre  
391 College Avenue, Suite 203  
Clemson, SC 29634  
[cubuyways@clemson.edu](mailto:cubuyways@clemson.edu)

With copy to:  
Clemson University  
Office of Institutional Effectiveness  
Attn: Casey Kornegay  
220 Parkway Dr. Martin Hall E-201  
Clemson, SC 29634  
[cskorne@clemson.edu](mailto:cskorne@clemson.edu)

- 6.5 **Liability.** Each party shall be liable for the acts and omissions of its employees, officers, and agents, when acting within the scope of their employment, to the extent permitted under applicable law. Nothing in this Agreement, however, shall be construed as an express or implied waiver by University of any applicable governmental or sovereign immunity, as an express or implied acceptance by University of liabilities arising as a result of actions which lie in tort or could lie in tort in excess of any liabilities allowable under applicable state law, as a pledge of the full faith and credit of the state, or as the assumption by University of a debt, contract or liability of Facility in violation of applicable law.
- 6.6 **Amendment.** This agreement may be modified at any time by amending one or more of its provisions or by adding or deleting provisions by mutual agreement of the parties executed in writing in advance of the effective date of the amendment.
- 6.7 **Execution.** This Contract may be executed in any number of counterparts (including electronically scanned and e-mailed PDF copies, faxed copies and any similarly signed and electronically transmitted copies), each of which shall be deemed to be an original and all of which shall constitute together one and the same agreement.
- 6.8 **Authorization.** By signing below, the signatories agree they are authorized to enter into this Contract on behalf of the designated party.

**Facility:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**University:**

\_\_\_\_\_  
Signature

**Robert H. Jones, Jr.**  
Name

**Executive Vice President of Academic Affairs & Provost**  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**Mike Nebesky**  
Name

**Procurement and Business Services Director**  
Title

\_\_\_\_\_  
Date

## **Letter of Intent**

### **Clemson University & Mars Veterinary Health**

This letter of intent (LOI) between Clemson University College of Veterinary Medicine (Clemson CVM) and Vicar Operating, Inc. d/b/a Mars Veterinary Health (MVH) summarizes the preliminary outlines of MVH-affiliated veterinary hospitals' potential participation in the Clemson CVM clinical year program (PROGRAM). Both Clemson CVM and MVH may be referred to as a "party" or collectively as "parties" in this LOI.

#### **PROPOSED PURPOSE AND SCOPE**

MVH is a Delaware corporation with an address at 12401 W. Olympic Blvd., Los Angeles, CA 90064. MVH's affiliates own, manage and operate veterinary hospitals in the United States under the "Banfield Pet Hospital", "BluePearl Pet Hospital" and "VCA Animal Hospitals" banners (MVH Hospitals).

Clemson CVM is committed to the education of future veterinarians and meeting the needs of society. Clemson CVM is located on the Clemson University campus in Clemson, South Carolina. Clemson CVM mailing address is 142 Jersey Ln., Clemson, SC 29634.

The PROGRAM consists of veterinary clinical rotations, two (2) to four (4) weeks in length. Clemson CVM and MVH are assessing the possibility of MVH Hospitals participating in the Program at locations yet to be determined. Details of MVH Hospitals' participation in the PROGRAM would be addressed in certain definitive written agreements (Definitive Agreements), which would contain customary representations, warranties, covenants and indemnities as agreed to by the parties.

#### **PROPOSED RESPONSIBILITIES**

##### Clemson CVM would provide:

- Well-prepared veterinary students that are in their clinical year of their veterinary educational doctorate program,
- Scheduling and Administrative support,
- Financial remuneration for educating students participating in the PROGRAM, and
- Other items as would be outlined in the Definitive Agreements.

##### MVH would provide:

- Veterinary clinical experiences identified at various MVH Hospitals in specialty practice and general practice, where appropriate,
- An appropriate inclusive and supportive safe learning environment,
- Teaching, oversight and prompt formative feedback to students participating in the PROGRAM,
- Where possible, exposure to veterinary interns and residents, and
- Written evaluations of students in the PROGRAM to Clemson CVM.


## Letter of Intent

### Clemson University & Mars Veterinary Health

#### GENERAL


- **Term.** This LOI will begin on July 1, 2024 and will continue until the earlier of (i) July 1, 2028 or (ii) the date on which either party provides the other with written notice (Termination Notice) that negotiations toward Definitive Agreements are terminated (Termination Date).
- **Expenses.** Except as may otherwise be provided in the Definitive Agreements, each of the parties will be responsible for its own costs, fees, and expenses including, without limitation, legal fees, in connection with this LOI or the Definitive Agreements.
- **Confidentiality.** The parties agree that the terms of any and all transactions described in this LOI will remain confidential and will not be disclosed to any individual or entity (other than the respective legal counsel, accountants, and employees with a need to know, in each case on a confidential basis) without the prior written consent of the other party.
- **Binding and non-binding provisions.** The paragraphs entitled [Term; Expenses; Confidentiality; Binding and Non-Binding Provisions; and Other] are the only legally binding provisions of this LOI (Binding Provisions). The terms of this LOI, except for the Binding Provisions, do not constitute a legally binding or enforceable agreement or commitment on the part of Clemson CVM or MVH, or any enforceable agreement or commitment to negotiate, or any offer capable of acceptance, with respect to the matters addressed in this LOI. This LOI, except for the Binding Provisions, is preliminary in nature and expressly contemplates that any binding agreement regarding the proposed transactions would be set forth in the Definitive Agreements if such Definitive Agreements are executed and delivered by the parties thereto. The Binding Provisions will survive any termination of this LOI. No third party may rely on or will be the beneficiary of any of the provisions of this LOI.
- **Other.** This LOI may be executed in one or more counterparts, each of which will be deemed to be an original copy of this LOI, and all of which counterparts, when taken together, will be deemed to constitute one and the same LOI. The Binding Provisions will be governed by the laws of the State of South Carolina, without regard to any conflict-of-laws or choice-of-laws principles that would result in the application of the laws of any other jurisdiction.

For Clemson CVM

  
Steven Marks, BVSc, MS, MRCVS, DACVIM  
Dean, Clemson University  
College of Veterinary Medicine

6/28/24  
Date

For MVH



Dr. Molly McAllister  
Chief Medical Officer, Mars Veterinary Health

06/28/2024

Date



June 24, 2024

RE: Support for Clemson University College of Veterinary Medicine

To Whom it May Concern:

Significant shortages of veterinarians exist across all sectors of professional activity and at all levels of specialization.<sup>1,2</sup> These shortages are a result of systemic, long-term trends in pet ownership and demand for veterinary services. Because there is limited capacity for training veterinarians at existing schools and colleges of veterinary medicine, new programs such as Clemson University's College of Veterinary Medicine are an essential to address this critical shortage.

The current veterinary workforce shortage results in veterinary healthcare teams feeling overworked and overwhelmed, and the incidence of burnout is high. But there are also broader societal impacts:

- Animal welfare implications exist for millions of pets and other animals. With inadequate access to veterinary care, greater rates of morbidity and mortality are likely across animal species and surrender of pets is expected to occur with greater frequency.
- Restricted access to veterinary care for underserved pet owners will have a disproportionate negative impact in historically disadvantaged communities, both in the near term and in the long run.
- The critical importance of pets to the overall wellbeing of humans, both physical and mental health, is widely recognized.<sup>3</sup> Assuring adequate access to veterinary healthcare will markedly improve public health, and decrease healthcare costs, for millions of pet owners.
- Zoonotic diseases – those that can be transmitted from animals to humans – are much more common than most people realize. In addition, the safety of foods of animal origin depends heavily on access to adequate veterinary care. From this perspective, the public health implications of a shortage of veterinarians are clear.
- For animal diseases and emergencies of major economic importance, such as Avian Influenza and African Swine Fever, veterinarians are our first line of defense for biosecurity,

<sup>1</sup> Lloyd, JW. Pet Healthcare in the U.S.: Another Look at the Veterinarian Workforce. Mars Veterinary Health, Vancouver, WA (August 2023). Available at: <https://www.marsveterinary.com/tackling-the-veterinary-professional-shortage/> (Accessed June 24, 2024)

<sup>2</sup> Gitter, RJ and B LaFayette. Demand for and Supply of Veterinarians in the U.S. to 2032. American Association of Veterinary Medical Colleges, Washington, DC (June 2024). Available at: <https://www.aavmc.org/resources/demand-for-and-supply-of-veterinarians-in-the-u-s-to-2032/> (Accessed June 24, 2024)

<sup>3</sup> <https://habri.org>

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emergency preparedness and response. A veterinary workforce with inadequate capacity places our food systems and food security at risk.

In addition to the current workforce shortage, every year for at least the past 10 years 20-30% of U.S. veterinarians have expressed a desire to work fewer hours, even if it meant lower compensation. It would require 4,500 to 6,000 additional FTE veterinarians to fully meet just the desire to work less.

The shortage of veterinarians in the U.S. is having a significant impact on access to healthcare for animals and the wellbeing of the veterinary healthcare team. AAVMC stands ready to work with partners from academia, veterinary medical associations, industry, and other stakeholders to ensure that veterinary medical colleges can effectively respond to the current shortages.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrew T. Maccabe".

Andrew T. Maccabe, DVM, MPH, JD  
Chief Executive Officer

Appendix D. SC Association on Veterinarians Letter of Support



June 20, 2024

To Whom It May Concern:

I am the current President of the SC Association of Veterinarians and am writing to provide a letter of support for the proposed Doctor of Veterinary Medicine (DVM) degree in the new Clemson University College of Veterinary Medicine (CVM).

An affiliate of the American Veterinary Medical Association, the South Carolina Association of Veterinarians (SCAV) was first established in 1911. Its main objectives are to advance veterinary medicine by providing professional education to the entire veterinary team; enhance the relationships between those in veterinary medicine and those in agriculture, those who have pets as well as the government and public; and protect the public health by promoting proper involvement in human and animal health care by those in the veterinary profession. SCAV membership currently includes over 800 veterinarians licensed to practice South Carolina.

SCAV recognizes the need for DVM degree in South Carolina and not only offers its strong and full support for its approval but also will continue its support for the new CVM going forward. In addition to my role as President of SCAV this year, I also serve as Co-Chair of the Clemson CVM Steering Committee. As a result, SCAV has been an important partner and collaborator with Clemson University from the beginning of the CVM project.

SCAV looks forward to welcoming new veterinarians into the profession and into practice in SC, helping meet critical needs for veterinarians in our state. Our membership is excited to have the opportunity to participate with the Clemson CVM in delivering clinical experiences in its distributed model curriculum for the 4<sup>th</sup> year of the DVM degree.

Sincerely,

Boyd H. Parr, DVM  
President, SC Association of Veterinarians  
Co-Chair Clemson CVM Steering Committee  
Adjunct Professor, Animal & Veterinary Sciences, Clemson University

1215 Anthony Avenue, Columbia, SC 29201, <https://scav.org>, 800.441-7228