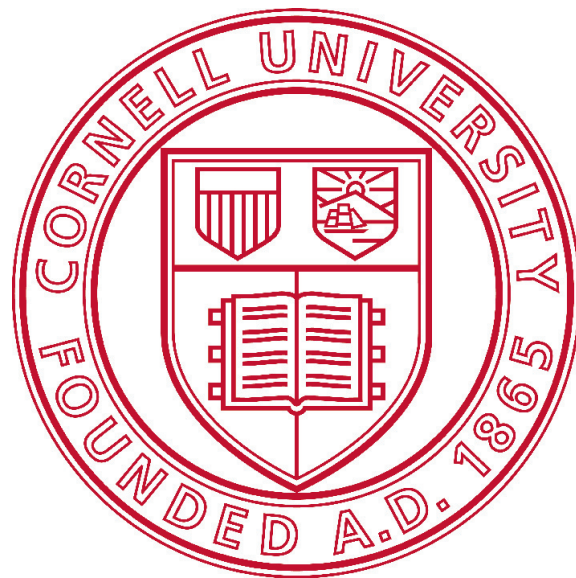


Cornell University

College of Veterinary Medicine



Class of 2015

Student Handbook

Welcome

Welcome to the College of Veterinary Medicine, and congratulations on your admission to the Class of 2015. You were selected from a large, talented field of applicants; 102 students will matriculate in August. You are among a select few who have earned the privilege of a world class education, at a college with internationally renowned faculty and facilities, a unique, innovative educational approach, and an unmatched network of academic support.

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

The faculty and staff want you to succeed at Cornell and in your professional life. Financial planning, lifestyle decisions, and career planning go hand in hand, starting even now, before you enter your first year. Now is the time to create a budget, determine your living arrangements, and make lifestyle choices that will minimize your educational debt. Similarly, career planning will be an ongoing activity as you come to appreciate the breadth and depth of veterinary medicine and take advantage of the opportunities that are available through the College. I hope your time here will be both challenging and rewarding. The Office of Student and Academic Services has professionals dedicated to helping you in the areas of academic and personal support, financial planning, and career development.



We understand that you may have many questions and concerns as you prepare to move to Ithaca and enter the DVM program at Cornell University.

■ We have designed this handbook to serve as a valuable resource and reference guide from the moment you make the decision to come here until the day you graduate. Inside you will find information on a variety of topics pertaining to your academic, financial, career, social and personal concerns as well as rules as college/university policies and procedures.

■ While containing important information about the college, university and community, this handbook is not intended to be comprehensive. Instead, vital information is presented with reference to online or other resources that can provide more detailed information.

Welcome

In coming to Cornell, you are making a commitment to yourself, your families, your classmates, to the College and to your future clients and patients. The very few students who start but do not finish the DVM program represent a loss to the profession and the college community. Thus, by accepting an offer of admission, you accept the responsibilities and privileges of a member of this academic community, as well as the responsibilities of a career in veterinary medicine.

You are embarking on a new career in a physically, emotionally, and intellectually challenging profession that offers great personal satisfaction and public respect. The faculty, staff, and students who comprise this academic community will become your mentors, friends, and colleagues, supporting you through the next four years and beyond. I hope you will make the most of this rich and diverse environment. Again, welcome to the College.

Sincerely,

A handwritten signature in black ink that reads "Katherine M Edmondson" with a long, sweeping flourish at the end.

Katherine M. Edmondson, Ph.D.

Assistant Dean for Learning and Instruction

Once you have received your netID you will have access to an integrated internal website created for you by the Office of Student and Academic Services and the Dean's Office. This website offers personalized information such as the ability to track your financial aid documents, track your progress toward your degree and view your own personal schedule of courses. It will also offer easy navigation and "one stop" access to a wealth of on-line information including course web sites, financial aid forms and tracking, career services, faculty and staff profiles and course and room schedules.

Important Dates

For Class of 2015

Academic Year: Fall 2011-Spring 2012

Please note that dates are subject to change.

→ August

August 15-16	Orientation
August 17	Classes begin Foundation Courses I and VIIa

→ September

September	Prepare resumes for externships and summer interviews for the Career Connections forum
September 30- October 3	NYSVMS Conference/Career Connections
September 30- October 3	Fall Recess

→ October

October 27	Foundation Course VIIa ends
October 28	Foundation Course I ends
October 31- November 3	Assessment: Foundation Course I

→ November

November 7	Foundation Course II begins (continues Spring '11)
November 7	Foundation Course VIIb begins (continues Spring '11)
November 7-11	Pre-enrollment for A-B distribution period
November 24-25	Thanksgiving Break

→ December

December 14	Foundation Course VIIb ends (continues Spring '11)
December 15	Foundation Course II ends (continues Spring '11)
December 16 - January 3, 2012	Winter Recess

→ January 2012

January 3	Foundation Course II resumes
January 3	Foundation Course VIIb resumes
January 9	Foundation Course VIIb ends
January 11	Foundation Course II ends
January 13	Foundation Course II assessment
January 10	Foundation Course VIIb assessment
January 23	Registration
January 23	Foundation Course 5220 begins
January 23	Distribution period A begins

→ February

February 17	Distribution period A ends
February 20	Distribution period B begins

→ March

March 16	Foundation course 5220 ends
March 16	Distribution period B ends
March 17-25	Spring Recess
March 26	Foundation Course IIIa begins
March 26	Foundation Course VIIc ₁ begins

→ April

→ May

	Male students clear out lockers, lockers to be moved
May 11	Foundation course IIIa ends

Important Dates

Academic Year: Fall 2012-Spring 2013

For Class of 2015

Please note that dates are subject to change.

→ August

August 13	Instruction Begins
August 13	Foundation Course IIIb begins
August 13-18	Orientation/Registration

→ September

September 14	Foundation Course IIIb ends
September 18-19	Foundation Course IIIb assessment
September 20-21	Fall Recess
September 24	Foundation Course IV begins
September 26	Foundation Course VIId begins
September 28-	NYSVMS Conference/Career
September 30	Connections

→ October

→ November

November 22-23	Thanksgiving Break
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→ December

December 3	Foundation Course VIId ends
December 6	Foundation Course IV ends
December 11-12	Foundation Course IV assessment
December 13	Parasitology assessment
December 14 - January 20	Winter Recess

→ January 2013

January 21	Registration
January 21	Instruction begins
January 21	Distribution period A begins

→ February

February 15	Distribution period A ends
February 18	Distribution period B begins

→ March

March 15	Distribution period B ends
March 16-24	Spring Recess
March 25	Foundation Course V ₁ begins
March 25	Foundation Course VIIe begins

→ April

→ May

Female students clear out lockers, lockers to be moved	
May 15	Foundation Course V ₁ ends
May 17	Assessment

Important Dates

For Class of 2015

Academic Year: Fall 2013-Spring 2014

Please note that dates are subject to change.

→ August

August 12	Instruction begins
August 12	Foundation Course V ₂ begins
August 12	Foundation Course VIIf begins
August 12-16	Orientation/Registration

→ September

→ October

October 4-6	NYSVMS Conference/Career Connections
October 4-7	Fall Recess

→ November

November 28-29	Thanksgiving Break
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→ December

December 6	Foundation Course VIIf ends
December 6	Foundation Course V ₂ ends
December 6	Last Day of Classes
December 9-13	Examination schedule variable

→ January 2014

January 20	Registration
January 20	Instruction begins
January 20	Distribution period A begins

→ February

February 14	Distribution period A ends
February 17	Distribution period B begins

→ March

March 14	Distribution period B ends
March 15-23	Spring Recess
March 24	Distribution period C begins

→ April

April 18	Distribution period C ends
April 21	Distribution D period begins

→ May

May 16	Distribution D period ends
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→ Spring Clinical Rotations

C5	January 20 - February 2
C6	February 3 - February 16
D1	February 17- March 2
D2	March 3 - March 23
D3	March 24 - April 6
D4	April 7- April 20
D5	April 21 - May 4
D6	May 5 - May 18

Important Dates

For Class of 2015

Academic Year: Fall 2014-Spring 2015

Please note that dates are subject to change.

→ August

August 18 Instruction Begins
August 18-22 Orientation/Registration

→ September

→ October

October 3-5 NYSVMS Conference/Career
Connections
October 3-6 Fall Recess

→ November

November 27-28 Thanksgiving Break

→ December

→ January

January 26 Registration
January 26 Instruction begins
January 26 Distribution period A begins

→ February

February 20 Distribution period A ends
February 23 Distribution period B begins

→ March

March 20 Distribution period B ends
March 30 Distribution period C begins

→ April

April 24 Distribution period C ends
April 27 Distribution D period begins

→ May

ALL students clear out lockers
May 22 Distribution D period ends
May 22 Last day of Classes
May 23 Hooding Ceremony
May 24 Commencement

Important Dates

For Class of 2015

Academic Year: Fall 2014-Spring 2015

Please note that dates are subject to change.

→ Summer Clinical Rotations 2014

A1	5/19/14 - 6/1/14
A2	6/2/14 - 6/15/14
A3	6/16/14 - 6/29/14
A4	6/30/14 - 7/13/14
A5	7/14/14 - 7/27/14
A6	7/28/14 - 8/10/14

→ Fall Clinical Rotations 2014

A7	8/11/14 - 8/24/14
B1	8/25/14 - 9/7/14
B2	9/8/14 - 9/21/14
B3	9/22/14 - 10/5/14
B4	10/6/14 - 10/19/14
B5	10/20/14 - 11/2/14
B6	11/3/14 - 11/16/14
C1	11/7/14 - 11/30/14
C2	12/1/14 - 12/14/14

→ Spring Clinical Rotations 2015

C3	12/15/14 - 1/4/15
C4	1/5/15 - 1/18/15
C5	1/19/15 - 2/1/15
C6	2/2/15 - 2/15/15
D1	2/16/15 - 3/1/15
D2	3/2/15 - 3/22/15
D3	3/23/15 - 4/5/15
D4	4/6/15 - 4/19/15
D5	4/20/15 - 5/3/15
D6	5/4/15 - 5/17/15

Orientation

Preparing for the DVM Program

Your next four years at the College of Veterinary Medicine will be full of challenges and opportunities. To assist you in the transition to the DVM program, we offer a New Student Orientation with a variety of activities to help you become familiar with the College and the resources it offers, as well as to prepare you for your first day of class.

Orientation will begin at 8:00 am on Monday, August 15 in the Atrium of the Veterinary Education Center. The official Dean's Welcome will begin at 8:15 am Monday, August 15, 2011 in Murray Lecture Hall, Veterinary Education Center. Please plan to pick up your registration packet and name tag and enjoy a cup of coffee with other new students in the Veterinary Education Center Atrium between 8:00 am and 8:15 am.

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



Orientation Activities Include:

- An overview of the curriculum and tutorial process.
- Meetings with your tutor and your tutor group from Course I: The Animal Body.
- Orientation to the computing environment and the electronic information resources.
- Lunch with your faculty advisor.
- An opportunity to purchase your course materials. With your course materials, you'll get a schedule for the first foundation course which runs until the end of October.
- Laboratory and zoonotic disease safety instructions.
- Rabies inoculations (fee for service—bring approximately \$1050 (subject to increase, payable in cash or check). *Rabies vaccinations are required for all students working with animals in the veterinary college. Cornell's Gannett Health Center gives rabies vaccination clinics for first-year students during Orientation and during the next couple of weeks following the beginning of classes at a cost of approximately \$1050 for the three-shot series. If you have had prior rabies vaccinations, you need to bring documentation of your prior vaccinations with you to determine your status and current needs. See the section on the next page for more information about rabies vaccinations.*
- Financial aid workshop.
- Tours, team-building, and preparations for Day 1 of classes.
- Introductions to the facilities, resources, key people, policies and services.
- Meet your Peer Mentor/Ice cream social
- Fun activities designed to help you get to know your classmates.

Preparations During the Summer

As your time will be heavily scheduled with important college orientation activities during Orientation on August 15-16, we encourage those of you who are relocating to Ithaca to allow a few days before Orientation to tend to personal matters connected with moving and settling in. There are a number of things we urge you to do this summer.

Familiarize Yourself with this Handbook

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

Rabies Vaccinations

Prophylactic (pre-exposure) immunization against rabies is mandatory for all veterinary students because of an increased risk of exposure to rabies in this area. The College requires that students be vaccinated either prior to enrollment or at cost through the Gannett Health Center at Cornell. The price of a pre-exposure rabies vaccination series (3 shots, 1.0 ml. Intramuscular) is approximately \$1050 (subject to increase) which is not covered by the Cornell student health insurance policy. This cost is paid by the student to University Health Services via bursar bill or credit card. Vaccinations are scheduled at the beginning of the first semester during Orientation.

Because of these costs, which are not reimbursed under the Cornell Student Health Insurance Program, students may wish to receive the vaccination series before they arrive at Cornell, while they are under other health insurance coverage. Students who have already received a pre-exposure or post-exposure vaccination series must present written proof from the institution where the vaccines were administered. This should include the product type, route of administration, dose and dates of the series. You must bring this information with you to orientation.

If the pre-exposure series is completed and the student, while carrying out normal responsibilities at the College, is exposed to a rabies-positive animal, the College will provide post-exposure vaccinations. Any student possibly exposed to a rabies-positive animal must be interviewed by the Biosafety Officer to confirm that an exposure has taken place and to insure appropriate action is taken. The Cornell Hospital for Animals and the Department of Biomedical Sciences (Section of Pathology and Necropsy Services) have written protocols concerning the handling of rabies-

suspect animals presented for evaluation. All students must have completed the pre-exposure series and be familiar with these protocols before becoming involved with any clinical case where rabies is a possibility. Any questions concerning the rabies vaccination program can be addressed to Dr. Kathy Earnest-Koons, Biosafety, by phone at (607) 253-3734 or by e-mail at kael@cornell.edu.

Finding a Place to Live

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

Settling into your New Home

You'll find more about Ithaca and the surrounding area on the web. (www.visitithaca.com/) has information about where to eat, what to see and do, maps and more. (www.ithaca.ny.us) has links to local businesses and services, including such things as financial institutions, insurance agencies, nightclubs, movie theaters and local governments. Please also refer to the section "Student Life" in this handbook.

Useful Telephone Numbers

EMERGENCY	911
Cornell Police	607 255-1111
Verizon	607 890-7100
Cornell Parking Information	607 255-PARK
New York State Electricity & Gas	800 572-1111
Time Warner Cable	607 272-3456
Tompkins Consolidated Area Transit (TCAT)	607 277-RIDE
http://www.tcatbus.com/	
Gannett Health Services	607 255-4082
Student Health Insurance Program	607 255-6363
Day Care and Child Development Council of Tompkins County	607 273-0259
Tompkins Co. Solid Waste Management (Recycling) www.recycletompkins.org	607 273-6632
Cornell Veterinary College	
Office of Student and Academic Services	607 253-3700

Important Deadlines to Meet

In order to ensure a smooth transition to Cornell and the DVM program, you will need to fill out and return a number of forms. Below is a checklist of the forms/correspondences you should have/will receive that have summer/early fall deadlines associated with them. Please ensure that they are filled out and sent to the appropriate contact person by the deadline.

○ 6/13/11 Health History Form

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

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

○ 6/15/11 Official Transcripts sent to the DVM Admissions Office

○ 7/11/11 Cornell Identification (ID) Card Request Form

If you have met this deadline, you can pick up your ID from the Office of Student and Academic Services, S2 009 Schurman Hall on August 18. If you do not pre-apply for a student ID you will experience a delay in receiving your ID and will need to go to Day Hall after August 22.

○ 7/11/11 Meet the Class of 2015 Survey Form

Please e-mail your statement and photo to Cindy Ryan at cr227@cornell.edu in the Office of Student and Academic Services.

○ 7/11/11 Commuter and Parking Service Form for Vehicle Permits

The Office of Transportation Services sent information and instructions to newly admitted students offering each student the opportunity to apply for a parking permit. If you did not pre-apply contact the Office of Transportation at 607-255-4600 to obtain your permit.

○ 8/01/11 Introduction to Animal Use (Online)

Use of Animal Training Program. This training course is mandatory and must be completed before you

will be allowed to start your veterinary curriculum. For questions on this training program please contact Christine Peterson at cmp15@cornell.edu.

○ 8/01/11 Cornell Health and Safety Basics

It is recommended that all new veterinary students complete the online Cornell Health and Safety Basics training module prior to orientation. To access the training module go to: www.vet.cornell.edu/students and click on the Class of 2015 Information link.

○ 8/8/11 Bursar Bill

Take care of all your financial obligations to the University by August 12. Fall tuition must either be paid in full, from your own resources, or you must have accepted sufficient financial aid to cover tuition and fees and promptly submitted all supporting documentation requested so the estimated amount appears on the Bursar system.

○ 9/30/11 Student Health Insurance Plan Appeals Application

All graduate and professional students will be enrolled automatically in Cornell’s Student Health Insurance Plan (SHIP). The charge for the SHIP premium (\$1,898.00) will appear on your July bursar bill. Only those students who can demonstrate that they have other insurance that meets all of Cornell’s requirements will be allowed to appeal the charge for the SHIP. The appeals application deadline is September 30. An appeals application will be available in July, more information to follow. September 30 is also the deadline to choose to pay in monthly installments (with a small service charge). See the enclosures in your July bursar bill or this website for further details:

Shopping: Things You Will Need

There are a number of supplies you will need for classes. Items with a triangle (▲) should be obtained before school starts — please add them to your “back to school” shopping list. Buying them before you arrive in Ithaca will be helpful, as 102 students converging on a couple of stores near Cornell can lead to shortages. Items with a circle (○) will be sold at a special session at Orientation. You do not need to worry about these for now.

For Foundation Course I

▲ A long-sleeved lab coat is required for dissection labs. A new one isn't necessary, but the lab coat does need to be in good condition. In the first course, *The Animal Body*, scrubs or coveralls cannot substitute for a lab coat. No open-toed shoes may be worn in lab. A limited number of free used lab coats are available on a “first come, first served” basis in Central Sterilization and Linen (room C1107E in the CUHA).

▲ Three-ring binders, four-color pens, a variety of colored pens/pencils, paper, high lighters, etc.

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

○ Dissection kit with scalpel handle, scalpel blades (usually #10), rat's tooth forceps, blunt probes and scissors. Hemostats and forceps are useful. These can be purchased from the CUHA Materials Warehouse (C1 104 in the Basement of the Veterinary Medical Center, Monday - Friday, 8 am - 4 pm) or all together in a kit in the university bookstore. Kits will be for sale for \$21.50 during orientation along with course guides.

○ Nitrile Exam Gloves - A Box of 100 nitrile gloves can be purchased for use in Foundation Course I for approximately \$12.50 in the CUHA Materials Warehouse (C1 104 Basement of the Veterinary Medical Center); in sizes Small, Medium, and Large. Students may also purchase these during orientation to Foundation Course I along with the course guides.

○ Protective eye wear is required for dissection labs and may be purchased (cost approximately \$5.00) during orientation.

▲ For large-animal clinical rotations, a pair of suture-removal scissors, bandage scissors, hemostats, stethoscope, penlight, lead rope (with removable chain), and a thermometer. "Sharpies" and highlighters are also useful.

▲ When volunteering in CPS or when on rotations in the Companion Animal Hospital, women wear white lab jackets with a business blouse, tailored shirt or sweater; business slacks, colored or khaki trousers, or knee-length

tailored skirt (no denim skirts or jeans); and closed-toe business shoes. Men wear short, white lab jackets with a business/tailored shirt and tie; business slacks or khakis (no denim); and closed-toe business shoes.

▲ The color for student surgical scrubs is blue. The CUHA sells student scrubs for \$13 per piece (top or bottom) in the Materials Warehouse, C1 104, 8 a.m. – 4 p.m., weekdays.

▲ If working or volunteering in the Equine/Farm Animal Hospitals or riding with the Ambulatory & Production Medicine Service, students wear coveralls and washable, sturdy barn boots.

○/▲ Textbooks. Please see suggestions, next page. Ask other students what they have found helpful to buy. Used and current editions of recommended textbooks for Block I may be found online.

Course lists of “suggested texts” can be extensive (and expensive). It is worth your while to consult with upper class persons about which texts are worth making a part of your permanent collection and which texts you can get away with borrowing from another student or using the library's copies.

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

In addition to textbooks, all Foundation Courses require the purchase of Course Guides at the beginning of each course. Course guides and dissection kits will be sold during Orientation.

Shopping: Things You Will Need Continued

Official Textbooks: Foundation Course I — The Animal Body

Course guides for subsequent foundation courses can be purchased at the beginning of each foundation course through Margie Williams in S2 013 Schurman Hall (Office of Student and Academic Services). Course guides may be purchased with cash or checks payable to Cornell University.

Required

- Farnum's Dissection Guide*
- Farnum's Guide to Prosections*
- Mizer's Guide to Comparative Laboratories*
- Block I Course Guide*

*These laboratory guides are available through Margie Williams in the Office of Student and Academic Services and will be available during Orientation. See schedule of Orientation activities for details.

Suggested

- Young B., et al., 2006 Wheater's Functional Histology, A test and color atlas. 5th ed. (\$65)
- Dyce, Sack, Wensing. 2002 Textbook of Veterinary Anatomy. Great comparative text, widely used (\$99)
- Evans , 1993 Miller's Anatomy of the Dog. (aka "Big Miller's") (\$115)
- Evans and de Lahunta. 2009 Miller's Guide to Dissection of the Dog. (aka "Little Miller's") (\$55) (for illustrations only)
- A medical or veterinary dictionary (Dorlands' [\$60], Stedman's [\$45], Balliere's [\$40], Dox Melloni's [\$50], etc.)
- Thrall. 2002 Textbook of Veterinary Diagnostic Radiology 3rd ed.. Required for Course V (\$99)
- Boyd, J. S. 2001 Color Atlas of Clinical Anatomy of the Dog and Cat 2nd ed. (\$85)
- Eurell, J.A. et al., 2007 Dellmann's Textbook of Veterinary Histology 6th ed. (\$83)
- Bloom & Fawcett. Concise Histology 2nd ed. (\$43)

Other old texts (anatomy/physiology, histology, genetics, biochemistry — from classes you took in college, usually) may be helpful during the fall semester. Stryer's Biochemistry and Albert's Molecular Biology of the Cell are heavily relied on by many students.

Shopping: Things You Will Need Continued

For Foundation Course VII Fall 2011 you will need to obtain the items listed below *before August 22*. These items you will use throughout your 4 years. *Please be advised that open, partly open or soft-toed shoes (sandals/water/running/tennis) are not to be worn in any lab or in the hospital (OSHA and Cornell regulations).*

For Foundation Course VII Fall 2011

■ Lab coats (minimum 2): You must have clean, white, long-sleeved only; hip or knee length lab coats. These two are *in addition* to coats that are required in Block I dissection labs. You may not wear soiled coats or ones smelling of formalin in CUHA or in your CPS shifts.

■ Coveralls (minimum 2): You must have clean; short sleeved (preferred), dark colored coveralls (navy, dark green, brown, etc.).

■ Heavy-duty Barn boots/shoes: Footwear worn in the large animal clinic must be sturdy, leather, work or hiking-type boots or shoes. Tennis shoes are not acceptable. Steel toes are worn by a few individuals but are definitely not required. Many clinicians and staff wear leather pull-on boots such as Blundstones, but any type of sturdy leather boot or shoe will be fine. Aim for comfort, durability, and ability to stand up to many trips through foot baths (since we dip our feet between patients, between barns, etc.).

■ Knee length rubber boots: Required for bovine, sheep, swine, and camelid labs, as well as for all work with the ambulatory service. We require an over-the-shoe, pull-on boot that will fit over your barn boots/shoes (described above).

■ Stethoscope: You must have stethoscope before your first lab (week of August 22, 2011). It's ideal to 'test drive' several brands and models before purchasing so visit a medical supply store in person, if you can. If you are shopping on-line, make certain there is a return policy in case your first choice is not perfect for you. Consider asking your local veterinarian, friends, or upper classmates for a 'loaner' so that you can take your time making a purchase decision.

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

head/chest piece so that you are prepared for the variety of species you will be caring for during your veterinary education.

■ Scrubs (minimum two sets): BLUE SCRUBS are required apparel in all small animal and exotics labs and in your clinical rotations as third and fourth year students.

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

Shopping: Things You Will Need Continued

Commuter & Parking Services

Register your car or bicycle or sign up for a parking permit by July 11, 2011. New-to-Cornell students receive automatic, no-fee, unlimited-ride OmniRide transit privileges until August 31, 2011. Students must remain registered to retain this privilege. Students not new-to-Cornell may also purchase OmniRide privileges for unlimited daytime bus travel within Tompkins County.

The Commuter & Parking Services form will be available beginning June 1, 2011.

Registration

Our official “registration” date is August 21. However, there is no arena-style registration for veterinary students.

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

- settle all financial accounts, including current semester tuition;
- clear all holds, whether these are from the Bursar's Office, Gannett Health Center, the Judicial Administration, or the student's college;
- satisfy New York State health requirements.

For more information see:

<http://registrar.sas.cornell.edu/student/registration.html>

Course enrollment will be done for you for the Fall 2011 semester as well as all subsequent enrollment in foundation courses. Students can see their class schedule/enrollment on Student Center before they are actually registered. This should not be used as an indication that they are registered.

Where to Buy Textbooks

- Campus Store. The Cornell Campus Store is located behind Day Hall, next to Sage Chapel.
- Upper class persons, for those selling, look on class list serv, check the SCAVMA web page or beg to borrow (especially if you have roommates a year or two ahead of you).
- Publishing Company Sales Reps who make periodic visits with example texts that you can order. They have monthly payment plans with no interest.
- Amazon.com, www.amazon.com.

Where to Buy Vet Student Supplies

- The Cornell Store, pens, notebooks, coveralls, dissection kits. <http://www.store.cornell.edu/>.
- Baker Laboratory, East Ave. & Forest Home, stockroom.
- Agway, 213 S Fulton St. off Rt. 13 downtown, or the one on Rt. 13 in Dryden (may have lower prices but is about 20 minutes away).
- Staples, K-MART and Walmart, Rt. 13, south of Wegmans.
- Cornell Laundry & Cleaning Center Inc., 527 W State St., downtown. A rental place. You may be able to buy used lab coats.
- Fontanas Shoes, 401 Eddy St., Ithaca - College Town.
- Homer Men & Boys, 9-11 S Main St., Homer, NY - or online at <http://www.homermenandboysstore.com>.
- Catalogs, from veterinary supply companies, see “informal reading” area of library.
- Manufacturers: you can contact them and get discounts for bulk orders (especially for stethoscopes).
- CUHA Materials Warehouse C1 104 (first floor, Veterinary Medical Center 3-3158) sells many items of use to Veterinary students including: digital thermometers, sterile scalpel blades and handles, hemostats, penlight, indirect lens, calipers, student scrubs, suture removal kits, bandage scissors, nitrile gloves, percussion hammer, and more.

Financial Planning

Guidelines for the College of Veterinary Medicine

Financing an education in veterinary medicine requires careful planning. Fortunately, the College of Veterinary Medicine manages its own financial aid office with a staff dedicated to helping veterinary students meet this challenge. Cornell's D.V.M. students typically receive financial assistance from the following sources: 56% loans, 23% family contributions; 19% grants, scholarships and fellowships; and 2% from academic-year employment. This section will give an overview of the financial aid available at the College and the procedures required for application and eligibility.

Required Applications

■ *The Free Application for Federal Student Aid*

(FAFSA): available from high school guidance or college financial aid offices or at www.fafsa.ed.gov. Cannot file before January 1 of the year of admission. Used to determine eligibility for loans and work-study.

■ *The College Scholarship Service's PROFILE*: to register for an application, call 1-800-778-6888 or do it on the Web at www.collegeboard.org. Used to determine eligibility for scholarships and grants.

Complete parental information is required on both the FAFSA and the PROFILE for students UNDER THE AGE OF 30 (unless married) wishing to be considered for grants, scholarships or a Health Professions Student Loan.



Estimated Cost of Attendance (2011-2012)

NYS Resident		Non Resident	
Tuition	\$28,400	Tuition	\$42,750
Room/Board	8,600	Room/Board	8,600
Books	1000	Books	1000
Personal	7,600	Personal	7,600
Total	\$45,600	Total	\$59,950

*Figures used are for a nine-month academic year.
 *All figures subject to change without notification.

The room and board allowance should permit a student comfortable, but modest, housing and a balanced diet. Students are expected to share housing with at least one other student and to develop other money-saving techniques (such as eating in rather than dining in restaurants and writing letters or emailing instead of making long-distance phone calls) in order to live within this allowance.

The allowance for books and supplies is sufficient for the purchase of all required books and supplies.

The personal allowance covers necessary living expenses other than room and board, which are related to being a student. Among these may be routine costs of transportation to and from campus, (including parking fees), basic telephone service, renter's insurance and student health insurance (required by the University).

Financial aid recipients are expected to budget their money and keep accurate records of monthly expenditures. To justify requests for supplemental relief in unusual circumstances, copies of those records are likely to be required for the financial aid files. Assistance in developing sound budgeting techniques is available upon request.

Payment Procedures

Tuition and fees for the coming semester, as well as any balance due from the previous semester, must be paid before academic registration may occur. Bills are generated from the University's Bursar's Office. Financial aid awarded but not yet disbursed will show as pending credits. This estimated aid can be used to determine how much is actually owed on the bursar bill. The student must be prepared to pay from other resources any balance due for the semester, and should be sure to complete all steps necessary to obtain aid for the coming semester (apply and provide required documents and signatures) well in advance of the tuition due date.

Finance charges at 1 1/4% per month will be assessed by the Bursar on the student's unpaid balance as of the 30th of each month. The Bursar will not waive finance charges unless directly related to University delays in processing. The University does not accept credit cards for payment.

Cornell University does offer a tuition payment plan (CIP) to allow payment for bursar charges in equal monthly installments. There is a small participation fee but no finance charges are assessed. Information is available from the Bursar's Office and a brochure should be included in your first bill of the academic year. If your financial aid is sufficient to cover all charges, CIP is not necessary.

Refund Checks

If your financial aid award exceeds the charges on your bursar bill, a refund will generate for the excess amount as long as all paperwork is in order. The money will come to you either in the form of a check or you can sign up for direct deposit (highly recommended).

Checks usually take 5-7 business days to create and may either be picked up in the Bursar's office in Day Hall or you can sign the list in the Office of Student and Academic Services to have it delivered to the Veterinary College.

Direct deposits are done within the same time frame and can be directed to any bank you chose. Information can be obtained through the Bursar's Office.

Application Forms Required

Basis of determination of eligibility for financial aid

Eligibility For:	Students Over 30 (on December 31) or Married Students	Students Under 30 (on December 31)
Federal Direct Stafford/Ford Loan	FAFSA, no P.D.	FAFSA, no P.D.
Federal Perkins Loan	FAFSA, no P.D.	FAFSA, no P.D.
Federal Direct Unsubsidized Stafford/Ford Loan	FAFSA, no P.D.	FAFSA, no P.D.
Federal Direct Graduate/ Professional PLUS Loan	FAFSA, no P.D.	FAFSA, no P.D.
Federal Work-Study	FAFSA, no P.D.	FAFSA, no P.D.
Health Professions Student Loan	FAFSA and CSS forms with P.D.	FAFSA and CSS forms with P.D.
College grants	FAFSA and CSS forms - no P.D.	FAFSA and CSS forms with P.D.
College scholarships	FAFSA and CSS forms - no P.D.	FAFSA and CSS forms with P.D.

FORM ABBREVIATIONS

- FAFSA Free Application for Federal Student Aid
- P.D. Parental data
- SAR Student Aid Report
- CSS College Scholarship Service

CSS Forms:

- PROFILE Registration/Application Form
- FNAR - Financial Needs Analysis Report

PLEASE NOTE

The SAR (Department of Education report of need analysis results, based on FAFSA) is sent to the student, and an electronic copy is forwarded to the College of Veterinary Medicine Financial Aid Office.

The FNAR (CSS report of need analysis results, based on the PROFILE) is sent directly to the College.

Student Loan Programs

The College Financial Aid Office administers educational loan programs that have lower interest rates than most commercial loans. These loans include:

■ Federal Direct Subsidized Stafford/Ford Loans (FDSL)

Eligibility for the FDSL is predicated on a financial need being demonstrated through the FAFSA application, which must be filed for each year for which a student wishes to receive financial aid.

Students in a professional curriculum who demonstrate need may borrow up to \$8,500 per year, to an aggregate undergraduate and graduate limit of \$65,000.

Loans disbursed on or after July 1, 2006 have a fixed interest rate of 6.8%. Interest is subsidized (paid by the federal government) until loan repayment begins, six months after the borrower leaves school.

An origination fee of 3% of the principal amount of the loan is assessed as each loan is disbursed. Loan proceeds are paid directly to students' bursar accounts, in two equal installments, upon receipt of a properly completed promissory note.

The FDSL is expected to be the first self-help loan. Perkins Loans, Health Professions Student Loans, and College grants are offered to eligible students as supplemental to this loan.

■ Federal Direct Unsubsidized Stafford/Ford Loans (FDUSL)

The Federal Direct Unsubsidized Stafford Loan for Middle Income Borrowers is intended for those students who do not qualify for (some or all of) the FDSL.

A total of \$40,500 per year is available through the Federal Direct Stafford/Ford Loan Program. The amount of FDUSL available is the difference between \$40,500 and the student's eligibility for the subsidized direct loan.

The interest rate and origination fee are the same as for the subsidized Stafford/Ford Loan. The difference is that, although principal is deferred, interest accrues from the date of final disbursement and must either be paid as it is billed or capitalized (added to the principle).

■ Federal Perkins Loan (FPL)

Federal Perkins Loans are offered through the College of Veterinary Medicine by Cornell University, the lender.

Eligibility is based on current need, prior indebtedness, and prior borrowing of Perkins/NDSL money. Borrowing is limited to \$30,000 (undergraduate plus graduate).

Payment of principal plus 5% interest begins nine months after full-time enrollment in an eligible program ends. The application is the FAFSA.

■ Health Professions Student Loan (HPSL)

Like the FPL, the HPSL is offered by the College on behalf of Cornell University. The loans are federally guaranteed, and eligibility criteria are similar to those described for the FPL, except that, regardless of the student's age, marital, or dependency status, complete parental data is required and the imputed parental contribution must be considered available to the student when determining need for this loan.

Both the FAFSA and the CSS forms must be submitted by students wishing to be considered for aid from this source.

The maximum annual loan available is defined as cost of education; however, available funds are usually not sufficient to allow maximum awards. Interest is at 5% during the repayment period, which begins one year after the borrower ceases to be enrolled at least half-time.

Most guaranteed student loans defer interest and principal payments as long as the student is enrolled at least half time.

■ Federal Direct Graduate/Professional PLUS Loan

Direct PLUS loans can be made to graduate or professional students who need to borrow more money than the maximum subsidized/unsubsidized loan amounts to meet education costs not covered by other financial aid. The interest rate is fixed at 7.9% with 4% origination fee. The borrower is subject to a credit check. Repayment begins 60 days after final disbursement but will qualify for an in school deferment.

Loan Repayment

Borrowers have the opportunity to select a repayment plan that suits their budget:

1 Standard Repayment Plan

- 10 years
- Minimum monthly payment is \$50.
- If no other payment plan is selected, borrowers are automatically put on this plan.

2 Extended Repayment Plan

- 12-30 years, depending on the amount of the loan.
- Minimum monthly payment is at least \$50 or more if necessary to repay the loan in the required allotted time.

3 Graduated Repayment Plan

- 12-30 years, depending on the total amount of the loan.
- Lower monthly payments are made at first and then will gradually increase over time.
- Payments must cover interest charges and can never be less than 50% or more than 150% of the amount paid under the Standard Repayment Plan.

4 Income Contingent Repayment Plan

- Monthly repayment amount is based on the total amount of the loan, family size, and Adjusted Gross Income (if married, includes spouse's income). As income changes, the repayment amount will change.

5 Income Based Repayment (IBR)

- Monthly payments determined on a sliding scale.
25 year repayment option-remaining balance may be forgiven.

Loan Deferments After Graduation

Due to federal regulations, veterinary students doing an internship or residency are not eligible for a student loan deferment strictly on the basis of the internship or residency, as it is not required for licensure. This statement applies to all Federal Direct loans, subsidized and unsubsidized, as well as to all Federal Perkins loans. The only exception to the rule is the Health Professions Student loan, which can be deferred for the duration of the internship or residency. Options to delay or reduce payment amounts are available and will be discussed in detail during the mandatory loan exit interview done in the spring of the fourth year. Details are also available on the promissory notes for the loans as well as on the WEB.

Useful Web Sites

■ www.ed.gov

Department of Education. This contains links to all and any information you could possibly need regarding federal student financial aid regulations. It also has information on the Perkins loans.

■ www.dl.ed.gov

Direct Loan Servicing. This will give you access to account information, account management, a question center and place to download forms. There are other links to loan consolidation information and to the National Student Loan Data System (NSLDS), which keeps information on all student loans borrowed.

■ <http://bhpr.hrsa.gov/dsa>

Health Resources and Services Administration for Health Professionals, Division of Student Assistance. This site gives information for loan, scholarship and faculty loan repayment programs for students in the health professions. Information about the Health Professions Student Loan will be here.

Summary: Provisions of Education Loan Programs

FDSL - Federal Direct Stafford/Ford Loan
 FPL - Federal Perkins Loan

HPSL - Health Professions Student Loan
 FDUSL - Federal Direct Unsubsidized Stafford/Ford Loan
 G/P PLUS - Graduate/Professional PLUS Loan

	Subsidized Loans			Unsubsidized Loans	
	FDSL	FPL	HPSL	FDUSL	G/P PLUS***
Annual Maximum	\$8,500	\$8,000	Cost of attendance	\$40,500 - FDSL	Cost of attendance
Aggregate Maximum includes undergrad	\$65,000	\$60,000	None	\$224,000	None
Interest Rate	6.8% as of July 1, 2006	5%	5%	6.8% as of July 1, 2006	7.9%
Eligibility Evaluation	FAFSA <i>no parental data</i>	FAFSA <i>no parental data</i>	FAFSA and PROFILE <i>with parental data</i>	FAFSA <i>no parental data</i>	FAFSA <i>no parental data</i>
In-School Repayment	None	None	None	Interest	may capitalize
Origination Fee	.5%	None	None	.5%	2.5%
Grace Period	6 months	9 months	1 year	6 months	None
Minimum Monthly Pmnt.	\$50	\$40	\$40	May be graduated	May be graduated
Maximum Years to Repay	10-25	10	10	10-25	10-25

Deferments Refer to your copies of loan documents to determine which of the possible reasons for deferment listed below are allowable. The deferments allowed for each individual loan program vary, depending on when you received your loans.

1. At least half-time attendance
2. Limited period of unemployment
3. Limited period of economic hardship
4. Graduate or post-graduate U.S. fellowship-supported outside
5. Limited period of military service
6. National service volunteer
7. Approved rehabilitation programs for disabled individuals.
8. Approved periods of community service activity.
9. Advanced professional training
10. Limited period of temporary disability.
11. Full-time graduate study with U.S.

* Total undergraduate and graduate/professional Federal Loan limit is \$224,000 .

***Subject to credit check.

Note: Always read all loan documents, applications and promissory notes, *before* signing. Each set of loan documents provides the terms and conditions of that loan, including allowed reasons for deferment of payment. It is important to remember that regulations governing any given loan program are subject to revision at any time, and that levels of funding and terms of various loan programs may change from year to year.

College and State Gift Aid

Scholarships

- Scholarships are awarded on the basis of a formula, which incorporates financial need (25%), academic performance (50%) and prior educational indebtedness (25%).
- Many scholarships at the College of Veterinary Medicine have been established with gifts from alumni, friends, and other sources of private support. A number of these, in addition to financial need, carry eligibility criteria and preferences based on the donors' personal interests in animal health, the College and our students. For example, some donors wish their scholarship awards to go to students who are interested in a particular type of veterinary medicine, such as equine or feline medicine. Other scholarships carry preferences for students from particular cities, counties or geographic areas.
- To allow for effective matching of students eligible for scholarship assistance with these privately funded awards, completion of a Student's Statement of Personal Interests essay is required. (outline provided)

College Grants

- A limited number of College grants are available.

State Grants

- *Somes states may participate in a state based grant program. Check with the Higher Education office of that state.*

Student Statement of Personal Interests

For Scholarships Awarded by the College

Your PROFILE Application is used to determine eligibility for College grants and scholarships. Many scholarships at the College of Veterinary Medicine have been established with gifts from alumni, friends and other sources of private support. A number of these carries, in addition to financial need, eligibility criteria and preferences based on the

You will not be considered for scholarship assistance if you do not submit the Student's Statement of Personal Interests.

donors' personal interests in animal health, the College and our students. (For example, some donors wish their scholarship awards to go to students who are interested in a particular type of veterinary medicine, such as equine medicine or feline medicine. Other scholarships carry preferences for students from particular cities, counties or geographic areas.)

To allow effective matching of students eligible for scholarship assistance with these privately funded awards, completion of a Student's *Statement of Personal Interests* is required.

Your personal statement should include the following information:

In the upper left corner type:

- 1
 - your full name (last, first, middle initial)
 - the city, county, state where you attended high school
 - species-oriented interests in veterinary medicine (list one or two areas of primary interest)

In the text, address the following points:

- 2
 - your reasons for pursuing a DVM degree
 - species-oriented interests in veterinary medicine (one or two sentences)

- your goals after graduation (graduate study? internship or residency? private practice?)
- student activities, community/volunteer involvement
- any other personal notes you think would help the scholarship committee in making awards

Prepare your *Student's Statement of Personal Interests* and submit to the Office of Student Financial Planning via the appropriate Application Tracking page at <http://www.vet.cornell.edu/public/financialaid/>

Thank You Required

Scholarship awards are gifts made to our students through the College. Expressions of appreciation of these gifts are vital to our efforts to maintain and increase scholarship assistance. It is therefore required that each award recipient write an acknowledgement letter to the donor. Failure to do so will result in funds not being disbursed and will be interpreted by the College as a lack of interest in being considered for such forms of assistance in future years. Eligibility for scholarship support is also contingent upon the student's agreement to allow his or her name and the amount of the award to be released to the donor.

Self-Help Through Employment

ACADEMIC YEAR

The College participates in the Federal Work-Study Program and also offers a limited student employment wage subsidy program, VETSEP, for students not eligible for Federal Work-study. Funds are first come, first served basis. Students wishing to participate in either program must first find employment, then complete an Application for Academic Year Employment Subsidy, available in the Student Financial Planning office.

■ Federal Work Study Program (FWS)

The FWS Program increases opportunities for student employment by reimbursing employers on campus or in certain non-profit organizations off campus 60% of wages paid to eligible students. Eligibility to participate is based on financial need as evidenced by analysis of the FAFSA. The maximum award per student is \$900 per semester based on total gross earnings of \$1500 per semester.

Summer FWS funding eligibility, when available, is based on the financial need analysis from the prior academic year. Summer FWS earnings must, according to federal regulations, be applied to the following academic year's expenses, and may not be replaced with need-based education loans. Students not returning to the College in the fall are not eligible. Maximum summer award is \$1800, based on total gross earnings of \$3000.

■ Veterinary Student Employment Program (VETSEP)

The College offers a wage-subsidy program to students in the professional curriculum employed in certain types of veterinary-related positions within the College. Support is limited to positions paying at least \$6.50 per hour that requires some technical skills. The maximum award per student is \$1,800 per academic year (\$900 per semester) on total eligible earnings of \$3,000.

Summer VETSEP funding is available only if the student works at least 130 hours in the same job during the academic year. The maximum funding for summer is \$1440, based on \$2400 total gross earnings.

Important Dates To Remember

- | | | | |
|-----------------|--|-------------------|--|
| March 1 | File <i>FAFSA</i> form by this date to ensure receipt of SAR in time for consideration for 5% loans (Perkins and Health Professions Student Loans).

■ File on the web at www.fafsa.ed.gov | April 1 | Folder should be ready for review |
| March 1 | Register for and File CSS <i>PROFILE</i> Application to ensure receipt and review in time for consideration for College scholarship awards.

■ File on the web at www.collegeboard.com | May 1 | New York residents should have <i>TAP</i> application in mail to NYSHESC—even if no <i>TAP</i> was awarded for undergraduate study.

(Applications automatically sent to NYS residents attending a NYS institution according to FAFSA information received by NYSHECS) |
| March 15 | Submit <i>signed and dated</i> photocopies of all required federal tax returns, including W2's and supplemental schedules, if used. | June 1 | All documents required for file completion due in College Financial Aid Office (except <i>IRS Federal Tax Return Transcript</i> and required enrollment verifications). |
| March 15 | Submit Student's Statement of Personal Interests via the financial aid Application Tracking Page. | August 15 | <i>IRS Federal Tax Return Transcript</i> due. |
| | | October 10 | Verifications of enrollment of sibling/spouse due. |

College grant and scholarship offers will be cancelled (and reallocated) if required enrollment verifications and acknowledgements are not received by the stated deadlines.

Documents Required of Financial Aid Applicants

FOR REVIEW OF ELIGIBILITY

- **Financial Aid Application Forms** (FAFSA and CSS PROFILE forms).
See the chart of forms required for aid from various sources.
- **Federal Income Tax Returns**
Submit signed and dated photocopies of student, spouse and parents' federal tax returns, including copies of W2s and all supplemental schedules filed (Schedule A, Schedule, B, etc.). Student's name should be clearly printed on all forms.
- **Student's Statement of Personal Interests**
Submit via our website <http://www.vet.cornell.edu/financialaid/> using the appropriate Tracking Page. (If applying for College grants and scholarships)
- **Additional documents as requested**

PLEASE NOTE

It is the student's responsibility to use our website: <http://www.vet.cornell.edu/financialaid/> to check for application completion and/or missing documents and to submit Student Statement of Personal Interest.

Financial aid offer letters are available to view using the PIN (Personal Identification Number) provided by the Office of Student Financial Planning.

TO COMPLETE YOUR FINANCIAL AID FILE

- **Financial Aid Acceptance Statement.**
The *Financial Aid Offer* is prepared in duplicate. Complete and sign one copy, following the instructions on the form. Return the signed and dated form within 15 days of the offer date. Keep the second copy for your files.
- **Verification Worksheet**
Provided with *Financial Aid Offer*.
- **Certification/Compliance Statement**
Provided with *Financial Aid Offer*.
- **Copies of required scholarship acknowledgements**
If scholarships were received.
- **IRS Federal Tax Transcript**
Required of all first-time applicants for financial aid at the College of Veterinary Medicine and other randomly selected applicants as notified, for each person whose financial information is included on the aid application(s). Request from IRS on or after July 1 at 1-800-829-1040. Forward to College by August 15 for timely release of fall aid payments.
- **Verification of post-secondary school enrollment of siblings/spouse**

PLEASE NOTE

In compliance with federal regulations, disbursement of financial aid is withheld until all required documents, *except* verifications of enrollment of sibling/spouse (due by October 10), are received. Failure to provide all required documents by the stated deadlines will result in cancellation of any College grants or scholarships awarded.

The Curriculum

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

The DVM graduate will demonstrate:

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



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

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

→ Foundation courses

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

→ Distribution courses

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

Foundation Courses

REQUIRED COURSES

These courses are the “required” courses that each student must take. A comprehensive description of the instructional approaches used in the first four foundations courses follows.

Course I	VTMED 5100	The Animal Body
Course II	VTMED 5200	Cell Biology and Genetics
	VTMED 5220	Neuroanatomy
Course IIIa	VTMED 5300	Function and Dysfunction: Part I
Course IIIb	VTMED 5310	Function and Dysfunction: Part II
Course IV	VTMED 5400	Host, Agent, and Defense
	VTMED 5410	Veterinary Parasitology
Course Va	VTMED 5500	Animal Health and Disease: Part I
Course Vb	VTMED 5510	Animal Health and Disease: Part II
Course VI	VTMED 5644	Clinical Rotations
Course VIIa	VTMED 5701	Veterinary Practice: Physical Examination
Course VIIb	VTMED 5702	Veterinary Practice: Ethics and Animal Care
Course VIIc	VTMED 5703	Veterinary Practice: Communication Skills
Course VIId	VTMED 5704	Veterinary Practice: Public Health and Preventive Medicine
Course VIIE	VTMED 5705	Veterinary Practice: Introduction to Clinical Procedures
Course VIIf	VTMED 5706	Veterinary Practice: Professional Development

CLINICAL ROTATIONS (COURSE VI)

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

Core Rotations:

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

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

CLINICAL "PATHWAYS"

In addition to completing all core rotations, each student must also complete 1 Pathway
14 credits (7 Blocks)

SMALL ANIMAL PATHWAY

SA Soft Tissue Surgery
SA Medicine
Anesthesia
Clinical Neurology
SA E/CC
Cardiology
Oncology

Pathway Advisors: Drs. Miller & Goldstein

EQUINE PATHWAY

LA Medicine
LA Soft Tissue Surgery
Anesthesia
LA E/CC
LA Ortho Surgery
Theriogenology
Equine Specialty Rotation

Pathway Advisors: Drs. Ducharme & Perkins

GENERAL (MIXED)PATHWAY

SA Medicine
LA Medicine
SA or LA E/CC*
Ambulatory
LA Ortho Surgery
Cardiology or Oncology
CPS

Pathway Advisors: Drs. Fubini & Hornbuckle

EXOTIC PETS/SMALL ANIMAL PATHWAY

SA Medicine
SA Soft Tissue Surgery
Anesthesia
SA Ortho Surgery
Lab Animal Medicine
Exotics/Zoo (2 blocks)

Pathway Advisors: Drs. Morrisey & Abou-Madi

ZOO AND WILDLIFE PATHWAY

SA Medicine
LA Medicine
Cardiology
Theriogenology
Exotics/Zoo (3 blocks)

Pathway Advisors: Drs. Morrisey & Abou-Madi

PRODUCTION ANIMAL PATHWAY

Ambulatory (2 blocks)
LA Medicine
LA Soft Tissue Surgery
Quality Milk
Theriogenology
CPS

Pathway Advisors: Drs. Nydam & M. Smith

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

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

Distribution Courses

What are Distribution Courses?

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

Scheduling

Distribution courses are scheduled during designated distribution periods for each the four years of the curriculum. These courses are scheduled during two eight-week intervals (Periods A-B and Periods C-D). Period A-B starts in late January and ends in the middle of March. Period C-D starts in late March and ends in the middle of May. First and second year students enroll in the first distribution period (Period A-B) only, and may not take distributions offered in C-D period. In general students are not permitted to take distribution courses during foundations. There are a very small number of exceptions to this (Poisonous Plants; Senior Seminar distributions.) Third and fourth year students enroll in one of the eight week periods depending on clinical rotation assignments. If a third year student has Period A-B in their third year s/he will have Period C-D in the fourth year. Students are not allowed to participate in distribution courses while in clinical rotations.

Credits

Students are required to accumulate 37 credits of non-hospital based distribution courses for graduation. This represents approximately 7 credits in year one and an average of 10 credits per eight-week period during each of years two, three, and four. Although some courses are restricted to students in years three and four, many others are available in the last three years or in all four years of the curriculum. This allows student from different classes to take these courses simultaneously and to benefit from peer interaction.

Distribution courses are grouped in a series of sets according to their subject material. Students are required to take a sufficient number of courses to satisfy the minimum number of credit requirements for each set. Students must take additional credits other than the minimum of each set to meet the 37 credits required for graduation.

PLEASE NOTE

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

Informational Meeting

To assist students in choosing Distribution courses, an informational meeting is held in the fall that allows for questions and answers, and provides an opportunity for students to review the enrollment patterns for Distribution courses offered in previous years. Most students find talking with upperclassmen particularly helpful in making decisions about which courses to take; it is also useful to seek the advice of faculty. While it may seem daunting to complete 37 Distribution credits in four years, the vast majority of students have no trouble meeting the requirements for Distribution credits by the time they graduate.

Annual Updates

The Office of Student and Academic Services provides students with an annual update on their progress toward meeting their degree requirements, and includes specific information related to the fulfillment of Distribution course sets. (Check information on the website <http://students.vet.cornell.edu>) The back of the form groups Distribution course numbers by set, so that students may easily identify courses that meet the requirements. (See examples on the following page.)

Sets of Distribution Courses

(Revised Spring, 2008)

Numbers following set names indicate the minimum credits required from each set to graduate.

Set 1R	Courses Associated with the Animal Body	Structured choice 3 credits
Set 1A	Courses Associated with the Animal Body	Aligned 0 credits
Set 2	Courses Associated with Cell Biology and Genetics	0 credits
Set 3	Courses Associated with Function & Dysfunction	4 credits
Set 4	Courses Associated with Host, Agent, & Defense	0 credits
Set 5A	Courses Associated with Animal Health & Disease	Aligned 7 credits
Set 6R	Courses Associated with Applied Clinical Education	Structured Choice 6 credits
Set 6A	Courses Associated with Applied Clinical Education	Aligned 0 credits
Set 7	Courses Associated with Veterinary Practice	1 credit

■ Please refer to the “Student Requirements Worksheet and Report of Progress Toward Degree” worksheet for a list of courses that fulfill each distribution set. These are available in the Office of Student and Academic Services.

■ Descriptions of each course can be found by following links on the website: <http://students.vet.cornell.edu>

Distribution Clinical Rotations

(Set VI; Minimum 6 Credits Required)

VTMED 6600	Theriogenology Service	2 Credits
VTMED 6601	Cardiology Service	2 Credits
VTMED 6602	Laboratory Animal Medicine	2 Credits
VTMED 6603	Clinical Wildlife and Exotic Animal Medicine	2 Credits
VTMED 6604	Quality Milk	2 Credits
VTMED 6605	Special Opportunities in Clinical Veterinary Medicine	Variable
VTMED 6607	Poultry Medicine and Production	2 Credits
VTMED 6608	Clinical Oncology	2 Credits
VTMED 6610	Herd Health and Biosecurity Risk Evaluation Using NYS Cattle Health Assurance Program (NYSCHAP)	2 Credits
VTMED 6612	Large-Animal Surgery: Orthopedics	2 Credits
VTMED 6613	Equine Specialty	2 Credits
VTMED 6614	Large Animal Emergency and Critical Care	2 Credits
VTMED 6615	Special Topics in Ambulatory & Production Medicine	2 Credits
VTMED 6616	Dentistry	2 Credits
VTMED 6617	South American Camelid Specialty Rotation	2 Credits
VTMED 6618	Clinical Neurology	2 Credits
VTMED 6619	Clinical Pathology Rotation	2 Credits
VTMED 6623	Clinical Rotation in Shelter Medicine	2 Credits
VTMED 6528	Equine Surgical & Anesthetic Techniques	1 Credit
VTMED 6529	Food Animal Surgical & Anesthetic Techniques	1 Credit

More on Distribution Courses

Fall Semester Distribution Courses

First year students should not take any distribution course during the Fall term. Second, third and fourth year students may take them if their schedules permit.

Very few distribution courses are offered in the Fall term; a list of available courses, is provided in the Office of Student and Academic Services. Students wishing to enroll must do so using the Student Service Center at <http://studentcenter.cornell.edu> by the stated add/drop deadline. Students with questions about adding or dropping a course should refer to the Add/Drop policy on page 5-59 (College and University Policies).

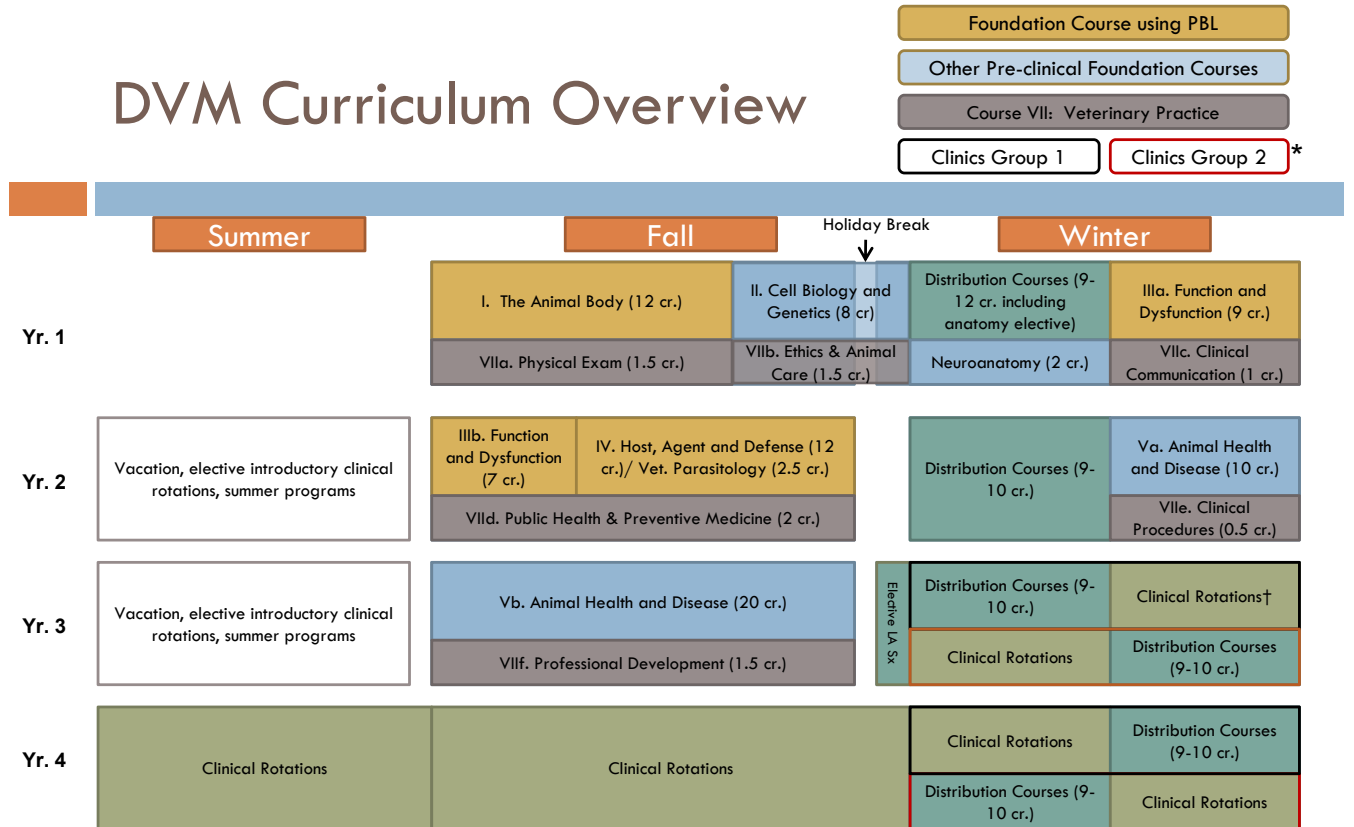
Spring Semester Distribution Courses

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

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

It is imperative that this verification be completed and errors promptly reported. No credit or grade will be given for courses a student attended without being properly enrolled and, conversely, a failing grade will be assigned to courses in which a student enrolled, but subsequently neither attended nor officially dropped.

DVM Curriculum Overview



†Each student completes at least 46 weeks of clinical rotations including 24 weeks core rotations, 16 weeks pathway rotations and 6 weeks of elective blocks filled with external clinical experiences, elective rotations or repeat rotations. Students also have 2 free blocks; each free block lasts 2-3 weeks and can be used for vacation, extra clinical experience, career exploration or job interviews. All students also complete Fourth-Year Seminar which includes an oral presentation and written report.

*A small number of students complete their distribution courses sequentially in one semester either during their 3rd or 4th year.

Above is a four year schematic of courses that D.V.M. students take. A year-by-year summary follows on the next page. Each student must take all of the Foundation courses listed but will be able to choose which courses within each Distribution set they want to take to fulfill the Distribution credit requirements.

Face-to-Face Sessions

Two face-to-face sessions are usually offered in late September or early October to orient first year students to the distribution course enrollment process.

The first session will describe the distribution course requirements, answer questions, and give an overview of the distribution courses available to first year students. Because first year students are enrolled in VTMED 5220:

Neuroanatomy, a demanding foundation course, during their first Distribution course period it is strongly recommended that they do not enroll in more than 7 distribution course credits (a total of 8 credits during the A-B distribution period). Generally, first year students will also take a course associated with The Animal Body (Distribution Set IR), which will further their understanding of anatomy in a species other than the dog.

The second face-to-face session will explain each of the anatomy courses that are in Distribution Set IR (Courses Associated with the Animal Body — structured choice). Remaining distribution courses should be chosen carefully to ensure that the workload is manageable.

An Overview of the DVM Curriculum (Year-By-Year Summary)

Year 1

Fall Term	Credits
VTMED 5100 The Animal Body	12
VTMED 5701 Veterinary Practice: Physical Examination	1.5
VTMED 5200* Cell Biology and Genetics	8
VTMED 5702* Veterinary Practice: Ethics & Animal Care	1.5

* Course continues into spring semester. Credit granted in fall semester

Total Credits: 23.0

Spring Term	Credits
VTMED 5200 Cell Biology and Genetics	-
VTMED 5702 Veterinary Practice: Ethics & Animal Care	-
VTMED 5220 Neuroanatomy	2
Distribution Courses (credits approximate)	7
VTMED 5300 Function and Dysfunction: Part I	9
VTMED 5703 Veterinary Practice: Communication Skills	1

Total Credits 19

Year 2

Fall Term	Credits
VTMED 5310 Function and Dysfunction: Part II	7
VTMED 5400 Host, Agent, and Defense	12
VTMED 5410 Parasitology	2.5
VTMED 5704 Veterinary Practice: Public Health & Preventative Medicine	2

Total Credits 23.5

Spring Term	Credits
Distribution Courses (credits approximate)	10
VTMED 5500 Animal Health and Disease: Part I	10
VTMED 5705 Veterinary Practice: Introduction to Clinical Procedures	.5

Total Credits 20.5

Year 3

Fall Term	Credits
VTMED 5510 Animal Health and Disease: Part II	20
VTMED 5706 Veterinary Practice: Professional Development	1.5

Total Credits 21.5

Spring Term	Credits
Distribution Courses (credits approximate)	10
Clinical Rotations (credits approximate)	2-10

Total Credits 12-20

Year 4

Fall Term	Credits
Clinical Rotations (credits approximate)	20

Total Credits 20

Spring Term	Credits
Clinical Rotations (credits approximate)	10
Distribution Courses (credits approximate)	10

Total Credits 20

Graduation Requirements

■ To receive the Doctor of Veterinary Medicine (D.V.M.) degree, candidates must successfully complete curricular requirements as listed in the enclosed “Student Requirements Worksheet and Report of Progress Toward Degree”, pay all fees, and be recommended for graduation by the faculty of the college.

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

■ “Student Requirements Worksheet and Report of Progress Toward Degree” are available at any time in the Office of Student and Academic Services. This allows each student to track his or her progress toward graduation. The Office of Student and Academic Services reviews progress of all classes. Students entering their fourth year are given updated degree progress worksheets prior to fall & spring add/drop.

Tutorial Groups

Several Foundation courses of the veterinary school curriculum are taught using a modified problem-based learning format. ■ Tutorial groups and case discussions are used extensively in Foundation Course I (The Animal Body), Course III (Function and Dysfunction) and Course IV (Host, Agent and Defense), often referred to as “Blocks” I, III and IV, respectively. ■ Elsewhere in the curriculum, small group discussion and interactive learning opportunities are also used. Much of what is written below about tutorial groups can be applied to making the most of small group discussions beyond these three courses. ■ Distribution courses are taken all four years, in the first two years from January to spring break. ■ Course V (Animal Health and Disease) is presented in a mixture of styles, with lectures or notes forming the groundwork and case discussions emphasizing important material. ■ Clinical rotations (Course VI) give you the opportunity to interact with clients and patients and actively manage the hospital’s case load. ■ Course VII (Veterinary Practice) runs concurrently with Courses I-V.

What are Tutorial Groups?

Tutorial groups are the core of the first two years of your education. Each group is composed of between six and ten students and typically meets in three, two-hour sessions each week. You will be assigned to a new group of students for each separate course. Within these groups you are presented with a case that is designed to draw out topics for study. The case is discussed by the group, and the learning issues are identified and prioritized. Between group sessions, all members are responsible for researching the learning issues and then returning to the next tutorial ready to share and discuss the topic. Tutor group sessions are an opportunity to share, apply, synthesize and integrate your research of the learning issues, check and refine your comprehension of the material and work together as a group. Lectures, wet labs, computer cases and large group discussions supplement tutorial discussions and autonomous learning.

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

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

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

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

“Concepts discussed in the small groups are easier to remember.”

Tutorial Groups continued

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

One student commented that the entire active learning process of finding the sources, sorting out the relevant facts and then digesting the information has meant that “I’ve understood concepts more thoroughly and have been able to integrate facts better.” Another student has described how active learning allows “the knowledge you acquire [to creep up] on you until it is really a part of your thinking.”

“Small group discussion about cases develops my clinical reasoning skills.”

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

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

A positive experience in a tutorial group appears to be linked to mutual respect and sensitivity. Students note that different personalities and learning styles are inevitable in a small group, but tolerance and understanding are needed to work well together. Most students agree that diversity within tutorial groups facilitates discussion of the case. For example, having varied backgrounds in veterinary medi-

cine leads to “bouncing ideas off one another and figuring a lot out before looking at any reference books.” One student commented that the “exposure to different ways of looking at some problems” was particularly valuable coming from peers rather than faculty.

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

“Working in small groups helps me evaluate my own progress.”

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

“It allows me flexibility with my time and my learning”

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

Tutorial Groups continued

In summary

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

The Role of the Tutor

The faculty tutor is included in the group session to ensure your success. The tutor’s job is to help you and your group achieve each of the goals of the curriculum and realize the potential of the tutorial process. They listen to the group’s discussion, guide by asking probing questions, challenge the group’s depth of knowledge and moderate group process issues to help the group function smoothly. The tutor helps to refocus the discussion from inevitable tangents and to clarify the issues when the discussion gets messy. The tutor ensures all learning issues are identified, and helps summarize and integrate the learning issues back into the case discussion. In keeping with their role as facilitators rather than lecturers, tutors are not there to give mini-lectures or give “the answers” to the group. A key to effective tutoring is identifying problems and knowing what, when and how much to interject.

In addition to their role as tutors, faculty may be used outside of group sessions as resource faculty on any issue.

In summary, one student described the tutor’s role in relation to the group process: “A successful tutorial group works through a case in a systematic manner, develops attainable, well thought out goals for the case and the Block in general, follows through on learning issues and explores them in detail. An effective tutor ensures the above happens by asking pertinent questions, keeping the group on track, clarifying objectives, and picking up loose ends for additional learning issues.”

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

Developing Learning Issues

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

Good Learning Issues are:

- 1** Relevant to the case. Learning issues should clearly arise from prioritized hypotheses and must be both relevant and fundamental to addressing the concepts that arise in the case.
- 2** Related to the course objectives. While the case might prompt many issues that you are unfamiliar with your learning issues should be framed primarily by the objectives of the particular course in which you are enrolled. The course objectives and concept maps printed in your course guides are a useful tool for prioritizing your learning issues. Your learning issues for each case should be consistent with the overall course objectives and concepts.
- 3** Specific and well-defined (rather than too big or broad). (Review topics can be broader since you are already familiar with those areas.)
- 4** Realistically manageable in your time limits. You will want to pare down your list of learning issues, prioritize them and define them in ways that make them do-able before the next tutorial.
- 5** Clearly stated so that you, your group mates, and your tutor understand them.

Tutorial Groups continued

6 “Owned” by students. Learning issues should be generated by you (not your tutor) and be meaningful to you, since they form the foundation of your independent study. They should be at an appropriate level, given the previous knowledge of the members of the group.

7 Stated using appropriate, precise terminology.

8 Framed so that they help you structure your independent study and “report back” at the next tutorial. This may mean stating your learning issue in the form of a question or task to be accomplished, rather than on phrase or topic.

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

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

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

PREPARATION FOR TUTORIAL GROUP

■ Using Available Resources

There are many resources available to you, including a world class library with its Core Resource Center and reserve materials; the Modular Resource Center; dry lab modules; web resources, your own classmates and faculty. One of the greatest benefits of diversity within your class is the wealth of knowledge gained from collective past experience in one field or another. You also have access to faculty experts in many fields who want to help. The resources available are endless, but it will be up to you to seek them out and make the most of them.

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

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

As there isn’t an assigned reading list for each week, you will need to choose your own sources that best answer the questions that arise during your tutorial discussion and best address your learning issues. In addition to textbooks, you will use a number of other learning resources. You will learn to use Medline—a bibliographic database of citations in the medically related disciplines—to access current research and literature reviews. Each tutorial group is given a photo-copying card so you can copy particularly useful articles for your peers in your tutorial group. To assist students in locating key articles, the College has also developed its own on-line database of references to research papers and chapters that students and faculty have found to be especially good resources for foundation courses. Rather than search through hundreds of items found on

Tutorial Groups continued

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

■ STUDY WISELY

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

As you are studying, it can be easy to lose the forest for the trees. Effective learning requires that knowledge be organized into an understandable conceptual structure that captures relationships among ideas and intertwined concepts. Each foundation course has a conceptual framework of its own presented in the course objectives and course concept map in your course guide and used to structure the entire course. It is critical that you to spend some time thinking about the cases in the context of the overall course objectives. You will need to correlate the course concept map and the course objectives with each case. Constructing your own objectives for each case and representing and visually organizing the major concepts of each case will be helpful. Concept maps, diagrams, flow charts or outlines are some of the ways that students organize what they are learning from multiple sources.

■ BE PREPARED

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

■ KEEP UP

The nature of group discussion requires a solid chunk of work done consistently throughout the week. The vast amount of material to learn and the quick progression of cases does not allow time to catch up from previous weeks or to study by cramming. Time management skills are critical in balancing other aspects of your life with your academics.

■ COMMUNICATE

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

■ USE YOUR GROUP

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

■ UNITY

Work together as a class. All of the students in the College share an interest in and commitment to the health and welfare of animals and humans. You do not need to compete

Tutorial Groups continued

with your classmates. You will be working together in class, in the CUHA and as professional colleagues in the future. Learning to cooperate as part of a team is a valuable skill to take into your future practice, when you will always be working with colleagues, clients and other staff members.

WORKING IN A TUTORIAL GROUP

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

As one student put it:

“Any student having difficulty understanding something should speak up right away for two reasons. First of all, the tutor will be alerted to where you are having difficulties and will be better able to help. The other students, also, may see your confusion and be able to clear it up—sometimes even better than the tutor. Second of all, nobody knows nothing so if you speak up right away, you can share what you do know as well as what you don’t understand. If you wait until everybody else has spoken, then chances are what you knew was already said, and you will feel like you have nothing to contribute.”

ESTABLISH GROUND RULES

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

From your own previous experience working in groups, brainstorm the “rules” you want to follow in your tutorials. The following list serves as a guide to some of the things that you might expect of yourself, your group mates

and your tutor. Once you agree on your own ground rules in your own words, you might want to type them up and distribute the agreement to all members and keep a copy in your tutorial room.

Sample Ground Rules

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

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

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

■ **Students and the tutor will come prepared for the tutorial.**

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

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

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

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

Tutorial Groups continued

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

All members of the group share responsibility for maintaining positive group dynamics and advancing the discussion in useful and relevant ways. Students will ask questions when they do not understand and will suggest alternative explanations when appropriate.

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

■ **The tutor and all students will show respect for all members of the group.**

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

■ **Students will abide by the Honor Code. [Page 5-73]**

CULTIVATE THE TUTORIAL ETHIC: MUTUAL RESPECT

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

Mutual respect allows the effective communication that is essential to success in tutorial groups, class discussions, and clinical interactions. Assumptions and stereotypes about people can be barriers to that communication. Make the effort to get to know your colleagues and to appreciate and celebrate each person as an individual. As previous students have noted, “humility in realizing others have important things to say and teach that you may not know” and the “ability to accept that you may be wrong” go far in

establishing a good educational climate.

■ **Process Regularly**

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

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

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

Tutorial Groups continued

sure that you are all fulfilling the expectations you agreed on at the beginning of the course.

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

GIVING CONSTRUCTIVE FEEDBACK

Feedback is a way of helping people to consider changing their behavior in ways that will improve their learning or professional development. It gives information about the effect a person's work or actions have on other members of the group. Some criteria for useful feedback are described below:

- 1 Feedback is directed primarily at a person's performance or behavior rather than at the person him/herself.
- 2 Feedback is directed at behavior which the receiver can do something about. Reminding another person of a shortcoming over which s/he has no control leads to frustration, not learning.
- 3 Feedback is specific rather than general. Giving specific examples helps illustrate specific points. To make a general statement about another person's work as a whole does not tell a person which parts of her/his performance or actions need changing and which might serve as models.
- 4 Feedback is both positive and negative. A balanced description of a person's behavior or actions takes

both the strong and the weak points into account. Both types of feedback provide information that the receiver can learn from.

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

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

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

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

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

Midterm Meetings with Tutors

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

You will receive two forms that are intended to help you make the most of these individual meetings. The forms outline the areas that you and your tutor will discuss during your individual meetings. These dimensions of perfor-

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mance should look familiar to you; they are consistent with the goals of the overall curriculum and of the tutorial process in particular. They are also consistent with the “End of Tutorial Evaluation” that you and your group should be using as the basis for regular processing and debriefing.

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

Putting It All Together

(tutorial scenarios written by students for students)

When asked to describe the ideal tutor group, students usually mention a positive attitude, an open mind, mutual respect, patience, forgiveness, and humor. As the previous sections have highlighted, working intensely in a small group requires the development of good interpersonal skills, such as active listening and honest, direct communication. It requires communicating about a concern before it becomes a problem that interferes with your education. Below are some real-life examples of some ways in which tutorials might go awry - written by students, for students - that illustrate the importance of the concepts related to working in a tutorial (or other group work) situation. Suggestions for how to handle these situations are also offered.

Example 1:

■ Nick has a strong personality and often leads his group in discussions. Caroline is a bit quieter and doesn’t like to argue with Nick because she feels he becomes strongly defensive. Several times this has stopped Caroline from contributing a conflicting opinion. Slowly, Caroline becomes angry and builds resentment towards Nick. Unfortunately, the group has no clue about Caroline’s feelings and

Caroline, to avoid confrontation, doesn’t chase down issues that confuse her. Caroline begins to dislike the group sessions because she doesn’t feel comfortable discussing the learning issues. Consequently, her contributions decline in quality and quantity, her attitude sours and the whole group begins to feel tension.

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

Example 2:

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

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

Example 3:

■ Becky is a moderate group member. She will often contribute, loves to draw on the board and will try to motivate her group as necessary. However, group life is difficult. She has a personality conflict with Ed, a well-meaning, sincere, but trying member. Ed’s learning style is much different. He has a shorter attention span and often requires

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people to repeat themselves several times over because he is still writing down the last concept. Continual disruptions over learning styles leads Becky to “give up” on the group. She studies the material on her own, but rarely contributes and barely seems to listen to the group discussion. Much to the other group members’ dismay, Becky even falls asleep during a session.

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

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

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

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

“Students need to realize that they’re working as a group for everyone’s educational benefit — everyone needs to participate and offer something. These groups are a major

part of their education, actually, the biggest part. If there is a problem with a group, it needs to be dealt with early otherwise everyone’s education will suffer.”

Troubles With Tutors

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

Example 1: (Absent tutor)

■ Tim’s group, although comprised of good students, has a tutor that rarely speaks and allows the group to ramble around trivial matters and talk themselves in circles. When the tutor does ask a question, Tim thinks that they had satisfactorily discussed it 15 minutes ago. Consequently, Tim never knows if they had not covered the information to sufficient depth or if his tutor was just not paying attention. Tim and Molly frequently ask the tutor if they are discovering all the major learning issues. No matter how well or poorly the group session went, the tutor just says, “You’re doing fine, don’t worry.” Molly and Tim talk with friends in other groups who seem to be relaxed with the process. The disparity of tutor interaction and styles frustrates them even more. They feel that they are not getting what they need to know. Even more frightening is that they’re not sure what they do need to know. Frantically studying, Tim reads every book on the subject covered in the case and spends hours wrestling with minuscule details, while Molly stresses so much she can’t even concentrate. The tutor never inspires trust in the group process or even in his own comments.

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

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depth and breadth of material to study. Repetition of the phrase, “you’re doing fine” from a trusted tutor helps to verify the student’s own decisions regarding the material.

Example 2: (Overzealous tutor)

■ Anne’s tutor is very excited with the opportunity to be involved with the tutorial process. He actively leads the discussion, forging far ahead of her understanding. The tutor would ask very directive, specific questions. Len seems to know all the answers and the tutor takes his understanding for comprehension from all members of the group. Anne doesn’t understand the progression behind the tutor’s line of questioning. She panics that she isn’t smart enough and isn’t learning the right things. Ellen is resentful of the tutor “quizzing” her group. She thinks the tutor didn’t let the group work for itself. He seems to have a specific agenda in mind and so directs the discussion with leading questions instead of allowing them to reason it out on their own. Ultimately this leads to a silent group, unwilling to go where the tutor led them, resentful of his misinterpretations of the group process; the six brilliant students have a less than fruitful tutorial experience.

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

Example 3: (well-meaning tutor)

■ Sue’s tutor doesn’t direct her group, but his ongoing comments foreshadow the next day’s discussion or the next case. Frequently, he’ll give away the diagnosis or list the case objectives, depriving the group of the opportunity to reason out the case and discover the learning issues along the way. Sue and her group don’t feel guided by the tutor’s comments, rather, they feel left out of the process entirely. The group tries to address the problems with their tutor quite early on. Unfortunately, the tutor reacts poorly. He feels he was doing the right thing by “helping” the students and felt slighted that the group didn’t want his input. Subsequently, the tutor alternately sulks and foreshadows, leaving the group unsure of his mood and thus more tenta-

tive to look to the tutor for guidance.

A well-meaning but ineffective tutor may negate the PBL experience. Again, the whole PBL experience must be derived from the students’ own exploration of the issues. The tutor’s reaction to the group’s criticism only worsened the situation. The group may seek additional help and advice to manage the tutor, but sometimes the group must pull themselves together and lead each other with their own knowledge and intuition.

The expectations that students have regarding the role of the tutor influence their interactions. Students may think the tutor is obligated to guide them sufficiently to prevent them from dwelling on tangents. However, what might feel off track for one student may feel fine for another. Although the tutors are there to provide guidance, the group may need to give feedback to the tutors on the appropriateness of their timing and comments.

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

In summary

Problem-based learning is an interactive process, one that requires motivation, hard work and an open mind. If you don’t like something in your group, don’t sit back and “opt out,” do something to change it. Start by expressing your opinion on the matter. Problems are only resolved by addressing the issues and working to resolve them. Developing the trust in yourself to adequately prepare and pursue learning issues takes some time, but it is a critical skill. Once you acquire this skill, the stress associated with the PBL process decreases dramatically, and the focus shifts

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from worrying about what you need to learn to actually learning it. Above all, remember, this is your education. You only get out of it what you put into it.

“Take the initiative to explore the big picture and what interests you....Ask questions! and DON’T be afraid to put forth your theories — this is how the small groups work. At worst, you’re wrong; at best, you look like a genius.”

Tutor Room Etiquette

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

Some basic courtesies include:

- ✔ Clean the room after each use. Pick up your trash, wipe down the table, etc.
- ✔ Do not remove the tutor room resources. They are for use in the tutorial room only. This also includes chairs. Sometimes a meeting involves more people than chairs are available in that room. If you must “borrow” from another room, please put them back.
- ✔ Tutor room scheduling is handled by Margie Williams in S2 013 in the Office of Student & Academic Services or Dave Frank in S2 168 VEC. Some tutorial rooms are available for College functions such as scheduled meetings of faculty committees. Notices posted outside individual tutorial rooms list the times it has been reserved that day, if at all. Rooms are not reserved by the presence of your belongings. If your belongings are in a room unsupervised for more than 30 minutes, expect your things to be packed up and someone else to be moved into the room.

THE LIBRARY

As a specialized service unit of the Cornell University Library, the Flower-Sprecher Veterinary Library offers an extensive array of information resources, including a large number of print and electronic journals and books, databases, reference materials, and audiovisuals. In addition to the stacks and a variety of types of seating for quiet study, there are also areas for current periodical issue browsing and new book display. The library's computers have several different information retrieval systems available for literature searches. The library staff is knowledgeable and extremely helpful in answering questions and finding information in person or from vetref@cornell.edu. As a Cornell student, you are welcome and encouraged to use any of the other "down-campus" libraries, including Mann Library which carries useful books and journals related to basic and life sciences. Be sure to look at the Library's own home page at <http://www.vet.cornell.edu/library> for quick links and helpful information.

As Graduate/Veterinary students, you may check out books for a six month period. Journals, new books and AV materials have a lending period ranging from one day to one week.

■ Journals

The main level stacks contain an alphabetical arrangement of veterinary and biomedical journals. The latest issues are on display in the current periodical browsing area in the back of the Library. Bound journal volumes may be checked out for three days while unbound issues go out overnight only. In addition, consult the CU Library Catalog and/or the E-Journal List for access to thousands of electronic journals.

■ Books & Senior Seminar Papers

On the second floor of the stacks, you will find recent books arranged by call numbers (e.g., Q for basic science, R for human medicine, and SF for veterinary medicine). These circulating books can be borrowed for 6 months. In addition, the full text of 4th-year veterinary student "senior seminar" papers and some of the PowerPoints from 2002/2003 are available online at <http://ecommons.library.cornell.edu/handle/1813/2099>

■ Reserve

Copies of the most helpful or most in-demand (e.g., right before an exam) sources are placed on reserve, behind the Circulation Desk. Reserve books are loaned for three hours, or overnight if they are checked out less than two hours before the library closes. Late fines are strictly enforced. Each course Web site at <http://students.vet.cornell.edu> will have additional materials important for your classes.

■ Audio-Visual

A variety of tapes and slide carousels are available on open shelves in the main area of the library. Topics include surgery tapes, pathology slides, and breed and behavior information. Browsing in this section often yields something helpful or fun. Equipment for viewing is available in the library. Some materials may be checked out and viewed in tutorial rooms or at home.

■ Photocopiers & Scanners

The Library's copy machine can be used both for making print photocopies and/or scanning documents to be saved on your flash drive. While scanning is free, print copies are 15 cents for b/w and 30 cents for color per page with cash, or 10 cents for b/w and 25 cents per page by Vendacard. Money can be added to the debit copy card as needed. For Blocks I through IV, each tutorial group will have a Vendacard which is kept at the Circulation Desk. Simply ask for your group's card to be used for copying useful information for the whole group, like diagrams or short articles. Additional scanners are available at two computer stations and a networked unit is located in the copy room.

■ Cornell Library catalogue

This integrated Library Catalog at <http://catalog.library.cornell.edu> provides the most complete information about holdings of all types of materials in the Cornell library system, excluding the medical school in Manhattan. Here you can find print books and journals, e-books, electronic journals, senior seminar papers, CD's, DVD's, and other audiovisuals, manuscripts and archives. Searches may be made by author, title, subject or key words. Follow links to full-text resources whenever available.

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■ Databases

Cornell students have access to numerous specialized databases. Among them, PubMed MEDLINE and the suite of bibliographic databases under Web of Science (including BIOSIS, CAB Abstracts, and Zoological Record) are the most useful in searching for articles on veterinary and biomedical topics. Look under “Database Names” from the main CU Library page at <http://www.library.cornell.edu> for quick access to the most frequently used databases. When searching those databases, look for the “Get It! Cornell” button for connecting to accessible full-text journal articles.

■ Personal Computing

The College has a variety of computing resources available to students in several convenient locations: the Library, the Dry Lab, the Wet Lab, and, for accessing patient information via the UVIS system, the CUHA. In addition, secure wireless access is available in all of the tutorial rooms, the cafeteria and student lounge, the Atrium and the Gallery, the CUHA, and several of the outdoor public spaces such as the Pet-Free Courtyard and the plaza in front of the Veterinary Education Center. Look for the signs indicating access points to Red Rover Secure.

32 fixed workstations (PCs) running a variety of up-to-date and useful software are located in the Library. In addition, 25 laptop computers are available for checkout during the afternoons and evenings for general use throughout the complex. Several scanners, and specialized software such as slide PowerPoint presentation, statistical, and graphic programs, are also available to support special projects and Senior Seminars.

Printers are available in the Library and in the Dry Lab; users must have a Net-Print account. While scanning is free, black and white printing is readily available at 9 cents per page, and color laser printing costs 25 cents per page. (Printing is available for your wireless notebook with Net-Print.)

The Dry Lab is a teaching facility with 48 PC workstations available for student use when not reserved for classes. Software includes Microsoft Office and several pre-loaded software applications. The Wet Lab has 50 PCs and also has Microsoft Office.

Cindy DeCloux is available to help student computer users,

as well as assisting with classroom technologies. Stop by her office (located behind the Dry Lab, in S2 167) with computing or wireless network questions. The room adjacent to Cindy’s office is dedicated to specialized computing and projects such as video editing, slide scanning, and the Student Yearbook. A small number of workstations that support these functions are located here, providing a “home” for projects that are larger in scope, or that require extensive technical support. Cindy also provides individual consulting, and workshops on a variety of topics that are open to the college community.

All of the college computers available for your use have access to the Internet, Microsoft Office, and Bear Access, Cornell’s suite of network utilities. These include Outlook electronic mail and the World Wide Web, as well as local information services created by various Cornell departments. Access to any of these programs requires a net-id and password that will be sent to you in the early summer. Even if you aren’t a “computer literate” person, it is important to learn the basics, as most school information, job openings, pets for adoption, meeting times, etc. will come to you via email.

A great place to check out information (both before you arrive and when you are a student) is the college’s student website: <http://students.vet.cornell.edu>. This site contains all sorts of useful information and links that can help you learn more about the college. The college’s website, <http://www.vet.cornell.edu>, also contains helpful information about the college, including faculty and staff directories and news updates featuring stories of interest to members of our college community.

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MODULAR RESOURCE CENTER

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

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

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

WISWALL LEARNING LABORATORY (DRY LAB)

The Wiswall Learning Lab, also known as the Dry Lab, is located across from the library in the Veterinary Education Center. It is scheduled for labs associated with courses and is open for independent study. Microscopes, computer programs and radiographic viewers provide the resources for study.

Educational programs, called “courseware” are described in a data program called “Computer Resources”. In this program, you will find a synopsis, estimated length of use, and location of all educational course-ware and other applications such as graphics programs, scanners and word processing programs. “Computer Resources” is located on all of the computers in the Wiswall (Dry) Lab and is a good way to get information about additional resource material available.

The Dry Lab has convenient hours that correspond to those of the library. Electronic devices have recently been installed so that students can access the lab after hours by swiping their Cornell ID cards through the card readers at the door.

FACULTY

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

THE ANIMAL HEALTH DIAGNOSTIC CENTER

The Animal Health Diagnostic Center (AHDC) is a unit within the Department of Population Medicine and Diagnostic Sciences. The AHDC operates in close partnership with the New York State Department of Agriculture and Markets. The AHDC is the only full-service multidisciplinary animal disease diagnostic facility in the State of New York and New England. The AHDC is dedicated to improving the health of animals and to preventing infectious diseases or conditions that have an impact on animal and human health, thus supporting the economic well-being of the animal industry while providing an important public service. Testing is provided in a variety of disciplines for food- and fiber-producing, companion, performance, zoo, exotic, and wildlife animals. The laboratory has over 5,000 active accounts with clinics and practicing veterinarians who submit samples from all of the United States and some foreign countries. Over 140,000 cases are received every year, which generated almost 1.0 million individual tests. The AHDC provides all the laboratory testing needs for the CUHA patients. The testing service component of the laboratory is supported by a vital and ongoing commitment to basic research, which applies directly to specific emerging disease problems as well as

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to gaining a more comprehensive understanding of disease processes. The mission of the AHDC has expanded by way of its inclusion as a founding member of the National Animal Health Laboratory Network (NAHLN). Under the NAHLN the AHDC has been involved in national surveillance programs for Avian Influenza, Newcastle Disease, Classical Swine Fever, Bovine Spongiform Encephalopathy, Chronic Wasting Disease, and Scrapie. Soon the AHDC will have capabilities for diagnosing Foot-and-Mouth Disease and Vesicular Stomatitis.

The AHDC provides full service diagnostic and consultation in many areas including; infectious and parasitic disease services (bacteriology, mycology, parasitology, serology/immunology, and virology); clinical analytical services (clinical pathology, endocrinology, comparative coagulation); toxicology services (organic and inorganic toxins, heavy metals, and feed analyses); udder health and quality milk (Quality Milk Production Services); outreach services (veterinary support services program, NYSCHAP programs, agriculture health and safety programs); as well as receiving, shipping, medical records, and export/regulatory services (including the operation of the CEM equine quarantine center).

Studying for an Exam

■ **The best preparation for an exam is to study effectively throughout the course** (see “Preparation for Tutorial Groups” on page 4-40, paying particular attention to the “study wisely” section) Study from your group’s learning issues everyday and be sure you can answer the questions that arose in the context of the case that prompted the learning issue. Ask yourself questions as you study and look for the answers to them in your reading. Make note of questions you have as you study and concepts that you don’t understand.

■ **You will need to maintain an intense study schedule.** It is difficult to state a certain number of hours each day that you will need to devote to independent study because it will vary for each person. However, you are strongly advised not to take on any additional commitments such as part time jobs, club responsibilities or new pets during the

first semester. Furthermore, it is recommended that you talk frankly with your partner and/or family about changes in family and home responsibilities and expectations, because you will need to allow study time in both the afternoon and the evening. To accommodate your school demands, you are likely to need to negotiate changes in childcare, care giving, cooking and/or housekeeping duties. When studying for long hours, be sure to take frequent, short breaks. You will be more productive if you give yourself a 10-15 minute break for each hour of study.

■ **Make use of the resources that are available to you.** Studying from a Modular Resource Center module may not be your favorite study habit, but if there is a module relevant to the case and your learning issues, make the time to work through it. You may feel shy about approaching faculty members with questions, but faculty experts actually complain when students DON’T come to them. Use those experts to help you understand the material you are studying. If you don’t understand, ask.

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

■ **Study with others.** Groups or study partners can be helpful because they force you to explain your understandings. Verbally and visually representing your knowledge to your peers reinforces your learning and ensures that you are able to coherently and concisely answer key questions about the material. Asking each other questions helps you look at the material in ways you don’t when studying alone. Hearing other student’s explanations can also help you check your own understanding. Setting agendas for study group meetings can help you stay focused both in individual study in preparation for the group meeting and help you be most efficient with your study partners.

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■ **Be Prepared for tutorials and for lectures and laboratories.** If the lecture notes are handed out in advance of the lecture, read them. You will get more out of lectures if you are prepared for them. Most lecturers assume that you have already been introduced to the topic through your tutorial and independent study and that the lecture will go into greater depth or synthesize material from a variety of sources.

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

■ **Conduct a self-Assessment.** Most of the foundation courses offer a mock, practice exam or previous years' exams (often with model answers put on reserve in the library). In Course I, there is a mock laboratory practical exam set up approximately two thirds of the way through the course. In Course II, two specially written practice exams are made available in the Dry Lab with time for you to take indicated on the course schedule. These exams will give you an idea of the kind of questions that are asked and the breadth and depth that is expected. Make good use of the sample exams. Approach a mock exam like you'd approach the real exam by actually "taking" the exam, answering the questions (on the topics you've had to date in the course) to your best ability, without referring to the answer key. Then grade it against the answer key. This will give you a more accurate picture of how well you are doing than if you just look over the questions and answers. Once you've "graded" yourself, see what areas you are weakest in. Is there a particular case that you need to review? Are you consistently weak in histology, while you're doing well in gross anatomy? Were there some types of questions that you had particular difficulty with? Consider what you need to study in order to get those questions right and also how you need to study. Do you need to change your study approach?

■ **Remember, faculty, staff and your fellow students in the College want you to succeed.** You have been carefully selected from a very competitive pool of applicants. Ideally everyone will pass and progress to the DVM. There are many people who want to help you achieve that goal.

Please make use of all the resources that are available to you. If you have any concerns, you can discuss your study strategies with your tutor, the course leader or a faculty expert, or a member of the student services staff. In addition, regular individual help sessions can be arranged with a faculty expert if needed.

Making Use of the CUHA

The Cornell University Hospital for Animals, commonly referred to as CUHA is the place to go when you need to be reminded why you are in the veterinary college. ■ The mission of the Cornell University Hospital for Animals is to provide leadership in patient care, education, clinical investigation and scientific innovation. CUHA provides veterinary services for Ithaca and the Northeast, treating approximately 21,000 animals in the hospital and 40,000 animals at area farms each year. ■ Housed within the CUHA are the Equine Hospital, Farm Animal Hospital, Companion Animal Hospital, and Ambulatory & Production Medicine Services ■ Part-time jobs working in the hospitals are available and an excellent experience, but they are in high demand. ■ Therefore, it is up to you to explore CUHA on your own before you formally start your clinical rotations in your third year. ■ There are white boards in the hospitals that indicate interesting inpatient cases that you are encouraged to review. Attending rounds and senior seminar presentations are also highly recommended.

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

Before you formally enter the CUHA, you will take part in an orientation that will give you an introduction to many essentials you'll need to know when handling cases in the CUHA. ■ You will also receive a printed copy of the Cornell University Hospital for Animals Student Protocol, which provides detailed information addressing everything from telephone usage to treatment schedules to hospital fees, all geared to the student clinician. ■ If desired, you may obtain a copy of the current protocol book from Rosemary Adessa in room C3-507.

Making Use of the CUHA continued

Equine, Farm Animal, and Companion Animal Hospitals

The Equine, Farm Animal, and Companion Animal Hospitals provide primary care and clinical specialty medicine for animals that are brought to the CUHA. Clinical specialty departments include Anesthesiology, Behavior, Cardiology, Dentistry, Dermatology, Emergency/Critical Care, Exotics and Avian Medicine, Imaging (including Diagnostic Ultrasound, CT, MRI, and Nuclear Medicine services), Medicine, Neurology, Ophthalmology, Shelter Medicine, Surgery, Theriogenology, Wildlife, and Zoological Medicine. The Companion Animal Hospital (CAH) also contains the primary care Community Practice Service. Horses admitted for treatment are housed in Wards A - D of the Equine Hospital. Cattle and other farm animals are housed in the stalls of the Farm Animal Hospital. Small animal patients are kept in the Intensive Care Unit, Intermediate Nursing Care, or one of the six wards or four runs off the in-house treatment rooms.

Equine Neonatal Intensive Care Unit (ENICU)

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

Ambulatory & Production Medicine Service

Large-animal medicine is practiced at local farms by the Ambulatory & Production Medicine Service, headed by Dr. Chuck Guard. The service has seven specially equipped field vehicles that carry veterinary equipment for dairy cattle, horses, sheep, goats, and swine at approximately 400 farms and stables in the surrounding area. Students can receive academic credit for participation in an early ambulatory rotation during summer or holiday breaks by signing up for VTMED 6620 "Introduction to Ambulatory Primary

Care Medicine." For information about other opportunities to participate in the ambulatory service, speak to one of the clinicians: Dr. Rodrigo Bicalho, Dr. Chuck Guard, Dr. Daryl Nydam, Dr. Mary Smith or Dr. Lorin Warnick.

Community Practice Service (CPS)

Headed by Dr. William Hornbuckle, CPS provides routine health care and medical management for dogs and cats. Third and 4th-year students are the primary care providers, while the faculty clinicians are their consultants. All students are encouraged to volunteer regularly in CPS. "Healthy Pet Clinic" on Friday afternoons and Saturday mornings is a good time to volunteer. This is a great opportunity to build confidence by talking with clients, taking histories, performing physical exams and analyzing basic lab tests such as fecal and skin scrapings. Volunteer hours may be credited to a distribution course, VTMED 6727, "Introduction to Community Practice Service." To volunteer in CPS, contact team leader Maggie Schnellinger, LVT.

Wildlife Clinic

If you have an interest in native wildlife or would like to learn more about avian medicine, consider becoming a volunteer for the Wildlife Clinic to gain hands-on experience. The clinic, a component of the Wildlife and Zoological Medicine Service, is staffed by veterinary students under the supervision of Dr. Noha Abou-Madi, Dr. George Kollias, Dr. Jamie Morrissey, service residents and technicians. The clinic provides care for injured wild reptiles, mammals and birds (ranging from songbirds to raptors). Wildlife rehabilitators and local people who find sick or injured animals bring them to the clinic where they are treated until ready for rehabilitation and release. Usually, two to four students are scheduled per day to handle treatments. Volunteer workers commit to one to two days per month. Supervisors and supervisor trainees work at least three consecutive days per month. Through your volunteer experience in the wildlife clinic, you'll learn how to give an avian physical exam, make differential diagnoses, fill out the necessary paperwork, and much more. If you have

Making Use of the CUHA continued

a strong interest, there are opportunities to participate in surgery, anesthesiology, and radiology as well. Look for information on wildlife rounds presented by service faculty and residents. Sign-up sheets for the Wildlife Clinic will be put into your student mail folders early in the school year; or contact Dr. Abou-Madi, Dr. Kollias or Dr. Morrisey.

Senior Seminars

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

Rounds

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

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

The rounds schedule is located off the college internal homepage under "Academic Program," Block VI, at: www.vet.cornell.edu/cvm/Academic/hospital.htm.

Clinical Pathology Teaching Laboratory (Student Lab)

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

CUHA Professional Attire Policy

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

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

- Cornell University Hospital for Animals-issued identification badges are required for any student who is in the hospital on rotation, for a class or educational purpose, for work duties, or for volunteer duties. The identification badge should be worn so that the name and class year face outward.
- In the Companion Animal Hospital, female students wear white lab jackets with a business blouse or sweater; business slacks, khaki trousers, or knee-length tailored skirt; and business shoes. Male students wear white lab jackets with a business shirt; business slacks or khakis; and business shoes. Long sleeves may not be worn under short-sleeved jackets. Denim attire of any color is not professional attire. Open-toed shoes or sandals may not be worn at any time on duty for safety and infection control purposes. Athletic shoes may be worn for functions in the surgical suites. Blue student scrubs must be worn in surgery.

Making Use of the CUHA continued

■ In the Equine/Farm Animal Hospitals, students wear coveralls and sturdy, washable boots. Blue scrubs must be worn in surgery. Before leaving the premises, boots should be disinfected in the foot baths in the hospitals. Boots and coveralls should be removed in the student locker rooms and carried home in plastic bags for cleaning. Open-toed shoes, sandals or casual footwear are not permitted.

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

For infection control and safety purposes, the following apply:

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

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

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

CUHA's Annoying Rules for Good Reasons

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

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

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

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

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

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

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

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

■ **Annoying Rule:** Use the foot baths in E/FAH. Every time.

✓ **Good Reason:** Infection control—for you and the animals

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

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

■ **Annoying Rule:** Please do not enter the ICUs unless you have a clinical reason to be there. “Clinical reason to be there” includes an assigned case, a pharmacology class assignment, follow-up on a case that’s on the “interesting

Making Use of the CUHA continued

cases" board. If it is very busy, such as at treatment times, please come back later when things have quieted down.

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

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

✓ **Good Reason:** Infection control

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

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

■ **Annoying Rule:** Children—yours or others'—should not be brought to the CUHA while you are on duty. Visitors of any age should not touch patients or enter patient care areas.

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

■ **Annoying Rule:** "Post no bills" on the walls or doors in the CUHA; use the bulletin boards only.

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

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

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

■ **Annoying Rule:** Check the "Interesting cases" bulletin

board in the Equine/Farm Animal Hospital and near dentistry in the Companion Animal Hospital.

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

■ **Annoying Rule:** Not a rule, but feel free to sign up for a shift or two with the animal care staff (barn staff or Companion Animal clinic aides). (Sign up in the Office of Hospital Operations.)

These are helpful people to know, especially if you need to learn more about handling animals. The staff will be forever grateful to you for the interest. You may be forever grateful to them for the assistance they can give you with the animals and with "navigating" the CUHA or hospital.

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

University and College Policies

ACADEMIC POLICIES

Attendance

■ Regular class attendance is expected in all courses. Unexcused absences do not entitle students to make up the work missed. Notification of an unavoidable absence, particularly in the case of missing examination(s), should be given to the Assistant Dean for Learning and Instruction. The Assistant Dean will in turn notify the instructor(s) of the course(s) missed if the absence has been excused.

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

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

Full Time Student Status

■ A student must maintain full time status for each of the (8) regular semesters (fall & spring) carrying a minimum of 12 credits.

Grading Policies

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

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

96-100= A+	73-75= C
93-95= A	70-72= C-

90-92= A-	66-69= D+
86-89= B+	63-65= D
83-85= B	60-62= D-
80-82= B-	59-lower= F
76-79= C+	

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

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

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

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

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

■ Course faculty will complete their grading procedure and submit all grades to the Office of Student and Academic Services within one week of the conclusion of the course.

Add/Drop Policy

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

Academic Policies continued

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

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

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

■ Clinical Rotation Assignments: Clinical rotation scheduling begins late spring of their second year. Changes to those assigned schedules—whether they affect required distribution or totally elective repeat rotations—will be allowed only in emergency situations. Requests for changes and/or additions to Clinical rotation schedules must be requested in writing via email to the registrar at least ONE MONTH PRIOR to the start date of the requested change or addition. Changes are made upon availability.

Incomplete Grades

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

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

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

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

■ In making their report to the faculty, Class Teachers Com-

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

Auditing Courses

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

Non-Registration & Non-Payment of Fees & Tuition

Students in the Veterinary College who fail to register and pay fees by the end of the third week of classes (that is, by the time registration is frozen for reporting purposes) will be informed in writing that they are no longer eligible to attend classes in the Veterinary College. The Cornell University Registrar has the responsibility to enforce this policy. For more information please see <http://registrar.sas.cornell.edu/Student/registration.html>

Academic Standards— Foundation Courses I–V, including 5220; 5410 and VII

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

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

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

■ A student who achieves a grade of D or below in one foundation course shall be placed on academic warning and shall be required to attain a grade point average of 2.0 or above in foundation courses taken the following semes-

Academic Policies continued

ter. A student who does not achieve this required grade point average shall be denied permission to advance to the subsequent term, however, the student will be permitted to repeat the semester.

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

■ For VTMED 5500 and 5510, the grade received for these courses will be calculated based on the scores received on examinations within each course. Students must receive a passing grade in each of the disciplines of 5500 and 5510. A student receiving a grade of “F” in one discipline of 5500 shall be entitled to an automatic re-examination. A student receiving a grade of “F” on the re-exam or a grade of “F” in a second discipline of 5500 shall be required to repeat VTMED 5500. The same grading policy applies to VTMED 5510.

Academic Standards— Foundation Course VI (Clinical Rotations)

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

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

■ A weighted average of all required clinical rotations (including pathway rotations) will be calculated to deter-

mine a final grade for Foundation Course VI. This grade will be used to determine advancement (graduation) of students starting Foundation Course VI on academic warning.

Academic Standards— Distribution Courses

Whereas the College Faculty has not instituted minimum yearly credit requirements for distribution courses, receiving a grade of D or F for individual distribution courses will not, by itself, constitute grounds for denial to advance to the subsequent semester. However, only courses for which a passing grade (D or above) is achieved will count towards the minimum credit requirement for graduation (=37.0 credits from sets I, II, III, IV, V and VII plus 6 credits from set VI) or towards fulfilling minimum requirements for distribution courses from required sets. Furthermore, no more than four distribution courses with D grades will count towards the minimum credit requirements for graduation. The foregoing does not compromise the prerogative of the College Faculty which may, under unusual circumstances, make exception to these guidelines.

Policy on Satisfactory Academic Progress—

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

For all students on leave, responsibility for maintaining eligibility to return to the DVM curriculum rests with the student. Failure to meet the applicable time of completion requirements will be deemed unsatisfactory performance, resulting in dismissal. If a student does not return from a leave at the conclusion of the set time period, and has not received an extension in writing, the individual will be deemed to have withdrawn from the Veterinary College. He or she may reapply through the College's admissions process and, if admitted, complete the entire DVM program.

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

Committee for Students Denied Re-Registration

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

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

The meeting is informal, confidential, and without record, so that the student may discuss private, personal, and confidential matters which are not suitable for general faculty discussion. The Committee usually consists of three members appointed by the Dean and serving from year-to-year at the Dean's discretion. To preserve confidentiality, there will be no recorded minutes or notes of the meeting with the student. It is understood that the Dean, or the Dean's designate, will monitor student performance and notify students of their opportunity to meet with the Committee, but that students may decline to meet with the Committee (based on minutes of the Faculty meeting held on March 26, 1994).

Statement of Essential Skills and Abilities

Introduction

The Doctor of Veterinary Medicine degree (or DVM) signifies that the holder is a veterinarian prepared for entry into the practice of veterinary medicine with or without further postgraduate study. All Cornell veterinary students must acquire broad scientific knowledge and technical skills necessary for them to function independently in a wide array of clinical, research, and other situations. Candidates for the DVM degree must demonstrate the requisite skills and abilities to satisfy both the overall and course-specific requirements of the curriculum.

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

Veterinarians are governed by a code of ethics and professional behavior that forms a social contract between the profession and society. The DVM degree is conferred only after the student has achieved satisfactory mastery of the necessary scientific and clinical knowledge as well as technical skills, while also demonstrating the professionalism, attitudes, and behaviors that are consistent with the professional degree of veterinarian. Throughout the curriculum, students must demonstrate a high level of compassion for all animals and people, excellent interpersonal and communication skills, the highest moral and ethical standards, and a motivation to serve, and they are expected to interact effectively with people of all ethnic, social, cultural, and religious backgrounds.

Essential Requirements

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

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

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

Academic Policies continued

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

I. [Observation](#): The candidate must be able to observe and make assessments from required demonstrations and experiments, including but not limited to anatomic dissection, microscopic analyses, animal/patient demonstrations, and radiographic and other graphic and diagnostic images. A candidate must be able to observe a patient accurately at a distance and close at hand, and assess findings. S/he must perceive and interpret signs of fear, aggression, and other potentially dangerous behaviors exhibited by various animal species. Observation requires the functional use of vision, hearing, and somatosensation, often in complex situations in veterinary health care environments.

II. [Communication](#): A candidate must be able to elicit information, establish rapport, offer explanations, and to describe changes in behavior, activity, and posture. Communication includes not only speech, but also interpretation of nonverbal cues, and reading and writing in English. The candidate must be able to communicate effectively, efficiently, and in a timely manner with all members of the health care team.

III. [Motor Function](#): A candidate must have sufficient motor skills to use scientific and diagnostic instrumentation, to carry out animal restraint and essential diagnostic procedures, including palpation, auscultation, percussion, and other components of a physical exam on live animals, to perform surgical manipulations, and to conduct dissection and necropsy on cadavers. A candidate must be able to execute motor movements reasonably required to provide general care, surgery, and emergency treatment to patients of all species.

In addition, the candidate must be able to escape physically dangerous contacts with animal patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing.

IV. [Intellectual \(Conceptual, Integrative, and Quantitative\)](#): Problem solving, a critical skill of veterinarians, requires that a candidate be able to obtain, retrieve, analyze, integrate and synthesize information from multiple sources efficiently and accurately.

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

V. [Behavioral and Social Attributes](#): A candidate must be able to fully utilize his or her intellectual abilities, exercise good judgment, promptly complete all responsibilities attendant to the diagnosis and care of patients, and to develop effective relationships with their companions, peers, staff, colleagues, and with clients. S/he must be able to work effectively as a member of a health-care team, and must be able to tolerate physically and emotionally taxing workloads, to function effectively under stress, and to display flexibility and functionality in the face of uncertainties inherent in assessing patients' health problems. Candidates need to be able to both elicit and convey information to clients and staff in a timely and effective manner, using both oral and written formats. S/he must understand the legal and ethical aspects of the practice of veterinary medicine, and function within both the law and the ethical standards of the veterinary profession. The candidate is expected to demonstrate a high commitment to professional behavior that includes, but is not limited to, demonstration of competence, compassion, integrity, lifelong learning, concern for others, interpersonal skills, collegiality, interest, and promotion of the public good. These personal qualities, abilities, and skills will be assessed during the admission process and throughout the educational program. In addition, applicants and enrolled veterinary medical students must be able to perform the duties of a veterinary student without endangering the lives of patients, caretakers, colleagues and staff, or themselves. In order to complete required courses, students are expected, at a minimum, to work with dogs, cats, horses, and cows. Other species are commonly seen (e.g. rabbits, warm- and cold-blooded small and exotic pet species, llamas and alpacas, etc.).

Faculty Assistance For Students Experiencing Academic Difficulty

The academic performance of a student who receives a D grade in a foundation course will be reviewed at the end of the course or, where appropriate, the end of the semester, by the faculty responsible for teaching the course (foundation course committee). Working in conjunction with the faculty advisor, the Director of Student Services and Multicultural Affairs, and the Assistant Dean for Learning and Instruction, the student will develop a set of goals to remedy the academic deficiency. The foundation course leader may suggest ways to review the material and obtain supplemental assistance from course faculty. In setting goals for improved performance, the student will be encouraged to consider issues such as learning and study strategies, and, where relevant, circumstances outside of the academic sphere that may have a negative impact on academic performance.

Transcript Requests

■ Official transcripts (for internships, scholarships, or graduate school applications) may be obtained only through the Office of the University Registrar, B7 Day Hall. An official transcript is one that bears the official seal of the university and the signature of the University Registrar, sent in a sealed envelope directly from the Office of the University Registrar to another institution or agency as directed by the student.

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

Term Grade Reports

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

■ Students logging on to the Student Service Center to view term grades should be aware that this official grade report includes actual letter grades for letter-graded courses.

■ Please note: A student who receives a grade of Incomplete in any course must inform the Office of Student and Academic Services when the course work has been completed. That office will then request a Manual Grade Report from the faculty member to record the final grade.

Student-Faculty Grievances

The Faculty-Student Liaison Committee is charged by the faculty to hear student grievances. Subjects for committee consideration should not be limited except where they would fall within the purview of the individual advisory system, the Honor Code Committee, or in matters concerning academic grading and evaluation procedures (Faculty Minutes: May, 1983).

Grievances will be handled by the following means:

- 1 The student and the instructor should resolve the issue, if possible, or
- 2 The student's (Student-Faculty) Liaison Committee representative should resolve it with the instructor, or, if neither (1) or (2) seems practical or satisfactory,
- 3 A student member and faculty member of the (Student-Faculty) Liaison Committee could meet informally and attempt to resolve the grievance with the instructor. If this latter procedure does not effect a satisfactory resolution of the problem, then
- 4 The student's (Student-Faculty) Liaison Committee representative should present the problem to the Liaison committee as a whole.

Shortly after the beginning of the school year, each of the four classes will elect a representative to Student-Faculty Liaison Committee. The Assistant Dean for Learning and Instruction will convene a meeting of these four student representatives at which the student representatives will nominate four faculty members to serve with them on this committee. Subsequent meetings of the entire group can be called at the discretion of members of the committee. Individual members (both students and faculty) can be involved in the handling of a grievance as necessary, within the guidelines provided above.

Grievances Regarding Academic Grading & Evaluation Procedures

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

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

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

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

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

Copying and Recording Policy

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

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

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

At the discretion of the instructor and course leader, violations of this policy may be referred to the College of Veterinary Medicine Honor Board.

This policy shall be communicated to the Faculty and Students at the start of each academic year.

Rationale:

1. Faculty members have rights to privacy within their lectures and have the reasonable expectation that their knowledge is shared only with those students who are members of their classes.

2. There is a longstanding tradition that members of the university own the copyright to their academic and creative efforts regardless of medium.²

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

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

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

¹Cornell Univ. Code of Academic Integrity, <http://theuniversityfaculty.cornell.edu/handbook/APPENDIX7.pdf>.

²Cornell Univ. Copyright Policy, http://www.policy.cornell.edu/cm_images/uploads/pol/Copyright.html. It should also be noted that there is currently a revised draft Copyright Policy - Draft Document, Intellectual Property Committee, On-Line Forum Current Topics, available at: <http://theuniversityfaculty.cornell.edu/forums/pdfs/CopyrightReportRev.pdf>

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

Personal Computer and Cell Phone Use in Lectures and Classes Policy

While we recognize that for some of you a laptop computer in lectures is a valuable tool for taking notes, computer use should be limited to the task in hand and should be respectful of others. For people sitting behind you in a lecture theatre, it can be extremely distracting if you are reading or sending email, viewing video clips or doing other things that are unrelated to the learning objectives of the class.

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

Accommodations Policy

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

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

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

- Documentation of your disability, in writing, from a physician who is familiar with your diagnosis.
- Recommendations from the physician based upon your needs for accommodation in a veterinary environment.
- In addition, a copy of the above documents should be sent to the Office of Student and Academic Services in the College Veterinary Medicine.
- It is possible that either the Office of Disability Services or the Office of Student and Academic Services may request additional documentation, to speak directly with your physician concerning the accommodation and/or that you

be evaluated by another medical professional.

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

Please tell the College of Veterinary Medicine what accommodations you have been granted in college and graduate school, and on standardized tests. While your prior history is relevant for determining reasonable accommodations, you should realize that we might not grant the same accommodations that you have received in the past. Your request for accommodations will be carefully reviewed according to what is reasonable and appropriate given the nature of your disability and the essential components of our academic program. The final authority regarding accommodations rests with the Dean of the College of Veterinary Medicine.

Students' Responsibilities Related to Accommodations for Disabilities

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

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

- It is the responsibility of the student to inform the Director of Student Services and Multicultural Affairs of the nature of his/her disability if accommodations will be necessary.
- The student must furnish documentation of the disability to the Cornell University's Office of Disability Services and the Office of Student and Academic Services in the College of Veterinary Medicine.
- To protect students' confidentiality, the Office of Student and Academic Services will not initiate communication with faculty about accommodations unless the student

Academic Policies continued

requests it.

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

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

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

Accident Reports

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

Alcohol Use Policy

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

The following Cornell regulations apply to all academic and administrative units, staff, faculty, students and other campus organizations, as specified. University departments may impose other requirements or restrictions for the service of alcoholic beverages. Individuals and organizations should consult with the appropriate department to determine what additional regulations might apply to them.

■ New York State Law. It is illegal in New York State for alcoholic beverages to be made available, by sale or other-

wise, to anyone under 21 years of age or to anyone who is visibly intoxicated.

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

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

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

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

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

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

■ Responsible Person(s). At events where alcoholic beverages are served, there must be a designated individual to serve as the person responsible for the event. This person is called the Responsible Person(s) and must be listed on the

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campus event registration form by the authorized representative of the sponsoring group.

■ Registration. All campus organizations (defined as a group that has a majority of its membership from the Cornell community, with at least some student representation) serving alcoholic beverages at events on campus or on University-owned or managed property must register that event with the Assistant Director of Student Activities, 529 Willard Straight Hall.

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

Use of Animals in Teaching

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

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

the student.

Classroom Use for Meetings

All use of classrooms is scheduled by:

- Margie Williams (S2 013 Schurman Hall, 3-3769, e-mail: mbw4@cornell.edu) or
- Dave Frank (V2 168 VEC, 3-3696, e-mail: daf4@cornell.edu)

Reservations should be made well in advance of the planned activity. Individuals should not ask to reserve a tutor room for studying. Use of the tutor rooms for this purpose is on a first come, first serve basis. Access to lecture halls is with your college ID. All groups using College facilities are expected to:

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

Discount Policies for Students at the Cornell University Hospital for Animals

■ Students and staff of the College of Veterinary Medicine are allowed certain discounts for services rendered by the CUHA. These discounts are limited to a maximum of three pets for each student. The animals must live with the student. The student discount policy permits waiving of all professional service fees levied by the CUHA up to a maximum of 20% of the total bill, excluding all Ambulatory visits, Diagnostic Laboratory, Pharmacy, and Clinical Pathology charges. Test fees incurred through the Diagnostic Laboratory and Clinical Pathology must be billed at full charge. Professional service fees include normal examination fees, daily professional service fees, surgery fee. Emergency fees are not part of the discount policy. The animals must be registered with CUHA business office. The registration form can be found at <http://www.vet.cornell.edu/hospital/UniversityDiscount.pdf>.

■ The hospital also offers a pet food purchase program. Various pet foods are available to students and staff of the College at a significant discount which is less than what

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one would pay for pet foods at a retail outlet. Students and staff are allowed to purchase a sufficient amount of pet food to feed three animals which may or may not be the same three that are registered for the patient discount policy of the hospital. Foods may be purchased only for personally owned animals.

■ If you have personally owned animals with you while you are a student at the College of Veterinary Medicine, you are welcome to take advantage of both the patient and the pet food programs of the CUHA. To participate in either program fill out the enclosed forms & return as directed.

→ If you have questions, contact Ofer Leshed, CUHA Director of Finance, at 3-3946 or ol28@cornell.edu.

Dress & Appearance Standards

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

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

Harassment

Cornell University's definition of sexual harassment (in agreement with Title VII, Section 703, Part 1604 of the Civil Rights Act of 1964), established July 8, 1996:

■ Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

■ Submission to such conduct is made either explicitly or

implicitly a term or condition of employment or academic status;

■ Submission to or rejection of, such conduct by a person is used as the basis for an employment decision or an academic decision affecting that person; or

■ Such conduct has the purpose or effect of substantially interfering with a person's work or academic performance or of creating an intimidating, hostile, or offensive working or learning environment.

Procedure for Redress

■ Sexual harassment must not be tolerated in our community, is illegal, and subjects both individual and institutional perpetrators to serious penalties.

■ Complaints by students may be made to a faculty advisor, Chairperson of the Department involved, or the Dean, Associate or Assistant Deans, or to the Director of Student Services and Multicultural Affairs. All complaints whether or not they remain anonymous will be reported to the Office of Equity, Diversity and Life Quality.

Guidelines for Personal or Medical Leaves of Absence for DVM Students

■ The Faculty of the College of Veterinary Medicine expects students to complete their course of study in four years. In certain instances, a student in good standing may apply to take a leave of absence for medical or personal reasons prior to the completion of the degree. Such leaves should ordinarily commence upon the completion of the course in which the student is enrolled. In extraordinary circumstances, permission may be given for a leave to begin sooner.

■ A student considering a leave must consult with and submit a written request to the Director of Student Services and Multicultural Affairs. If the student is a recipient of financial aid, he/she must meet with the Director of Student Financial Planning before taking any leave. The leave is granted for a specific period of time, after which the student is expected to resume coursework. The written authorization for the leave will specify a date by which the student on leave must notify the College of intent to resume studies and a date by which studies must resume. A student who fails to return at the end of a period of authorized leave or

who fails to provide written notice of intent to return at the end of a period of authorized leave will forfeit the privilege of re-entering the professional curriculum. At the Dean's discretion, return from leave may be postponed if space is unavailable in a class. A student returning from leave must certify that he/she has not received any felony or misdemeanor charges or convictions while on leave. Students on leave will not be allowed to attend foundation courses of the professional curriculum; a student on personal leave who wishes to participate in any other courses in the professional curriculum must be enrolled in the course or registered as extramural students. Grades for extramural coursework are not included in the GPA calculations for fulfillment of requirements for a veterinary degree.

■ **Personal Leave.** In rare instances, a student who for personal reasons is unable to advance to the subsequent foundation course, may be granted a personal leave. Personal leaves are arranged by the Director of Student Services and Multicultural Affairs after requests have been submitted in writing. The Dean of the College has final approval of all personal leaves and will review the status of all students returning from leaves.

■ **Medical Leave.** A student who, for medical or psychological reasons, is unable to advance to the next foundation course is considered to be on a voluntary medical leave. A student may be placed on an involuntary medical leave if a student engages in or is likely to engage in behavior which (1) poses a danger to self or others, (2) causes significant property damage, or (3) significantly disrupts the learning environment of others. Since the purpose of a medical leave is to allow time away from the College to receive medical and/or mental health treatment, medical leaves are usually for 6 months or more and are arranged case-by-case with the Dean's office and the Director of Student Services and Multicultural Affairs. A student on medical leave will not be allowed to participate in any courses in the professional curriculum. Medical leaves are processed in conjunction with the University Health Services but authority for granting the leave, and for permitting a student to return from a leave, rests with the Dean of the College. Specific procedures must be followed to return from a medical leave, including providing a statement to the University Health Service from attending medical professional(s) detailing the student's progress and stating that the student is ready and able to resume a full, rigorous

work load; that statement will be reviewed by a designated University health official who will consult the College and the student's physician regarding the essential facts and obligations of the individual's program. Further information is available in the Policy Notebook for Cornell University or from University Health Services.

Personal Pets in the College

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

■ Students bringing pets into the College in violation of the rules will be required to remove the animal from the College immediately.

Pregnancy Guidelines for Students

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

ANY PREGNANT STUDENT SHOULD:

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

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

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

AVAILABLE OPTIONS

1 The student may take a leave of absence. It is strongly recommended that the pregnant student consider withdrawing for a year and plan to be readmitted to graduate with the next class, particularly if the student is

in her third or fourth year of study. This option minimizes risks and reduces the concerns of everyone.

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

- changes that can be made in an individual's schedule of clinical assignments which are prepared in advance for an entire calendar year.
- the willingness of classmates to exchange scheduled assignments with the pregnant student.
- certification by an attending physician of any constraints and of the individual's physical ability to continue full participation in aspects of the educational program.

RIGHTS AND RESPONSIBILITIES

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

Prejudice and Discrimination

- Prejudice and discrimination have no place in a free society. In an academic community, individual worth is measured without regard to racial or ethnic origins, sexual preference or other characteristics irrelevant to personal performance.
- Diversity of background, interests, talents, etc. in our community is one of the College's great strengths. The Dean, other members of the Administration and the faculty are committed to increasing and fostering diversity in the student, faculty and staff populations of the College. As

members of the veterinary community, all students must be sensitive to the feelings and concerns of other members of the community. Prejudicial, discriminatory and/or insensitive comments or actions directed at others on the basis of their race, ethnic origin, gender, sexual preference or other personal characteristics will not be tolerated.

Statement on Racial Prejudice

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

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

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

ary 20, 1987)

Smoking

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

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

Religious Holidays

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

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

“(4) If...classes, examinations, study or work requirements

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

Health Insurance Policy

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

■ Purchase the Student Health Insurance Plan through Cornell University

Or

■ Waive the Student Health Insurance Plan if you have other comparable health insurance.

All DVM students will be automatically enrolled in Cornell's Student Health Insurance Plan (SHIP) and charged a mandatory premium which is \$1,898.00 for 2011-2012. The charge for the SHIP premium will appear on your July bursar bill. Students responsible for the premium will have until September 30 to choose to pay in monthly installments (with a small service charge). SHIP has been developed especially for Cornell University students, (and their spouses/same-sex partners, and their children for an additional fee). The plan provides coverage for illness and injuries (not for preventive or elective health care, except as specifically noted in benefit details) on-and off-campus. The Plan does cover pre-existing medical conditions. Plan members are covered twenty-four hours a day, anywhere in the world, from 12:01 a.m. August 16, 2011 to 12:01 a.m. August 15, 2012. To enroll dependents please complete the necessary enrollment forms at the Student Health Insurance Office before September 30.

→ For more details about the SHIP, contact the Student Insurance Office located at 409 College Ave, Suite 211, telephone 607-255-6363 fax 607-254-5221 or e-mail: sicu@cornell.edu or check the following link: www.gannett.cornell.edu/Student_Insurance/SHIPgrad_prof.html.

→ For details about what SHIP covers and to locate providers go to: www.aetnastudenthealth.com

Go to the Student Connection link and enter Cornell's

policy number 711115

If you do not wish to be enrolled in SHIP, you must file an appeal to demonstrate that you have other coverage that meets Cornell's requirements. Appeal forms are available online at <http://www.vet.cornell.edu/students>. The deadline for these forms is September 30, 2011. Forms may also be picked up in the Office of Student and Academic Services during orientation in August or anytime thereafter.

The Honor System

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

The Student Administrative Board for the Honor Code, composed of two representatives from each class, deals with problems relating to student conduct. The Committee receives information concerning misconduct and breaches of the Honor Code, reviews the information and presents its recommendations to the Faculty Committee on Student Conduct. When appropriate, the Student Committee institutes disciplinary action.

Honor Code of the College of Veterinary Medicine at Cornell

The Honor System is a highly prized way of life to be zealously guarded. It is an educational asset to be conserved and strengthened. It is an opportunity for students to learn to govern themselves in the principles and practices of honor and personal integrity, so fundamental in the successful relationships among the individuals of a profession and in the scholarly education of its members.

Realizing this need for the development and the expression of moral standards of conduct, so essential to the professionally trained, in whom the public places their confidence, we, the students of the College of Veterinary Medicine at Cornell, do hereby avail ourselves of the inspiration afforded by this Honor Code, and submit ourselves to guidance by the precepts herein enumerated, in the hope that the habits and insights gained will enhance enduringly

our performance of honorable, constructive, and satisfying service in our personal and professional lives.

ARTICLE I

Name and Purpose

Section I

The College of Veterinary Medicine at Cornell Student Honor Code.

Section II

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

ARTICLE II

Application

Section I

This code shall apply to all students in the College of Veterinary Medicine at Cornell.

Section II

In addition, this Code shall apply to all students not registered in the College of Veterinary Medicine, while taking courses in this College, in conjunction with veterinary students.

Section III

Each faculty member should inform his/her students of regulations that apply to academic integrity in work in his/her course. He/she should make clear to what extent collaborative work, or the exchange of aid or information, is acceptable to him/her.

Section IV

When students of the College of Veterinary Medicine are taking courses in the Veterinary, or any other College, they are expected to act at all times in accordance with the ide-

The Honor Code

als of the Honor Code even if the instructor elects to operate under a system other than the Honor Code.

ARTICLE III

Rules of Conduct

Section I

This Code is applicable to all conduct which may reflect in any manner upon the veterinary profession and the College of Veterinary Medicine.

Section II

1. Students shall not give, receive, or take aid from any source during examinations.
2. There shall be no communication between students concerning any questions relating to an examination during that examination.
3. If any student unjustifiably absents herself/himself from a class where an examination is to be given, the Student Administrative Board shall advise the instructor.
4. A student shall in no way misrepresent his/her work fraudulently or unfairly, advance his/her academic status, or be a party to another student's failure to maintain academic integrity. A student assumes responsibility for the content of the academic work she/he submits, including papers, examinations or laboratory reports, etc.
5. Failure to report a breach of the Honor Code constitutes a violation.

Section III

1. Students shall not intentionally or carelessly mark, tear, misuse, or otherwise damage any book, library item, or college equipment.
2. Students shall not appropriate any property belonging to another individual or the College.

Section IV

Veterinary students shall conduct themselves in a manner consistent with the codes and laws applicable to licensing and good standing in the veterinary profession.

Section V

A student shall not willfully neglect or abuse animals in this school or clinics.

ARTICLE IV

Organization

Section I

Student Administrative Board. This board shall be composed of eight voting members: two members are to be elected by each of the four classes. These members shall be elected before the last week in April, with the exception of the incoming first year class. The representatives of the first year class shall be elected within the first month of the new term. The Chairperson of the Student Administrative Board shall be responsible for their election. The new Board shall assume their duties in the first week of the new scholastic year and shall serve for the duration of that school year.

1. The Student Administrative Board shall have the authority to carry out investigations concerning alleged violations of the Honor Code officers: There shall be a Chairperson and a Secretary of the Student Administrative Board, in addition to the eight voting members, who shall serve without franchise, except in the event that a voting member is either absent or involved in the case before the Board. In this event, the Secretary and, if necessary, the Chairman shall cast a ballot to make a quorum.

Section II

Faculty Administrative Board. This Board is the Committee on Student Conduct, a standing committee of the faculty.

Section III

Faculty Consultant

1. Two faculty consultants shall be appointed by the Student Administration Board in April of each year.
2. Duties: The Faculty Consultants are to act in an advisory capacity for the Student Administrative Board. One or both consultants shall sit as non-voting confidential observers at Honor Board meetings and hearings. The Faculty Consultants shall advise on matters of Honor Code applica-

The Honor Code continued

tion, and act as a liaison between the Student Administrative Board and the Faculty.

ARTICLE V

Elections

Section I

Student Administrative Board Members. The manner of electing the class representatives shall be left to the discretion of the respective classes. The time for such elections has been stated in Article IV, Section I.

Section II

Student Administrative Board Officers. The existing Board shall elect, before the last week in April, two of its voting members from either the second or third year representatives to serve as Chairman and Secretary of the succeeding Board. The manner of this election shall be at the discretion of the Board.

ARTICLE VI

Procedure

Section I

1. It shall be the duty of any student in the College of Veterinary Medicine to report any violations of this code in person to the representative of the class of which the violator is a member. Obviously, any violation should be reported as soon as possible.

2. The report of a violation of this Code to the representative of the class of which the violator is a member, by a Faculty member or any other person connected with the College of Veterinary Medicine shall receive the same consideration as that reported by a student.

Section II

1. It shall be the duty of the class representative to report the suspected violation in person, to the Chairperson or the Student Administrative Board after she/he (the representative) has been notified.

2. It shall be the duty of the Chairperson of the Student Administrative Board to call a meeting of the Board within five school days after she/he is notified. She/He shall preside over all Board meetings. In the absence of the Chair-

person, the Secretary shall assume all the duties of the Chairperson.

Section III

It shall be the duty of the Student Administrative Board to interview the plaintiff(s) and defendant(s), in separate conference, and to consider all evidence and testimony that will insure a just decision. The Board shall decide the case, and further:

1. Members of the Board shall keep all proceedings confidential and vote by a separate ballot, on the evidence presented, as to the defendant's innocence or guilt. If any case of an infraction is to be tried, a quorum shall consist of seven members with the power to vote.
2. The Secretary shall keep a written record of all proceedings and recommendations.
3. If the decision is for the defendant(s), the matter is dropped and all records are destroyed after forty-eight hours.
4. If the decision is for the plaintiff(s) by six or more votes:

a. It shall be the responsibility of the Student Administrative Board to determine the action to be taken against the defendant if it is his/her first offense. If the action decided by the Student Administrative Board be a warning to the defendant, such a warning shall be administered by the Student Administrative Board and all proceedings shall be kept on record. If the action decided by the Student Administrative Board be in excess of a warning, that is, probation, suspension or expulsion, the proceedings and recommendations of the Student Administrative Board shall be forwarded to the Faculty Administrative Board for further consideration.

b. If it is other than the defendant's first violation, all proceedings and recommendations of the Student Administrative Board shall automatically be forwarded to the Faculty Administrative Board for further consideration. In any recommendations involving expulsion, a unanimous vote of the Student Administrative Board shall be necessary.

5. Any accusation of infraction beyond the first shall be confirmed by one (or more) person(s) other than the accuser of the first infraction.

The Honor Code continued

6. In any case, the plaintiff(s) and defendant(s) shall be informed of the Student Administrative Board's decision twenty-four hours after the decision has been reached.

ARTICLE VII

Rights

Section I

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

Section II

It is the right of the student who is dissatisfied with the findings of the Faculty Administrative Board to appeal his/her case to the faculty of the College of Veterinary Medicine. In such an event, all the proceedings of the Student and Faculty Boards shall be made available to the faculty. The student should present his/her petition to the Dean or in his absence the Secretary of the College for transmittal to the Faculty.

Section III

The defendant shall have the right to bring an advisor to a hearing.

ARTICLE VIII

Records

Section I

It shall be the duty of the Secretary of the Student Administrative Board to see that all written records of the Student Administrative Board of an Honor Code violation shall be destroyed by the Chairman of the Student Administrative Board if and when the violator graduates from the College of Veterinary Medicine.

Section II

The Student Administrative Board shall in its discretion determine whether its decision should be made known. However, in all cases, information regarding names of witnesses

and accused, and the proceedings of the Student Administrative Board are strictly confidential. Revelation of any of these items constitutes a violation of the Honor Code.

In general, we agree that the parties involved in the initial investigation and in the proceedings through the Student Administrative Board and Faculty Administrative Board shall hold these proceedings in confidence. Information that is brought to the official attention of the faculty should be handled with discretion and tact, but cannot be withheld upon inquiry by certain parties who have a right to this information. It is obvious, also, that certain serious offenses would have to be reported to the regular law enforcement agencies. (Adopted as part of the Code, Faculty Minutes, May 7, 1964).

ARTICLE IX

Notification

Section I

A copy of the Honor Code will be distributed to all incoming students, students operating under the Honor Code, and all faculty members concerned at the beginning of each school year.

Section II

In any classes where there are students from other colleges than the College of Veterinary Medicine, the instructor should, at the beginning of the term, explain the nature of the Honor Code and state that all non-veterinary students will be subject to the Honor Code while in that particular course. Copies will be made available to the instructor for distribution to the non-veterinary students.

Section III

It shall be the duty of the Chairperson and Secretary of the Student Administrative Board and one member of the Faculty Administrative Board (or the Dean of the Veterinary College or his/her representative) to read and explain the Honor Code to the entering freshmen before the end of the second week of the fall semester.

ARTICLE X

Amendments

The Honor Code continued

This Honor Code may be amended at any time by a majority vote of all students operating under the Honor Code, with the approval of the faculty.

ARTICLE XI

Retirement

This Honor Code may be retired at any time by a majority vote of all students operating under the Honor Code, with the approval of the faculty, or by a majority of the faculty voting to retire the Code.

ARTICLE XII

Procedure for Amendment or Retirement

Section I

Amendments. In any request for amendment to the Honor Code, a petition must be presented to the Chairman of the Student Administrative Board, with the signatures of not less than twenty-five students operating under the Honor Code. The Chairman shall then present the petition to the entire student body for consideration, and shall be responsible for the voting procedure. This petition shall be presented to the student body within two weeks after the Chairman has received it. If the petition meets the approval of the student body, it shall be forwarded to the faculty for consideration. If the petition meets the approval of the faculty it shall become an amendment.

Student Life

We want your student experience to be a pleasant, positive and productive one. To help you optimize your academic, career and personal experiences, we encourage you to acquaint yourself with the wealth of resources and support services that are available to you at the college and the university. Below is a description of services and resources that students have found helpful in the past.

College Services and Resources

Faculty Advisors

As a first year student, you will be assigned a faculty advisor whom you will have a chance to meet at Orientation. This person will serve as your official faculty advisor for the duration of your DVM program. However, you may find that your personality and interests lead you to develop stronger relations with another faculty member. You may then, choose to switch advisors by first asking them if they are willing to serve as your advisors and then informing the Office of Student and Academic Services of your desire to switch. Of course the hope is that you will develop many positive relationships with faculty who advise you in an informal capacity on a variety of issues but you must have an official advisor whom, initially, you are assigned to.

Peer Mentoring Program

Peer mentors are assigned to all first year DVM students. Peer mentors typically contact incoming students during the summer before they are scheduled to enter the DVM program. The goal of the Peer Mentoring Program is to help incoming first year students make a smooth transition and adjust to life as a student of at the College of Veterinary Medicine. Peer mentors can be invaluable resources as they can offer advice based on their personal experiences at the college.

→ If your peer mentor has not contacted you or you would like to be assigned a different peer mentor please contact Dr. Jai Sweet (e-mail: jr27@cornell.edu). You will have the opportunity to meet your peer mentor during orientation.

Counseling Services

A part-time counselor is available to offer one-on-one or group counseling to students. All students in the DVM program are eligible for these services at no fee for the

first visit. For on-going visits there is a \$10 visit charge. Students may also find counselors at Gannett's "Let's Talk", which is a free, informal, confidential consultations with counselors from Gannett. For more information about Let's Talk, check out: <http://www.gannett.cornell.edu/services/counseling/caps/talk/about.cfm>.

Counseling appointments can be made directly with the Student Services Counselor, Paul Soper (e-mail: prs4@cornell.edu @cornell.edu, 253-3442). He is available to meet with students at the College on Tuesdays. His office is located at S2 013 Schurman Hall.

Workshops and Support Groups

The Office of Student and Academic Services offers workshops during the academic year. Issues addressed are based on students' interests and needs. Students will be informed of upcoming workshops via e-mail.

→ Please contact Dr. Jai Sweet, Director of Student Services and Multicultural Affairs, if you have any suggestions for workshop topics. (E-mail jr27@cornell.edu, 253-3700)

Disability Services

If you believe you have a qualifying disability and might require accommodations at the College of Veterinary Medicine please refer to the Accommodations Policy in the section on University and College Policies. If you would like to discuss your situation further, please contact Dr. Jai Sweet at (607) 253-3700

Cornell Fitness Centers

Cornell University has numerous fitness facilities. Cornell Fitness Centers have locations throughout campus. Membership is open to all members of the Cornell community. Services include swimming pools, nautilus, aerobics, yoga to name a few. For more details regarding hours, membership fees and services call 254 5232 or visit <http://www.fitness.cornell.edu/>

Important & Helpful People

An abbreviated list of helpful people is included below. There is, however, a plenitude of people, namely faculty and staff, who are ready to offer their assistance. They have a wide variety of backgrounds and interests, and can be a great source of inspiration to boot. A complete list of faculty, including their interests and how to get in contact with them is accessible via the Internet from the College of Veterinary Medicine web page. Below is a list of administrative offices and contact you will find helpful.

→ OFFICE OF THE DEAN

Dr. Michael Kotlikoff
Austin O. Hooey Dean of Veterinary
Medicine
S2 005 Schurman Hall
Ext. 3-3771,
[Email mik7@cornell.edu](mailto:mik7@cornell.edu)

Dr. Katherine Edmondson
Assistant Dean for
Learning and Instruction
S2 012 Schurman Hall
Ext. 3-3772
[Email kme2@cornell.edu](mailto:kme2@cornell.edu)

Dr. Robert Gilmour
Associate Dean for Research and
Graduate Studies
S2 054 Schurman Hall
Ext. 3-3856
[E-mail rfg2@cornell.edu](mailto:rfg2@cornell.edu)

Dr. Lorin Warnick
Associate Dean for Veterinary
Curriculum
S2 008 Schurman Hall
Ext. 3-3472,
[Email ldw3@cornell.edu](mailto:ldw3@cornell.edu)

→ CORNELL UNIVERSITY HOSPITAL FOR ANIMALS

Dr. William Horne
Director for the Cornell University
Hospital for Animals
C2 209 VMC
Ext. 3-4145,
[Email wah27@cornell.edu](mailto:wah27@cornell.edu)

Rosemary Adessa
Program Coordinator
Clinical Programs
C3 507CPC
Ext 3-3157
[Email rca7@cornell.edu](mailto:rca7@cornell.edu)

→ STUDENT & ACADEMIC SERVICES

Dr. Jai Sweet
Director of Student Services &
Multicultural Affairs
S2 009B Schurman Hall
Ext. 3-3700
[Email jr27@cornell.edu](mailto:jr27@cornell.edu)

Ms. Carol Gary
Director of Veterinary Student
Financial Planning
S2 009C Schurman Hall
Ext. 3-3765
[Email csp4@cornell.edu](mailto:msp4@cornell.edu)

Ms Paige Frey
Registrar
S2 009A Schurman Hall
Ext. 3-3705
[Email pjy1@cornell.edu](mailto:pjy1@cornell.edu)

Mr. Paul Soper
Counselor
S2 013 Schurman Hall
Ext. 3-3442
[Email pvs4@cornell.edu](mailto:pvs4@cornell.edu)

Ms. Jennifer Mailey
Director of Admissions
S2 013 Schurman Hall
Ext. 3-3702
[Email jam333@cornell.edu](mailto:jam333@cornell.edu)

Elena Welch
Assistant to the Director of Admissions
S2 013 Schurman Hall
Ext. 3-3703
[Email ew68@cornell.edu](mailto:ew68@cornell.edu)

Margie Williams
Administrative Assistant
Educational Development
S2 013 Schurman Hall
Ext.3-3769
[Email mbw4@cornell.edu](mailto:mbw4@cornell.edu)

Cindy Ryan
Administrative Assistant
S2 013 Schurman Hall
Ext. 3-3700
[Email cr227@cornell.edu](mailto:cr227@cornell.edu)

Marcy Brandt
Administrative Assistant
S2-009 Schurman Hall
Ext 3-3766
[Email mb2257@cornell.edu](mailto:mb2257@cornell.edu)

→ CLASSROOM TECHNOLOGY

Dave Frank
Manager of Classrooms and Teaching
Labs
S2 168 Vet Education Ctr
Ext. 3-3696
[Email daf4@cornell.edu](mailto:daf4@cornell.edu)

Cindy DeCloux
Student Computing
S2 167 Vet Education Ctr
Ext.3-3505
[Email cmd56@cornell.edu](mailto:cmd56@cornell.edu)

Important & Helpful People continued

→ LIBRARY

Dr. Erla Heyns
Library Director
S2 160 VEC
Ext. 3-3515
Email: eph8@cornell.edu

Ms. Susanne Whitaker
Reference Librarian
S2 160C VEC
Ext. 3-3499
Email: skw2@cornell.edu

→ FOUNDATION COURSE LEADERS

Dr. John Hermanson
Course I Leader
“The Animal Body”
T5 002 VRT
Ext. 3-3542
Email: jwh6@cornell.edu

Dr. Gregory Weiland
Course II Leader
“Cell Biology and Genetics”
C3 147 Veterinary Medical Center
ext 3-3876
E-mail gaw2@cornell.edu

Dr. Richard Rawson
Course III Leader
“Function and Dysfunction”
T8-008C VRT
Ext 3-3748 or 3-3854
Email: rer1@cornell.edu

Dr. Dwight Bowman
Course IV Leader
“Host, Agent, and Defense”
C4 119 VMC
Ext. 3-3406
Email: ddb3@cornell.edu

Dr. Kathy Earnest-Koons
Course IV Support Specialist
S4 125VMC
ext. 3-3734
Email: kael@cornell.edu

Dr. Susan Fubini and
Dr. Richard Goldstein
Course V Leaders
“Animal Health and Disease”
C2 526 CPC and ,
C3 526 CPC, respectively
exts.3-3110 and 3-4370
Emails: slf3@cornell.edu
rg225@cornell.edu

Dr. William Miller and
Dr. Norm Ducharme
Course VI Leaders
Clinical Rotations
C3 516VMC and C2 528CPC
respectively
exts. 3-3029, 3-3100
Emails: whm4@cornell.edu
ngd1@cornell.edu

Dr. Carolyn McDaniel
Course VII Leader
“Veterinary Practice”
C2 531A Vet Medical Center
ext: 3-4316
Email : cm326@cornell.edu

University Services and Resources

Cornell United Religious Works

■ 118 Anabel Taylor Hall

Trained CURW staff members provide counseling and referrals in general, religious, pre-marriage, and crisis matters for individuals and couples.

→ Open Monday-Saturday, 8:30 am -11:00 pm and Sunday, 9:00 am -11:00 pm Call 255-4214 or visit <http://www.sas.cornell.edu/CURW>.

Contraception, Gynecology, and Sexuality Service

■ Gannett Health Center

Medical services are provided to students, their spouses, and their children over fourteen years of age. Regular gynecological care and contraception services are offered, as well as the diagnosis and treatment of infections, including sexually transmitted diseases. Services provided to victims of rape and other sexual abuse include examination, treatment and counseling; the type of examination required by law-enforcement agencies is also offered. Counseling is available on problems related to pregnancy, sexual identity, sexual dysfunction and personal relationships. Low cost over-the-counter contraceptive supplies are available at the cashier's office on the main floor of Gannett.

→ Open 8:30 am -5:00 pm Monday through Friday, call 255-3978 for an appointment.

Dean of Students Office

■ 401 Willard Straight Hall

Services provided by the Dean of Students Office include crisis intervention and referral for students with adjustment, personal, relationship, and housing concerns; training in counseling techniques; training in communication skills; coordination of EARS; and Personal Education Workshops on topics such as assertiveness, building satisfying relationships, building self-esteem, and stress management.

→ Open Monday-Friday from 8:00 am to 4:30 pm, call 255-6839 or visit www.dos.cornell.edu/dos/.

Health Promotion Office

■ Gannett Health Center

The University Health Education Service provides

programs concerning alcohol and other drugs, relationships and sexuality, and prevention of AIDS and other sexually transmitted diseases. Individual consultation and information on many topics (i.e., smoking, nutrition, stress, and exercise) are also available; referrals are given for personal counseling and for HIV testing and AIDS-related concerns.

→ Open Monday-Friday from 8:30 am -5:00 pm, call 255-4782.

Gannett - Cornell University Health Services

■ Gannett Health Center, Ho Plaza

Clinicians provide medical care for students and their spouses. Laboratory, radiology, physical therapy and many prescription drugs are available on site. Students (and their families) may be seen at Gannett, or by any of the affiliated health care providers in the area, which includes a wider range of specialties.

→ Gannett Health Center is open Monday-Friday, 8:30 am - 5:00 pm, Saturday 10 am - 4:00 pm call 255-5155. Visit www.gannett.cornell.edu for more information on services. After hours call 255-5155 to consult with a health care provider or dial 911 for emergencies.

Psychological Services

■ Gannett Health Center, ground floor.

The Psychological Service offers professional short-term individual, couple, and group psychotherapy. There is a \$10 co-pay for individual visits. Group sessions are free.

→ Open Monday-Friday from 8:30 am to 5:00 pm Call 255-5208 for an appointment. In case of emergencies, a staff member can be reached at all times by calling the Cornell Police, 255-1111.

Learning Strategies Center

■ Computing & Communications Center

The center is a central academic-support service at Cornell that assists students in the development of learning strategies, skills, and insights that lead to academic success.

→ Open Monday-Friday, 8:30 am - 4:30 pm, call 255-6310.

University Services and Resources continued

Lesbian, Gay, Bisexual, Transgender Resource

■ 282 Caldwell Hall

This purpose of the center is to provide for the support, social, educational, and political needs of the lesbian, gay, bisexual, and transgender community on campus, especially the student body. The Coalition sponsors meetings on a regular basis.

→ For further information call 255-4987, e-mail LGBTRC@cornell.edu or access their Web page at www.lgbtrc.cornell.edu

Office of Equity, Diversity and Life Quality

■ 160 Day Hall

This office is concerned with affirmative action and equal opportunity within the university and is charged with handling problems of discrimination based on race, sex, age, religion, national origin, sexual preference or sexual orientation, disability, or status as a Vietnam -era veteran.

→ Open Monday-Friday, 8:30 am - 4:30 pm, call 255-3976.

Office of the University Ombudsman

■ 118 Stimson Hall

The purpose of the Office of the University Ombudsman is to assist all members of the Cornell community in the just and equitable resolution of conflicts in university matters. The office is independent of the university administration and of all other groups on campus. That independence, combined with impartiality, immediate access to information, and total confidentiality, enables the office to deal with a wide variety of problems in a manner distinctly separate from that of any faction within the university.

→ Open Monday-Friday, 8:00 am - 4:30 pm or by appointment, call 255-4321. Visit www.cornell.edu/Admin/Ombudsman

Community Services and Resources

Community Dispute Resolution Center

■ 120 W. State St.

Simple, fast and confidential way to resolve conflicts with families, friends, tenants/landlord, etc. Free of charge.

→ Call 273-9347 Monday - Friday 9 am - 4:30 pm or e-mail carc@cdrc.org or visit <http://cdrc.org/>.

Suicide Prevention and Crisis Service of Tompkins County

Twenty-four-hour telephone counseling and referral service is provided by well-trained volunteers. Confidentiality is assured; callers can remain anonymous. The agency provides suicide-prevention and crisis-intervention service, sexual-identity peer support, counseling for those who have lost someone through suicide, and an intake service for victims of rape and other sexual abuse and domestic violence.

→ Call 272-1616.

Planned Parenthood of Tompkins County

■ 314 West State Street.

This agency offers medical services for contraception and for well-women's health care; that is, annual exams, diagnosis and treatment of minor gynecological problems, and first-trimester abortions. It provides men and women with diagnosis and treatment of sexually transmitted diseases. Social workers offer short- and long-term counseling on pregnancy, infertility, sexuality, health, parent-teen concerns, and life-style issues. Call 273-1513 for appointments and patient calls.

→ Open Monday-Thursday 9:00 am -8:00 pm (except closed 1:00-4:30 pm on Tuesday) and 9:00 am -4:00 pm on Friday.

Center for Crime Victims and Sexual Assault

■ 608 West State Street.

The agency serves survivors of sexual assault and their friends and families. It provides crisis intervention, short-term counseling, support groups, and advocacy services, including accompaniment to medical and law-enforcement agencies and court. Education programs are available. Services are free and confidential.

→ Crisis line: 277-5000 (twenty-four hours a day). Open Monday - Friday 8:30 am - 4:30 pm call 273-5589 or 272-1670 for an appointment.

Advocacy Services and Support Groups

The Ithaca community has many ongoing support groups that focus on specific problems or situations. The following is a sampling of those that might pertain to you or someone you know. Many meet several times a week:

▶ Alcoholics Anonymous

This group helps members to stop drinking and to help others achieve sobriety. Phone 273-1541. On Campus meeting schedules are available at 255-4214.

▶ Al-Anon

This group provides support for family and friends of alcoholics. Same referral telephone and address as for Alcoholics Anonymous, listed above.

▶ Battered Women, Tompkins County Task Force

This group offers a forum for women who are being or have been abused to help other women by offering support, sharing experiences and information, and breaking isolation. Its crisis line is open twenty-four hours a day. Services are free and confidential.
Phone 277-3203

▶ Cancer Patients Education Support Group

This group offers peer support to chemotherapy patients and their families and friends. Educational information is also offered on a variety of related topics. Phone: 273-0430

▶ Ithaca Rape Crisis

Ithaca Rape Crisis (273-5589, 277-5000) serves survivors of rape, sexual assault, sexual harassment, adult survivors of childhood sexual abuse and their friends and families. It provides crisis intervention, short term counseling, support groups, a resource library and advocacy services including accompaniment to court and to medical and law-enforcement agencies. Services are free and confidential.

▶ Nar-Anon

This group offers support, information and education to friends and relatives of people who are addicted to drugs. It works in close cooperation with Narcotics Anonymous. Phone 273-9250

▶ Narcotics Anonymous

This group uses the twelve steps of anonymous groups to address the problems of addiction.

▶ Mental Health Association

Phone 273-9250

Whether helping students create an individualized career plan or prepare to successfully compete for the professional path of their choice, the Office of Student and Academic Services (S2 009 Schurman Hall) is an active partner in your career development. To this end, the office maintains career and professional development resources for students of Cornell College of Veterinary Medicine to excel in their professional lives.

Job Listings

The Office of Student and Academic Services maintains a searchable database of veterinary job opportunities updated daily. Full-time associate positions for graduates as well as part-time and summer jobs for current vet students are posted on the database which can be accessed at <http://students.vet.cornell.edu> (follow the Student Services and the Career Services links).

Personal Coaching

- Resume, CV and cover letter critique available on an individual basis.
- Mock interviews, salary negotiations and contract reviews also available upon request.
- Employment contract legal council is available for a reduced fee through a local attorney.

Workshops

Professional development workshops are offered throughout the year. Past topics have included Negotiation Skills, Panel Discussions on Internships, Externships and Practice Ownership.

Electronic News Flashes

Short communications tailored to the career development needs of the veterinary students throughout their studies are electronically distributed in timely intervals.

Externships

Externships are brief (usually 2-4 weeks) work opportunities away from the College for which credit is not given. Students seeking special work experiences may do so through externships.

Private and corporate practices, humane societies, governmental agencies, and pharmaceutical/pet food companies

offer externships. Compensation may or may not be offered for externships.

New York State Student Externship Law

Students under the following limitations may practice veterinary medicine within the state:

Chapter 91, Laws of 1984, Section 6705, Number 9: Any student enrolled and in good standing in a school of veterinary medicine approved by the commissioner, who practices under the general supervision of a veterinarian licensed and registered under this article; provided however, that only such students who have completed at least two and a half years in an approved veterinary program may assist in diagnosis, treatment and surgery in such practice, subject to the following requirements: (a) assisting in diagnosis and surgery be under the immediate personal supervision of such veterinarian; (b) assisting in treatment be under the direct supervision of such veterinarian; and (c) only one such student shall be supervised, as specified in clauses (a) and (b) of this subdivision, by one such veterinarian.

The purpose of the law is to permit students to gain clinical experience in private practice during term recesses or during the off-hours of their medical school terms, such as evenings or weekends. Such clinical experience need not be a formal component of the veterinary medical school's program, although it may be. The only responsibility placed upon the school is to indicate the student is enrolled and in good standing.

The externship law places certain restrictions upon the extern practice engaged in by the student, and does so, in part, by placing certain responsibilities upon the supervising veterinarian.

■ The law restricts any practice involving diagnosis, treatment and surgery to students who have completed three years or more in a veterinary medical program.

■ It requires that treatment be under the direct supervision of the veterinarian which means the supervising veterinarian must be present in the facility where treatment occurs.

Veterinary Career Services continued

■ It also requires that “diagnosis and surgery” be under the immediate personal supervision of the veterinarian which means the veterinarian must be physically present in the room where the diagnosis or surgery occurs.

■ The law requires, with respect to diagnosis, treatment and surgery, that only one veterinarian may supervise one student. This means for example that in a two-person practice, no more than two third-year students may perform either diagnosis, surgery or treatment at any one time and each must be supervised appropriately and singly by the veterinarians comprising the practice. The law states that the student may assist in diagnosis, treatment or surgery implying that the practitioner is primarily and directly involved in these clinical functions.

Opportunity Blocks

Students in their 6th, 7th, and 8th semesters may obtain off-campus clinical experience for credit in institutional settings with established teaching programs, or in facilities offering unique clinical or research experiences.

Proposed programs must be approved by the faculty coordinators of the opportunities block who will determine appropriate university credits. Opportunity Blocks are approved by the Curriculum Committee. If you have specific questions about opportunity blocks, please contact the vet college Registrar, Paige Frey at pjy1@cornell.edu. A searchable database of opportunity blocks and externships is available at <http://students.vet.cornell.edu> (follow the Student Services and Registrar links).

All students who pursue opportunity blocks are required to submit an anonymous evaluation of their experience immediately upon their return. The list of externship and opportunity blocks and any associated evaluations are available to view at <http://students.vet.cornell.edu> (follow the Student Services and Registrar links).

Internships

Internships are non-degree programs that provide training for practice, clinical teaching, and specialty-board eligibility. Generally, a one-year rotating internship in medicine and surgery is a prerequisite for residency programs and for board certification. The Veterinary Medical Teaching Hospital offers internship programs in ambulatory and production-animal medicine and in small-animal medicine and surgery.

For the selection of interns and residents for its Veterinary Medical Teaching Hospital, the college participates in the Veterinary Intern/Resident Matching Program. A directory of available internships are published online in September-October and is accessible at www.virmp.org. Internship positions are salaried.

Residencies

Residency programs provide the resident with a high level of clinical proficiency in a specific clinical discipline. Each program allows the resident to meet the postgraduate education requirements of the specialty board related to that discipline as well as to gain experience in professional veterinary medical education and in teaching. The Veterinary Medical Teaching Hospital has clinical residency programs in ambulatory medicine (2 years), large-animal surgery (3 years), anesthesiology (2 years), ophthalmology (3 years), behavior (2 years), small-animal medicine (2 years), cardiology (2 years), small-animal surgery (3 years), dermatology (2 years), theriogenology (2 or 3 years), large-animal medicine (2 years).

During the program, approximately 70 percent of time is devoted to clinical training and service and approximately 30 percent is spent in academic pursuits, including research and didactic teaching opportunities. For descriptions of specific residency programs contact the college's office of clinical programs and professional service at 607-253-3157 or via e-mail at rca7@cornell.edu.

▶ Residencies in Veterinary Pathology

The college's department of biomedical sciences supports separate residency training programs in anatomic and clinical pathology. These programs are designed to address a national need for designed to address a national need for veterinary diagnostic pathologists by providing an environment in which the trainee can acquire contemporary disciplinary skills.

The training consists of rotating exposure to the extensive case material available through the necropsy, surgical pathology, and clinical pathology laboratories of the Veterinary Medical Teaching Hospital as well as the New York State Diagnostic Laboratory at the college. Learning via responsibility for diagnostic case work is supplemented by slide seminars, lectures, diagnostic journal clubs, tutorials, and rotations through specialty service laboratories in the department of biomedical sciences and the Diagnostic Laboratory. Summer courses in collaboration with faculty from other universities, including courses in immunohistochemistry, use of molecular techniques in diagnostic

Veterinary Career Services continued

pathology, laboratory animal pathology and toxicologic pathology.

The duration of training in either the anatomical or clinical track of the residency program is determined by the entry-level skill of the resident but generally lasts two to three years. Specialty board certification by the American College of Veterinary Pathologists is a goal of both residency training programs.

For information contact the college's department of biomedical sciences at 607-253-3300.

▶ Resident Program in Anatomic Pathology

Trainees will acquire considerable skill in the recognition and description of organ and tissue lesions the formation of morphologic diagnoses, the correlation of antemortem functional changes with post-mortem structural alterations, and the conceptual approach to understanding the pathologic expression of a wide variety of disease processes affecting the common animal species.

▶ Resident Program in Clinical Pathology

Residents will acquire skills and knowledge in the areas of hematology, clinical biochemistry, clinical immunology, and diagnostic cytology. A period of participation in the surgical pathology service is provided for each resident. Residents develop their abilities to interpret laboratory results and morphologic patterns and to relate observations to pathologic and physiological processes. Residents also acquire knowledge of laboratory procedures and management through involvement in the laboratory procedures and management through involvement in the laboratory operation.

Permanent Positions

Permanent positions and summer jobs are listed in electronic form through the Career Services website. Positions available represent the myriad of career choices available.

Career Connections Forum

In the fall, the Career Connections Forum offers students and potential employers a chance to conduct initial interviews.

■ Seminars pertinent to professional development as well as interviewing, hiring and recruiting process are held for participants.

Legal Requirements to Practice

Before graduates can practice veterinary medicine in the United States, they must obtain licenses from the states in which they locate their practices. These licenses are generally issued by the department of education or the department of agriculture of the state on the basis of an examination by a veterinary licensing board. Some states issue licenses without examination, based on reciprocity, when the applicant has been licensed in other states.

The licensing agency in New York is the State Education Department. (www.op.nysed.gov)

■ Information on state board requirements available at www.aavsb.org/.

■ Information on national board requirements (NAVLE) available via www.nbvme.org/. If you have specific questions on becoming licensed, contact Dr. Jai Sweet at 253-3700 or jr27@cornell.edu.

Career Planning Map

First Year

- Meet Dr. Sweet, Director of Student Services to discuss career options and/or concerns.
- Make an effort to meet faculty and staff with similar professional interests.
- Stay in touch with your student mentor.
- Become familiar with the Students Services website.
- Join professional associations as student member.
- Attend Career Connections Forum to investigate career opportunities open to veterinarians and interview for summer positions.
- Find a summer position that enhances both veterinary and interpersonal skills.
- Keep updated resume and cover letter on disc and in hard copy.

Second Year

- Touch base with Dr. Sweet.
- Update resume.
- Make an effort to meet more faculty and staff with similar professional interests.
- Attend Career Connections Forum for career opportunity and development seminars.
- Find a summer position that enhances both veterinary and interpersonal skills.

Third Year

- Touch base with Dr. Sweet.
- Update resume and/or curriculum vitae.
- Familiarize yourself with State Licensing requirements.
- Schedule rotations and free blocks at appropriate times based on career path.
- Conduct informational interviews.

Fourth Year

- Make appointment with Dr. Sweet to review resume and career plans.
- Prepare for the National and State Board Examinations.
- Start your job search early.
- Interview at Career Connections Forum in November.
- Sign up for mock interviews and negotiation sessions.

Student Organizations

Our DVM students have a wide range of veterinary and non-veterinary interests as is evident in the numerous student organizations and activities described below.

American Association of Bovine Practitioners (AABP)

The student chapter of the AABP serves to expose its members to the wide range of opportunities available in bovine practice. Lectures as well as hands-on wet labs encourage student learning and promote interest in the study of the bovine species. In the past, lectures have covered topics such as production medicine, nutrition, parasite control, dairy barn design, and DHI records analysis. Popular wet labs include dehorning, hoof trimming, and venipuncture. The AABP encourages anyone interested in cattle and bovine medicine to participate.

American Association of Equine Practitioners (AAEP)

The student chapter of the AAEP is devoted to presenting equine topics of interest to the members of the veterinary college. The AAEP offers activities designed to appeal to both those with very little equine experience and those who have been around horses their entire lives. The opportunity to learn/practice a variety of skills needed in equine practice is offered in wetlabs which have in the past included: shoeing, venipuncture, vaccination, endoscopy, nasogastric intubation, teeth floating, restraint, lameness examinations, rectal palpation, prepurchase examinations, and joint injections. Lecture/discussion topics may include the presentation of research done by both Cornell faculty and those working outside the college, information sessions on new equine products, and other topics of interest, such as breeds and colors, race track practice, equine nutrition, the role of women in equine medicine and the relationship between veterinarians and farriers. The AAEP is a large and active club at Cornell. It exists to serve the needs of those students who might be interested in entering equine or mixed practices (or anyone with an interest in horses). Activities are tailored to the needs of its members as much as possible.

Feline Club (AAFP)

The Feline Club is the student chapter of the American Association of Feline Practitioners. Each year Feline Club sponsors speakers from around the country to lecture and give wet labs on specific feline topics. They also sponsor a fun cat show each year called “The Feline Follies”. We run a volunteer project with the Tompkins County SPCA which entails weekly visits to the shelter to perform physical exams and FeLV blood tests.

American Association of Small Ruminant Practitioners (AASRP)

For those of you who don't have much experience with large animals, AASRP is a great way to ease yourself into the farm animal world! AASRP is a club devoted to teaching students of all interests about the care of goats, sheep, llamas, and alpacas. Activities include various lectures on sheep/goat management, hoof trimming, sheep sheering, wetlabs, venipuncture labs, and visits to local sheep, goat and llama farms. They welcome anyone interested in learning more and interacting more with small ruminants which are rapidly becoming more popular as dairy animals and as pets.

American Holistic Veterinary Medical Association (AHVMA)

The purpose of AHVMA is to advance holistic veterinary medicine, provide veterinary students with educational opportunities in holistic veterinary medicine and related subjects, and enhance leadership characteristics in its members through organization as a student club. They also promote comradery among veterinary students with an interest in holistic veterinary medicine, and act as a liaison between practicing holistic veterinarians and veterinary students at the Cornell University College of Veterinary Medicine.

Canine Club

This club gives students a chance to get a little more hands-on experience outside the classroom. They sponsor such events as a physical exam review just before the first-years have their exam on the PE, a “Canine Capers” dog show, and numerous lectures from college faculty as well as speakers from companies and other institutions.

Cornell Companions

The purpose of Cornell Companions is to share with disabled children a love of animals and a belief that animals can make a difference in the physical and emotional well-being of those whom they touch. This program of animal-assisted therapy involves members of the Cornell veterinary community and their pets who make regular visits to local organizations such as BOCES and the Special Children's Center to work with disabled children. It is important that all volunteers be adequately prepared for the commitment of regular visitations to participating facilities. One hour, bimonthly visitations are made to facilities on Thursday afternoons. Participating pets should

Student Organizations continued

be calm, reliable, and good with children. Animals must be licensed (dogs only), vaccinated, and free of external and internal parasites. They will be given an obedience/temperament screening that evaluates how the animal relates to people, other animals, unfamiliar situations, and mildly noxious stimuli. In addition, training sessions will be held for volunteers to learn about the principles and process of animal-assisted therapy and what to expect on a visit. Anyone can be a Cornell Companion. You can be involved even if you do not have a pet or feel that your pet is unsuitable for this kind of program. Animal assisted therapy is an incredible rewarding experience. <http://www.vet.cornell.edu/services/companions/>.

Christian Veterinary Fellowship & Christian Veterinary Mission

To provide a support network to Christian students at Cornell and to provide and participate in activities that give us opportunities to fellowship with one another, all Cornell students, and the community. Some of these activities include volunteer projects, prayer meetings, and the annual retreat sponsored by Christian Veterinary Mission.

Homophiliacs

The Homophiliacs is an open organization where lesbian, gay, bisexual, transgender, queer and questioning members of the Cornell veterinary community (and our allies) meet throughout the semester for support and socializing. Everyone is welcome! We also maintain communication with both the University's Lesbian/Gay/Bisexual/Transgender Resource Center (LGBTRC) and the Lesbian and Gay Veterinary Medical Association (LGVMA) a national organization of veterinarians, veterinary students, and technicians.

Open House

Open House is a day-long event held each April that is run by students. Exhibits and information booths are set up to educate the public about animals in general, pet care, wildlife, and just about anything else that relates to veterinary medicine. The Open House Committee is composed of second-years, but the responsibility to prepare and staff the exhibits falls on the first-year students. Popular attractions include the painted horse and cow, large animal exercise treadmill, cow milking, baby animals, and many others. There are already posters and other materials available from past years, but anybody with a particular interest is encouraged to design a new display.

Open House attracts thousands of people from the surrounding area. It is a great public relations opportunity for the College and the veterinary profession. The public is enthusiastic about the exhibits and enjoys learning and interacting with the students.

Omega Tau Sigma (OTS)

OTS is the largest coed professional veterinary fraternity at Cornell University, and serves many valuable functions for members. It provides a social outlet for stressed-out students, throwing parties throughout the year. In addition, OTS is a great way to meet members of other classes, which is often not so easy due to everyone's different schedules. Finally, and most importantly, OTS allows students to get out into the community with various philanthropy/community service projects each semester such as our regular blood drives and our annual Charity Ball. Keep your eyes open for a dinner/information session when you first get here so you can find out more about who we are and what we do. The Omega Tau Sigma (OTS) house is located at 200 Willard Way and up to 12 members can live in the house

The Pet Loss Support Hotline

The Cornell University Pet Loss Support Hotline was established in 1996. The hotline is staffed by volunteers, both veterinary students and other members of the Cornell community, who are trained by a professional grief counselor.

The hotline hours are 6 to 9 pm EST, Tuesday through Thursday. They also periodically respond to e-mails received through our website: <http://web.vet.cornell.edu/public/petloss/>.

Members regularly attend discussion meetings with faculty advisors who assist hotline volunteers in dealing with the personal responses to grief and educate them to better serve the needs of callers.

Dealing with pet loss and grief will most certainly be a part of every clinician's job. The hotline not only helps those callers who are grieving over the loss of their pet, but it also helps us as students to become compassionate clinicians. Training sessions for new volunteers are held twice a year, at the start of each semester, so be on the lookout for posters announcing our introductory meeting.

Phi Zeta

The Alpha Chapter of Phi Zeta was established in 1925 as the first chapter of the Honor Society of Veterinary Medicine.

Student Organizations continued

Chapters have now been established in all veterinary colleges. The purpose of Phi Zeta is to promote, acknowledge, and reward scholarship in the profession of veterinary medicine. Membership includes students and faculty. Third-year students ranking in the top 10% of the class and fourth-year students ranking in the top 25% of the class are invited to become members. In the past, the Alpha Chapter has sponsored research poster competitions and a book drive to send textbooks to third world veterinary schools that don't have many books for students to use. Both active and honorary faculty memberships are available.

Phi Zeta sponsors both a local chapter and national post-graduate manuscript competition annually. An annual banquet is held each April to welcome new members. Each year, the Alpha Chapter recognizes the highest ranking second-year student at the Honor Day Banquet in May with the annual Phi Zeta award.

[Student Chapter of the American Association of Swine Practitioners \(SCAASP\)](#)

The purpose of this organization is to promote porcine education amongst veterinary students. The organization's goals are to provide educational opportunities in the swine and production aspects of veterinary medicine, to aid in the career development of students by informing them of the opportunities available to them in swine medicine, to increase awareness of disease and biosecurity as it pertains to food safety and animal health, and to allow students to gain familiarity with the tasks performed by swine veterinarians.

[Student Chapter of the American Society of Laboratory Animal Practitioners \(SCASLAP\)](#)

The purpose of this organization is to promote porcine education amongst veterinary students. The organization's goals are to provide educational opportunities in the swine and production aspects of veterinary medicine, to aid in the career development of students by informing them of the opportunities available to them in swine medicine, to increase awareness of disease and biosecurity as it pertains to food safety and animal health, and to allow students to gain familiarity with the tasks performed by swine veterinarians.

[Student Chapter of the American College of Veterinary Pathology \(SCACVP\)](#)

The Cornell Student Chapter of the ACVP's mission is to expose veterinary students to the field of veterinary

pathology. Through membership, we provide networking opportunities, career guidance, and professional applications of pathology in the hopes of promoting an interest in the field. We are aware that there is currently a shortage of qualified pathology professionals, and we hope that by sparking an interest in students as early as their first year, we will be able to turn them on to a profession that might have otherwise gone unnoted.

[Student Chapter of the Academy of Rural Veterinarians \(SCARV\)](#)

The Cornell student chapter of the Academy of Rural Veterinarians will work to educate current and prospective veterinary students about the positive aspects of rural practices, the dire need for devoted veterinarians in this field, the diversity of opportunities available, and the enormous impacts that such a career could have.

[Student Chapter of the American Veterinary Medical Association \(SCAVMA\)](#)

SCAVMA serves the student body in several different capacities. They represent the national AVMA organization and publicize the benefits of AVMA membership for the profession. The majority of their energies is directed toward operating a student government that addresses the needs of the College's students. The student government acts to identify and resolve any problems that may exist between the student body and the administration to continually improve the quality of veterinary education. Class representatives and students elected to the curriculum committee are SCAVMA officers, and are essential for ironing out wrinkles that exist either in the content or administration of a particular course. SCAVMA also augments the education of the student body by sponsoring lectures. SCAVMA's Special Topics in Veterinary Medicine lectures are offered on a monthly basis (in the evenings), permitting students to learn from a clinician in a non-classroom setting. Also, SCAVMA organizes social events for the whole school to attend, such as the Fall and Spring Picnics, the long-standing traditional Halloween Party, and several Happy Hours per semester. SCAVMA membership is encouraged school-wide. The benefits are numerous and far outweigh the yearly dues.

The SCAVMA officers are elected in the late fall and serve their terms from January to December. The board consists of a president, a vice-president, a treasurer, a secretary, one class representative per class, two social chairs, two T-shirt chairs, two intraschool liaisons, two newsletter editors, an intramural sports chair, three GPSA representatives, the members of the honor board and the curriculum

Student Organizations continued

committee, and two SAVMA delegates. The SAVMA delegates are elected for a two-year term, and they represent Cornell at the national SAVMA and AVMA conferences.

Student Chapter of International Veterinary Academy of Pain Management (SCIVAPM)

The SCIVAPM's Mission is to form a multidisciplinary organization that seeks to: promote the acquisition and dissemination of knowledge related to the physiology and pathophysiology of pain in animals; provide forums for communication between students, clinicians, pet owners, researchers, the pharmaceutical industry, and academia concerning the biology, identification, prevention, and treatment of pain in animals; promote a process whereby students and clinicians with a special interest in animal pain can further their knowledge about animal pain, possibly through advanced certification in animal pain management; promote humane, scientific and controlled investigation of animal pain and proposed/defined treatment modalities; improve the standard of care for treating animals regardless of their role in society by developing guidelines of care, providing continuing education, and promoting humane and ethical treatment; bring together interested individuals from a wide variety of allied professions and specialties to exchange information relevant to animal pain.

Student Chapter of Society for Theriogenology (SCSFT)

Our purpose is to garner interest and education for students interested in the field of theriogenology!

Student Chapter of the Veterinary Emergency and Critical Care Society (SVECCS)

The Student Chapter of the Veterinary Emergency and Critical Care Society is dedicated to providing greater exposure to the specialties of veterinary emergency and critical care. Their focus is in-depth lectures and hands-on wet labs giving students basic and advanced skills needed in many emergencies. In addition, Trauma Team allows students to volunteer in ICU and assist in emergency situations

Southside Community Center

The Southside Community Center Healthy Pet Clinic (SSCCHPC) is a community service program that is organized to provide fee-reduced, healthy-pet veterinary care to individuals who could otherwise not afford these services. It also provides veterinary students with the opportunity to develop client communication skills, to practice the physical examination, and to become familiar

with vaccination protocols and other aspects of routine pet health maintenance. The project is arranged through the collaborative efforts of the Southside Community Center (SSCC), the staff of the Community Practice Service (CPS), and the veterinary school's student body. Since November 1996, the SSCCHPC has provided veterinary services at the SSCC on the second Wednesday of every month by appointment. Currently the SSCCHPC provides vaccinations and addresses basic health maintenance issues such as deworming, nutrition, dental care, and flea control. In addition, students participate in client education by developing informational brochures and preparing ten minute presentations on various topics.

Surgery Club

This club was started in recognition of the need for veterinary students to gain as much practice as possible in suturing and surgical techniques prior to beginning a career in large or small animal medicine. We seek to enhance the education of veterinary students in surgical techniques (Small and Large animal) and for those interested in pursuing a specialized career in Surgery. We plan to do this through evening lectures, lunchtime rounds with Surgical Faculty/Residents, and wet-labs to practice common surgical approaches and suturing techniques on cadavers and isolated animal tissue. The goal of the wet-labs will be to provide opportunities for hands-on practice of techniques that are only briefly covered in the curriculum, while lectures will focus on topics that are not covered in the typical curriculum. These events will be open to the entire college and will have mixed large and small-animal topics in order to appeal to a broader audience. Additionally, we plan to host numerous bake sales to donate funds to the Zeppy Fund, providing financial support to clients in special financial need.

UltraSound

UltraSound is the vet school's very own acappella singing group. For the past four years, UltraSound has been providing a creative outlet for singing enthusiasts. There are no auditions and rehearsals are held once a week for two hours. Their repertoire ranges from contemporary tunes to Doo-Wop to Jazz. UltraSound has performed at several vet school functions and holds an annual Fall concert.

Student Organizations continued

Veterinary Business Management Association (VBMA)

Ever wonder how you'll find your first job as a veterinarian? How you will balance work and home? How you will find a summer job? How you are going to haul yourself out of debt? Whether you should become a specialist? VBMA was founded specifically to address any issue vaguely related to money. Their goal is to educate fellow students on the "other" aspects of being a veterinarian such as finances, practice management and career exploration.

Veterinary Players

Welcome to the only veterinary college with an active theater company. Veterinary Players is a combination of students, staff, faculty and friends who have a penchant for theater and enjoy having a good time. They organize every aspect of a musical production, from lights to costumes, from set building to make-up, from singing to dancing to playing in the pit orchestra. After a string of popular musicals, they performed their first ever musical revue, Broadway Unleashed, in the spring of 2000. Auditions take place in late fall and a performance is held in late spring. The Veterinary Players is a great way to have fun, take a break from academics and meet new people.

Veterinary Radiology Club

To enable veterinary students at Cornell to learn aspects of veterinary diagnostic imaging (radiology, magnetic resonance imaging, ultrasonography, nuclear medicine and computed tomography) as it pertains to the practice of veterinary medicine within academic and private veterinary settings.

Veterinary Students for Animal Welfare

To promote the maintenance and improvement of quality of life for all animals. To strive to help educate the veterinary community on ethical issues of interest.

Veterinarians Interested in Developing Areas (VIDA)

VIDA is an organization aimed at furthering the interests of students who wish to work internationally. VIDA hosts presentations throughout the year from students who have worked abroad during the previous summer. It also hosts speakers from national organizations that fund projects involved in international veterinary medicine and animal health. Up to date information regarding opportunities overseas and potential sources of funding is posted on the VIDA board on the second floor of Schurman Hall.

Veterinarians Interested in International Agriculture & Rural Development (VIIARD)

Veterinarians Interested in International Agriculture and Rural Development is an organization for students who are interested in the influence and contribution of veterinary medicine to international development, specifically through animal husbandry and public health aspects of agriculture and development. In particular, it hopes to acquaint the student with the varying aspects of international development as it pertains to veterinary medicine - disease prevention, diagnosis, treatment, surgery, research, sustainability, public health, agriculture, societal issues, and related fields.

Veterinarians as One in Culture and Ethnicity (VOICE)

The primary purposes of VOICE are to: a) articulate and promote the professional, academic, and personal needs and goals of multi-ethnic veterinary students, and b) promote and foster cultural diversity both in the veterinary college itself as well as in the profession as a whole. VOICE organizes a bulletin board to post cross-cultural events taking place around the university and current local, national, and international issues, guest lectures on a wide variety of topics, and social events such as ethnic potluck dinners and movie nights.

Veterinary Students for the Prevention of Cruelty to Animals (VSPCA)

Founded, in 1998, the VSPCA's mission is to expose veterinary students to the myriad of issues surrounding animal sheltering and animal welfare issues. They conduct weekly visits to the local SPCA to conduct physical exam on shelter animals, giving students hands-on experience in shelter medicine while practicing their diagnostic skills. They host speakers on a wide range of subjects ranging from careers in animal sheltering medicine, humane animal handling, rescuing animals during disasters, animal behavior, and pet over-population.

They often work together with other clubs on animal welfare related topics, and host brown bag discussions on various issues. With one of the highest memberships in the veterinary school, the club welcomes all students who want to learn, have fun, and make a contribution to the community and to animals all at the same time.

Yearbook

This year's staff would like to welcome you and invite you to join the Yearbook staff! The Yearbook is completely run by students and we need your help. It's a lot of fun and it gives you a chance to meet people in other classes. Each class puts together their own section and then they work together on the activity and faculty sections. Even if you have no photography or yearbook experience, your help is still needed. Start taking pictures right away (at parties, labs, lunch, etc.) for your section.

Zoo and Wildlife Society (ZAWS)

ZAWS is the Cornell Student Chapter of the American Association of Zoo Veterinarians, and is the umbrella organization for the student chapters of the Association of Avian Veterinarians, the International Association of Avian and Aquatic Medicine and the Association of Reptile and Amphibian Veterinarians. Their goals are to further our knowledge of zoo, exotic and wildlife species medicine and to provide a forum for career guidance in this field.

The club presents lectures and wet labs on relevant topics and occasional field trips to zoos, aquaria or wildlife preserves. In addition, they host a biannual Special Species Symposium featuring a wide spectrum of topics presented by renowned authorities in zoo, wildlife, exotic and aquatic animal medicine.

Student Membership on College Committees

Curriculum Committee

Two members of each class are elected to serve on the Student Curriculum Committee. Proposals from this group are then presented to the Faculty Curriculum Committee for faculty action. Two members of this committee also meet periodically with the Faculty Curriculum Committee at its regularly scheduled meeting.

Faculty-Student Liaison Committee

One member from each class is elected to serve on the Faculty-Student Liaison Committee. See the section in this Handbook on Policies for more information.

Honor Board

Two members of each class are elected to represent the class on the College Honor Board. See the section of this Handbook on The Honor System for more detailed information.

Special Opportunities

Combining Professional (DVM) and Graduate (PhD) Degrees

A combined DVM/Ph.D. program is offered by the College of Veterinary Medicine and the Graduate School. The program targets highly qualified students who aspire to an academic career. Students pursuing the combined degree register in the Graduate School during summer vacation periods to obtain residence credits toward the Ph.D. degree. With proper planning, it is possible to obtain both a DVM and Ph.D. in six calendar years, although students typically take longer to complete their training. Combined degree candidates major in a concentration within the field of their choice. The student's major professor must be a member of that field and also a faculty member of the College of Veterinary Medicine. First-year veterinary students with superior academic records and demonstrated research interests are encouraged to apply. Qualified applicants will be admitted only if the required funding and research resources are available. Even if a student is not in the formal D.V.M./Ph.D. program s/he can still combine degrees with traditional funding through the major professor's research funds. Additional information about the DVM/Ph.D. application process can be obtained from Janna Lamey, Graduate Programs, 253-4448.

Master of Public Health Program

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

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

Special Opportunities continued

International Opportunities— The Expanding Horizons Program

The Faculty Committee on International Programs has been successful in recent years in securing funds for student projects in developing nations. Grants are made on a competitive basis and a call for proposals along with more information will be available at the end of the fall semester. The awards are made in March. Contact Dr. Jai Sweet, Director of Student Services and Multicultural Affairs for further information about this program.

Aquavet

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

Leadership Training Program

Each summer, the College sponsors the Leadership Training Program for Veterinary Students. This program targets gifted students from veterinary schools in the U.S. and other countries who have the potential to become leaders in the veterinary medical profession. Participants become acquainted with career opportunities for veterinarians in academia, government, and industry. They engage in a research project for ten weeks, enroll in mini-courses, and travel to industrial and governmental agencies to learn more about funding for future research and development. They also begin building a lifelong network of collegial relationships with other future leaders. In addition to research experience, features of the program include: a monetary stipend, free in-residence housing, career counseling, visits to external research facilities, social activities, seminars and conferences. If you are interested in participating in this program, contact Dr. Douglas Mc Gregor, Program Director, 253-3544.

Cornell Veterinary Investigator Program

The Cornell Veterinary Investigator Program provides a ten-week summer experience that allows each participant to develop research skills, an appreciation for the value of biomedical research in veterinary medicine and a desire to pursue a career that involves biomedical research. The program is designed to be the first step in a research program that will be sustained throughout the student's four years as a veterinary student. To fulfill the main objective of the program, the majority of the student's time is spent working in a faculty member's laboratory. Other enrichment activities are designed to complement the student's research experience, such as a weekly seminar session on emerging research techniques, research round table (a forum for students to develop critical reasoning skills), grant writing and ethics discussion. Application information will be available in the Fall. A general announcement will be sent via e-mail to all first and second year veterinary students. Criteria for research and work experience and motivation for biomedical research. A monthly stipend to all participants will be provided. In addition, the faculty mentor's laboratory will receive funds to defray costs associated with the project. Participation in the program requires a full-time commitment. Questions regarding the Cornell Veterinary Investigator Program should be directed to Dr. Robert Gilmour 253-4254 or e-mail rfg2@cornell.edu.

Pre-DVM Advanced Pharmacology Training Program

Selected on the basis of academic qualifications and potential interest in a career in pharmacology, students accepted into this program will train for two or three successive summers in basic or clinical pharmacology, pharmacokinetics, or toxicology. Students may work in a different area each summer. The work will be structured to provide formal reading, study, and research under the personal supervision of a faculty member. Interested students should contact the chair of the Department of Molecular Medicine, Veterinary Medical Center.

Honors and Awards

Each May, during the week before graduation, an Honor Day Ceremony is held at the college. Prizes and awards distributed annually at the ceremony have been established by alumni, friends, corporations, foundations and organizations interested in veterinary education and animal health. Most awards are for fourth-year DVM students and recognize scholarly achievement in a particular discipline or outstanding aptitude for working with a particular species.

[The American Animal Hospital Association Award](#)

The award is presented to the fourth-year student demonstrating outstanding proficiency in small animal medicine and surgery. The recipient is selected by the faculty of the Companion Animal Hospital.

[The American College of Veterinary Anesthesiologists' Award](#)

This award is given to a fourth-year student exemplifying clinical proficiency in anesthesia. The recipient is nominated by the anesthesia faculty, residents and staff.

[The American Association of Feline Practitioners' Award](#)

This award of a recognition plaque and two years free membership in the American Association of Feline Practitioners is awarded to a fourth-year student for special interest and accomplishment in feline medicine and surgery. Selection of the recipient is made by the faculty of the Companion Animal Hospital.

[The American College of Veterinary Internal Medicine Award](#)

Awarded to two fourth-year students who demonstrate outstanding clinical expertise in veterinary internal medicine. Two nominees (small and large animal internal medicine) are selected by faculty.

[The American College of Veterinary Ophthalmologists](#)

Awarded to a fourth-year student who, as judged by faculty and residents in the Section of Ophthalmology, has distinguished himself/herself by outstanding performance on the clinical ophthalmology rotation and shows exceptional interest and potential in the specialty.

[The American College of Veterinary Radiology Prize](#)

This award is given in recognition of outstanding enthusiasm and understanding in diagnostic and therapeutic radiology.

[The American College of Veterinary Surgeons' Award](#)

This award is given to the fourth-year student who has demonstrated outstanding motivation and interest in the art and science of veterinary surgery.

[The American Society Of Laboratory Animal Practitioners](#)

This award recognizes a third or fourth year veterinary student who has demonstrated extraordinary potential in the field of lab animal medicine. Nominations are made by the Cornell Center for Animal Resources and Education (CARE) veterinarians, who are ASLAP members, based on demonstration of interest and aptitude in the field of laboratory animal medicine.

[The Banfield Communication Scholarship](#)

Banfield Pet Hospitals, Inc. established this scholarship to recognize a fourth-year student who demonstrates exceptional communication with clients, fellow students, clinicians, and staff, clear understanding of the importance of the human-pet bond as demonstrated through interactions with both clients and their companions and a willingness to assist fellow students in fulfilling clinical obligations. The recipient is selected by the faculty of the Companion Animal Hospital.

[The James Gordon Bennett Prize](#)

In 1916, Mr. James Gordon Bennett of New York City endowed this prize for the fourth-year student who shows the greatest humaneness in handling animals, with special reference to the use of anesthesia. Mr. Bennett was the editor of the New York Herald (forerunner of the Herald Tribune) a century ago; a man of diverse abilities and interests, he is the person who dispatched Henry M. Stanley in 1870 to find Dr. David Livingstone in Africa. Nominations are made by the faculty of the Section of Anesthesiology in the Department of Clinical Sciences.

Honors and Awards continued

The Anne Besse Prize

Miss A. B. Jennings of New York City endowed this prize in 1925 for the best work in food animal medicine. Nominations are made by the Medicine Section faculty of the Department of Clinical Sciences.

The Frank Bloom Pathology Award

This prize was established in 1978 from an endowment given by Dr. Frank Bloom. Dr. Bloom, a 1930 Cornell graduate, was a Charter Diplomate of the American College of Veterinary Pathologists, as well as a Diplomate of the American College of Laboratory Animal Medicine. He practiced in Flushing, New York, taught at Downstate Medical and published extensively. The nomination of a fourth-year student excelling in pathology is made by Department of Biomedical Sciences faculty specializing in pathology.

The Gary Bolton Memorial Cardiology Award

Funds for the endowment of this award were donated by friends and colleagues of Dr. Gary R. Bolton in memory of his outstanding contributions to the field of small animal cardiology. Dr. Bolton was a member of the faculty and taught cardiology for a decade. He was also known and respected as a compassionate veterinarian who exhibited empathy for his patients and their owners. A fourth-year student who have demonstrated understanding and expertise in cardiology and empathy for patients compatible with the philosophy of Dr. Bolton, is nominated by the faculty of the Companion Animal Hospital.

The Charles Gross Bondy Prize

In 1929, Mr. Richard Bondy of New York City endowed this prize as a memorial to his son for the best work by a student in the fourth year in the courses in practical medicine and surgery of small animals. Nominations are made by the faculty of the Medicine and Surgery Sections of the Department of Clinical Sciences responsible for teaching in the Companion Animal Hospital.

The John F. Cummings Memorial Award

John Cummings, BS '58, DVM '62, MS '63, PhD '66, James Law Professor of Anatomy, had a long, distinguished career at Cornell as teacher, researcher and mentor to both veterinary and graduate students. He was an exciting and inspiring teacher, known for his interest in, patience with and compassion for students. Dr. Cummings was also a researcher in comparative neuropathology, internationally renowned for his work with animal models of human neurologic diseases. His untimely death

on November 3, 1996 filled everyone who knew him with great sadness. Dr. Cummings was the kind of person that many of us aspire to be. He was a modest person, of the highest integrity, who knew the importance of family, community and social responsibility and who had broad interests, knowledge and expertise outside, as well as within veterinary medicine. He approached every aspect of life with enthusiasm, honesty, integrity, and a legendary sense of humor and wit. He respected and cared for others, and earned their respect and admiration in return. The College of Veterinary Medicine Classes of 1997, 1998, 1999 and 2000 established a fund to provide an annual award to be given to a member of the 3rd year class who best exemplifies these qualities of Dr. Cummings.

Students in any of the four veterinary classes can nominate a member of the third-year class for this award. The recipient of the award is then chosen by a faculty committee from among those students nominated.

The A. Gordon Danks Large Animal Surgery Award

This award was initiated in 1978 by the faculty of the Department of Clinical Sciences to recognize the outstanding contributions of Professor Emeritus A. Gordon Danks, first Director of Student Administration and Admissions and Chairman of the former Department of Large Animal Medicine and Surgery. It is presented to a fourth-year student demonstrating outstanding knowledge and talent in the diagnosis and treatment of surgical problems of large animals. Basic and applied knowledge, diagnostic abilities, general surgical skills, and patient care exhibited during the clinical rotations are considered in the presentation of this award.

The Daphne Award

This award was established to recognize clinical proficiency and assist new graduates beginning a career in a practice setting. It is awarded to a small number of graduating students who exemplify excellence in the practice of veterinary medicine; whose knowledge, professional skills, compassion, and high standards of patient care promise to advance a legacy of excellence throughout their professional careers.

The Donald Delahanty Memorial Prize

This prize was established as a special memorial to Dr. Donald D. Delahanty, a member of the Department of Large Animal Medicine, Obstetrics and Surgery from 1952 to 1975. The prize is given to a fourth-year student

Honors and Awards continued

showing an interest in equine practice and a high level of proficiency in the field. The candidate is nominated by the faculty of the Department of Clinical Sciences concerned with the equine patient.

The Dermatology Service Award

TEVA Animal Health, Inc. sponsored this award to recognize excellence and interest in clinical dermatology. The recipient is selected by the faculty involved in teaching clinical dermatology.

The Hugh Dukes Prize in Experimental Physiology

This prize was established by former students and friends of Dr. H. Hugh Dukes, who was a pioneer in the education of students in physiology and who served the University and College for 28 years as Professor and Chairman of the Department of Physiology. With a view to encouraging veterinary graduates to undertake research and teaching in physiology the prize is awarded upon the judgment of the veterinary physiology teaching faculty to a veterinary student who has done excellent work in physiology laboratory courses and shows potential for teaching and contributing new knowledge to physiology. Nominations may be made by any faculty member in the College of Veterinary Medicine.

The Ettinger Incentive Award

Dr. Stephen Ettinger, Class of 1964, established this award to provide encouragement to all veterinary medical students at Cornell. The award, Dr. Ettinger's Textbook of Veterinary Internal Medicine, is given to a second-year student who has made the greatest improvement in cumulative GPA between the first and second year.

The Howard E. Evans Award in Comparative Anatomy

In 1994, on the occasion of his 50th year class reunion, Dr. Howard Evans '44 and his wife Erica generously endowed this scholarship to be awarded by the faculty of the Department of Anatomy. The purpose of this award is to recognize and encourage student participation in anatomical endeavors that pertain to the gross structure or function of any animal (particularly fish, reptile or bird).

The Myron G. Fincher Prize

This award was initiated in 1980 through an endowment from Dr. Neil W. Pieper, '32, given in honor of Professor Emeritus Myron G. Fincher, '20. It is in recognition of the many contributions to the College by Dr. Fincher. Always a gentleman, he firmly demanded the best from his students and played a leading role in the instruction of large animal medicine and obstetrics for 45 years. It is presented to a

fourth-year student demonstrating the best work in courses dealing with large animal obstetrics and reproductive diseases. Both academic and practical performance are considered. Nominations are made by the Section of Theriogenology in consultation with other clinical faculty.

The Finger Lakes Kennel Club Award

Presented to a veterinary student who has demonstrated an interest in purebred dogs. Students in any class year are eligible for this award.

The Tracy French Clinical Pathology Prize

This prize is awarded in honor of Dr. Tracy French, who was an associate professor in Clinical Pathology for over 15 years at Cornell University. Dr. French was a leading architect in the creation of eClinPath at Cornell, the web-based clinical pathology teaching modules. This on-line textbook has and will continue to be used as an exceptional educational resource for faculty, students and alumni. This prize is awarded to the veterinary student who achieves the highest grade in the Clinical Pathology course, VTMED 6320, thus displaying excellence in clinical pathology.

The Gentle Doctor Award

The Gentle Doctor Award was originally made possible by Dr. William Hornbuckle's contribution of prize money from the Norden Distinguished Teacher Award received by him in 1979. Dr. and Mrs. Robert Kirk established a permanent endowment fund for the continuation of this award. The recipient of the award is a fourth-year student who, in the opinion of the faculty of the Department of Clinical Sciences, exemplifies enthusiasm, motivation and dedication to the delivery of excellent veterinary patient care.

The Grant Sherman Hopkins Prize

The endowment for this prize was given by Ms. Ann Ottaway Hopkins in 1955 in memory of her husband who had served the University and College for 45 years as Professor of Veterinary Anatomy. It is awarded upon the recommendation of the anatomy faculty in the Department of Biomedical Sciences on the basis of interest, ability, perseverance, and performance in work in that department.

The P. Philip Levine Prize in Avian Medicine

This prize was established from donations made by friends and colleagues of Dr. P. Philip Levine in memory of his many contributions to the field of avian medicine, both nationally and internationally. Dr. Levine was a long-time member of the Cornell faculty and was the first chairman of the Department of Avian Diseases. Much of his life was

Honors and Awards continued

dedicated to the training of young people and to encouraging them to aspire to excellence. In the spirit of encouraging excellence, this prize is awarded to a veterinary student excelling in avian medicine.

[The Robert V. Manning '55 Prize](#)

This prize was established by the family of Dr. Robert V. Manning '55 in his memory. It is awarded to a third or fourth-year student with interest in bovine medicine who best exemplifies Dr. Manning. The student should exhibit qualities of good work ethic, value system and humor. Nominees are selected by faculty of the Equine and Farm Animal Hospital.

[The Merck Manual Awards](#)

Merck and Company, Inc., gives engraved copies of the Merck Veterinary Manual to members of the fourth-year who will graduate highest in their class.

[The Jane Miller Prize](#)

Funds for the endowment of this prize were given by Dr. Frank H. Miller, a graduate of McGill University and a trustee of Cornell University for twenty consecutive years. As a memorial to his wife, the prize is awarded to a member of the second-year class who has done the best work in veterinary physiology. Candidates are nominated by the physiology faculty in the Department of Biomedical Sciences.

[The Malcolm E. Miller Award](#)

In 1965, Ms. Mary Wells Miller Ewing established this award in memory of her husband, Dr. Malcolm E. Miller, '34, a former professor of anatomy and the head of that department from 1947 to 1960. The recipient is to be a fourth-year student who, in the judgment of the Dean, has demonstrated perseverance, scholastic diligence, and other personal characteristics that will bring credit and distinction to the veterinary profession.

[The Mary Louise Moore Prize](#)

Dr. Veranus A. Moore established this endowed prize as a memorial to his wife for the best work in bacteriology. Dr. Moore served as Chairman of the Pathology and Bacteriology Department and as Dean of the Veterinary College from 1908 to 1930. Nominations are made by the Department of Microbiology and Immunology.

[The Neuroanatomy And Clinical Neurology Prize](#)

In memory of Dr. William B. Forsythe, this prize is to be awarded to the fourth-year student who has demonstrated

the most outstanding expertise and interest in neuroanatomy and clinical neurology. Nominations are made by the faculty who have primary responsibility for instruction in neuroanatomy and in clinical neurology.

[The New York State Veterinary Medical Society Prize](#)

This prize, which consists of an engraved plaque and a cash award, is provided annually by the Society for the best Senior Seminar. Members of the fourth-year class are eligible to compete. Nominations are made by the Senior Seminar Committee which judges the quality of the seminars.

[The Leonard Pearson Veterinary Prize](#)

This award, endowed in 1993, is for the fourth-year student who most successfully demonstrates the potential for professional and/or academic leadership in veterinary medicine.

[The Novartis Parasitology Award](#)

Novartis Animal Health US, Inc established this award to honor a fourth year student who has demonstrated exemplary achievement in the area of parasitology based on course grades, aptitude and extra-curricular interests in clinically pertinent parasitology research. Nominations are made by the faculty engaged in teaching parasitology.

[The Novartis Surgical Excellence Award](#)

Novartis Animal Health US, Inc awards this prize to fourth-year students who demonstrate outstanding surgical skills and academics. Nominations are made by faculty members in the Department of Clinical Sciences.

[The Philotherian Photographic Prize](#)

The Philotherian Photographic Prize, endowed in 1972 by the late Dr. and Mrs. Hadley C. Stephenson, is given to the veterinary student who has taken the best photograph of an animal in its environment. In a letter about the prize, Dr. Stephenson said "the members of the veterinary profession possess a feeling for the animals ... [and] ... we wish to encourage the expression of that feeling". The photographs are judged by a committee of College faculty and staff members on originality, individuality of the animal and its enjoyment of its surroundings, the effect it has on the judges, and suitability for framing.

Honors and Awards continued

The Phi Zeta Award

The Alpha Chapter of Phi Zeta, the honor society of veterinary medicine, acknowledges the second-year student with the best academic record upon completion of the first three semesters of study. The recipient of the award receives Ettinger's Textbook of Veterinary Internal Medicine, Volumes I and II.

The William C. Rebhun And Samuel Gordon Campbell Award

Through an endowment established in 2000 by the Rebhun and Campbell families, the William C. Rebhun and Samuel Gordon Campbell Award recognizes a fourth-year student who, while on clinical rotations, has demonstrated a practical and reliable work ethic, a passion for discussing case-work with colleagues, faculty, and staff, and a balanced and active life away from the veterinary college. These qualities were espoused by William C. Rebhun, (DVM, Cornell University, 1971, ACVIM, ACVO) and S. Gordon Campbell (BVSc, University of Glasgow, 1956, MVSc, Toronto University, 1959, PhD, Cornell University, 1964, Associate Dean 1980-1985) who were both well-known and respected teachers in the College of Veterinary Medicine, with a combined service to the College that spanned three decades. Both men shared a vision of veterinary medicine as an essentially human endeavor, tempered by practical thought, tolerant ideals, and passionate and regular discourse. They were adamant proponents that ideas must be discussed openly and that debate and disagreement were an integral part of the learning process. Both men also shared a keen belief that the intense academics of Cornell University must be balanced and informed by a full life away from the classroom and clinic. They shared a love of the practical aspects of farming, were avid athletes, and, more often than not, could be found either with their families and friends or outdoors when not at the College. They met all people with an open hand and treated everyone with a sincere equality that cultivated a broad spectrum of friendships from all sides of the communities in which they lived. They also were adamant that all people should be treated with fairness. The recipient of this award also will have demonstrated an egalitarian approach to clinical work, meeting clients, patients, staff, fellow students, and faculty with equal respect and care.

The Rebhun and Campbell families established this award to recognize the student who best reflects the philosophies and traits of Dr. Rebhun and Dr. Campbell to veterinary medicine. Fellow classmates choose the recipient of this award.

The Colonel Floyd C. Sager Equine Obstetrics and Pediatrics Award

This award, created on the occasion of Dr. Sager's 90th birthday in 1984 by another Cornellian who trained under Dr. Sager, recognizes a Cornell veterinarian whose name is synonymous with excellence in equine obstetrics and pediatrics. Following Dr. Sager's graduation in 1917, he served in the army Remount Service until after World War II. He then became the veterinarian for the world famous Claiborne Farm in Kentucky where he remained until his death in February, 1986. The fourth-year students receiving this award, in the opinion of the faculty of the Department of Clinical Sciences, have displayed outstanding aptitude in equine obstetrics and pediatrics.

Simmons and Associates Career Excellence Award

In 2003, Simmons and Associates Educational Trust was established as a not-for-profit educational trust to award and recognize the third-year veterinary student who has distinguished himself/herself by demonstrating a keen interest or measurable aptitude for the pursuit of excellence in the business of small animal medicine. The recipient of this award will be eligible for the Simmons and Associates national essay contest award.

The Pamela Slack Award

This prize, contributed by the Mid-Atlantic States Association of Avian Veterinarians, is to be awarded to the third-year student who has demonstrated the most outstanding competence and motivation in various areas of avian medicine. Nominations are made by the faculty who have primary responsibility for instruction in avian diseases and clinical avian medicine, including the advisor of the Avian Clinic.

The Isidor I. Sprecker Wildlife Medicine Award

This award was established in 1996 by Esther Schiff Bondareff, '37 in honor of her friend, Isidor Sprecker, D.V.M. '39 as a testimony to her admiration of him and her keen interest in improving the quality of veterinary health in zoo animals. This award is presented annually to a third- or fourth-year veterinary student in good academic standing, with a strong interest in pursuing a career in zoo and wildlife medicine.

Honors and Awards continued

The Dorothy Sullivan Prize

From an endowment established in 1996 through the bequest of Dorothy “Dottie” Sullivan, a long-time employee of Cornell and the College’s Office of Student and Academic Services. This prize is awarded to the fourth-year student whose interests and exemplary efforts as ambassador have strengthened and enriched the activities, outreach, image and environment of the College of Veterinary Medicine.

The Anna Olafson Sussex Pathology Award

This award was endowed in 1974 by Peter and Harriette Olafson in memory of Dr. Olafson’s sister. The award is given to a third-year student who has done outstanding work in pathology.

The Julie A. Richter Prize

Established by the family of Julie A. Richter DVM '94 in her memory, this prize is awarded first to a third or fourth-year student who is from a family actively engaged in food-animal farming or from a farm background. If no such student is enrolled at the College of Veterinary Medicine, the prize is awarded to a student with interest in food-animal medicine.

The Jacob Traum Award

Through an endowment established by friends of Jacob Traum, '05, Professor of Bacteriology Emeritus, University of California, and formerly Chief Scientist at the Federal Plum Island Animal Disease Laboratory, this prize is awarded to the fourth-year student who is judged by the Department of Microbiology and Immunology as having exhibited superior interest and accomplishment in bacteriology, epizootiology, pathology, and virology, including an aptitude for and expressed interest in research on infectious diseases.

Abbot Animal Health/ VECCS Award

Abbot Animal Health and the Veterinary Emergency and Critical Care Society sponsor this award given to a fourth-year student who is a member of the student chapter of VECCS and has demonstrated excellence, interest, and proficiency in the field of small animal emergency and critical care medicine. The recipient is chosen by the small animal clinical faculty

The Veterinary Cancer Society Award for Proficiency in Clinical Oncology

This award is presented to the senior veterinary student having outstanding aptitude and competence in diagnosis, treatment and general care of companion animals affected by malignant disease.

The Horace K. White Prize

An endowment for this prize was originally given by Mr. Horace K. White (and later his sons of Syracuse, New York) for the student with the highest academic record during their veterinary training. This award, originally called the President’s Prize, dates back to 1873 and is probably the longest-standing prize at Cornell. The original donor was a brother to Andrew Dickson White, the first president of the University.

The Pfizer Large Animal Clinical Awards

Pfizer Animal Health gives these prizes to students considered to be the most proficient in the practice of large animal medicine. . The awards are for Dairy Production Medicine, and Equine Medicine.

Faculty & Staff Awards

Outstanding Veterinary Technician Award

This honor is awarded to a licensed veterinary technician working in the Cornell University Hospital for Animals who is judged to demonstrate noteworthy dedication to the training of veterinary students, exemplary compassion for animal patients and clients, and outstanding technical and nursing proficiency. The recipient is selected by a vote of the fourth-year class.

The Pfizer Distinguished Teacher Award

This award, selected by members of the fourth-year class, goes to a full-time member of the veterinary medical faculty who has demonstrated continued excellence in teaching.

Veterinary Class of 1974 Clinical Resident Award

The DVM Class of 1974 established these awards to recognize the special efforts of residents who teach veterinary students and provide services to hospital clients. Recipients for the award are selected from residents serving the 1) Companion Animal Hospital 2) Equine and Farm Animal Hospital and 3) both Hospitals. The recipients are selected by a vote of the fourth-year class.

There are a number of excellent sources of information on Ithaca. Life at Cornell, a booklet that you'll receive at orientation, provides a guide to services at Cornell and Ithaca. Ithaca Times which is a free newspaper distributed Thursdays around town lists activities and events around town. Web sites such as www.ithaca.ny.us and www.visitithaca.com. These websites offer links to many local businesses and provide information on cultural activities, restaurants in the area, real estate and rentals, transportation and recreation in the area. The following section offers a brief guide to some of the services you might seek as a newcomer to the area.

Housing

While housing is available throughout the year, the sooner you start looking the more choices you will have. We recommend that you begin exploring your housing options as soon as you have made the commitment to attend the College of Veterinary Medicine.

On-Campus Housing

A variety of options are available for those who choose University Housing. Hasbrouck Apartments situated on North campus and Maplewood apartments situated southeast of central campus have apartments available for domestic groups (with or without children) as well as single graduate and professional students. Both apartment complexes are approximately the same distance from the vet school with convenient bus service to and from campus. University Housing is usually furnished.

If you are interested in university housing you must send in a completed application which can be obtained from the on-campus housing office at 255-5368.

→ For more information on on-campus housing call 255-5368 Monday-Friday 8:30-4:30 or visit www.campuslife.cornell.edu

Off-Campus Housing

Living off-campus offers the opportunity to belong to an even larger, more diverse, local community. Ithaca has much to offer its residents and living off-campus will allow you to take advantage of these opportunities.

As with any other town or city, there are many neighborhoods to choose from if you want to live off-campus. Depending on your needs, likes and dislikes, you may find that some neighborhoods appeal to you more than others.

While it is not possible to obtain a thorough appreciation of the dynamics of neighborhoods without visiting/living in Ithaca, a brief description of some of the major residential areas is provided below.

■ **Collegetown:** Collegetown is within walking distance of Cornell. Due to their proximity to campus, apartments in this area are highly sought after by undergraduates in particular. Due to their high demand rental prices in Collegetown are quite high. The area has numerous bars, restaurants and shops and is noisy and congested as a result.

■ **East Hill and Belle Sherman:** This is a quiet residential neighborhood and some areas are within a comfortable walking distance to the college of Veterinary Medicine. The neighborhood is about a mile from East Hill Plaza, a strip mall that houses a 24 hour grocery store, a couple of banks and a couple of restaurants including a bagel and sandwich store and a Chinese take-out.

■ **Downtown:** Living downtown allows students to feel more a part of the non-university world. The area is a 5-10 minute drive from the college of Veterinary Medicine but is within walking distance to many downtown shops, restaurants and bars. Apartments in this area vary in price and quality and are generally in large houses. TCAT goes through the downtown area fairly frequently should you choose to ride the bus.

■ **Varna and Dryden:** These areas are a particularly attractive option for vet students due to easy access to the vet college, rural setting and relatively low rent. The rental opportunities here are apartment complexes and individual houses. Some housing is on the TCAT bus route.

■ **South Hill:** This area, which is close to Ithaca College is less convenient to Cornell students. However it is only a 15 minute drive to the college should you choose to live here.

Living in Ithaca continued

■ **West Hill and Cayuga Lake:** These areas are inconvenient residential areas for Cornell students. For that reason rents are lower and you can find small houses for under \$600 a month. Lake houses are especially attractive in anticipation of the summer months. However winter heating bills can be astronomical depending on whether or how well the place is insulated.

■ **Cayuga Heights:** This area consists mainly of upscale private houses. Rental possibilities consist largely of apartments within private homes. Some apartment complexes are also located in this area. While the neighborhood is within walking distance to some parts of campus it is a long walk to the college. However it is a relatively level path should you choose to ride your bicycle. It is also possible to take the TCAT or campus bus from the different areas of Cayuga Heights. Cayuga Heights is a beautiful but expensive neighborhood to rent in.

■ **Northeast and Lansing:** This area contains many shopping facilities and apartment complexes. Apartment complexes in this area are on the TCAT bus routes; however bus services are limited. Therefore you should probably have a car if you choose to live in this area.

If you choose to live off-campus, you could go about locating a place in a number of ways:

■ **DVM listserv:** ask other incoming 1st years or 2nd, 3rd years if they are looking for roommates, advertise for roommates or take over leases of graduating seniors, In looking for places off campus keep in mind the kind of geographical area you would like to live in and the distance from campus. Most vet school students live within a 10-15 minute driving distance from the vet school. Some neighborhoods are more popular with vet students than are others because they are quiet and allow pets.

■ **Cornell's Off-Campus Life Program:** located in 201 Robert Purcell Community Center (607 255-5368) maintains up-to-date computerized listings of apartments, houses, places to share, rooms and sublets. They also offer you advise on a wide variety of housing matters including what to look for in a lease. Their services are free.

For up-to-date information on off-campus housing listings visit www.campuslife.cornell.edu

■ **Housing Solutions:** Located at 103 Dryden Road Is a private business that offers housing listings for a fee. They have an extensive list of rental properties which you can browse or search www.housingsolutions.com.

■ **Local newspapers:** You may also want to check housing listing in local newspapers. There are three newspapers that list rental housing-the Ithaca Journal (published Monday-Saturday), the Ithaca Times (published weekly every Thursday) and the Cornell Daily Sun (published Monday-Friday when classes are in session).

Fraternities

In addition to the various housing options listed above, there is one veterinary fraternity at the College of Veterinary Medicine that some DVM students call home.

■ Omega Tau Sigma (OTS)

The Omega Tau Sigma veterinary fraternity house is located at 200 Willard Way, Ithaca. Each year it becomes home to about 12 OTS members from all four classes. Small rooms (single occupancy) are \$775 per semester and large rooms (also single occupancy) are \$1075 per semester. Most rooms come with some furnishings (usually a bed, always a desk). Residents share a large living room (with cable TV) kitchen and basement. Pets are welcome at OTS where they enjoy a large fenced-in back yard.

Transportation

While there are a variety of commuting options available to you, the majority of veterinary students have their own transportation. If you choose to bring your vehicle to Ithaca, you must register it with the Commuter and Parking Services whether or not you purchase a parking permit. Registration is free. If you plan on driving your vehicle to campus on a regular basis Monday-Friday between 7:30 am and 5:00 pm you will need to purchase a parking permit. Students are offered an opportunity each spring to pre-register their vehicles and to request parking permits for the following academic year. Those who have pre-registered may pick up their permits in the College in the fall. Other students may register vehicles and purchase permits either at the Field House during general registration period or at Commuter and Parking Services between 7:45 and 5:00pm (116 Maple Avenue Phone 607-255-PARK). You will need to have your state vehicle registration with you when you request a parking permit.

Those students who brave the hills and the weather to ride bicycles to school should register their bicycles with the Department of Public Safety (G-2 Barton Hall, west entrance) so they can be traced if stolen. An Ithaca city ordinance requires all bicycles be registered.

Living in Ithaca continued

■ Carpooling

Commuting graduate and professional students can share the ride and permit cost with their peers. Commuter permits are owned and paid for by one person and may have up to four license plates listed. The permit can be switched among listed vehicles. For additional flexibility, eligible carpools can request one free one-day parking permit valid in A lot and B lot. Carpool members can also join the Occasional Parker Program.

■ Occasional Parker

This program allows flexibility for graduate and professional students who normally cycle or walk to campus. These students can purchase books of ten one-day parking permits for \$50. The permits are valid in A and B lots (B lot is the lot closest to the Vet school).

■ Night-Weekend Parking

Parking restrictions in place on campus is lifted during nights and weekends. Parking is free on campus from 5 pm to 7:30 am during the week and from 5 pm Friday to 7:30 am Monday morning.

■ Public Transportation

Bus service: Local bus service is available to areas in and around Ithaca. Tompkins Consolidated Area Transit serves the Cornell Campus, the city of Ithaca and the rural areas of Tompkins county. Bus passes are available. Students can choose from among several bus pass options. Passes can be purchased at Cornell's transportation office at 116 Maple Avenue. Current information on bus passes and schedules can be found on the web at www.tcatbus.com.

Taxi Service: There are two cab companies in Ithaca-Blue Light Cab Company (277-CABS) and Cayuga Taxi(277-TAXI). Ithaca cabs work on the zone system within the city so when you call a cab the dispatcher can tell you how much the trip will cost. There is an additional charge for excess baggage. Cabs in Ithaca take several passengers at once. If a group is travelling to a single destination, an additional charge per person is added to the fare.

Where to Buy Groceries

There are a number of large grocery stores in Ithaca. The two largest, Wegmans and Tops, are located adjacent to each other on Route 13. Tops has two locations-Triphammer Road. Both Wegmans and Tops are open 24 hours a

day. In addition, they each have a butcher and fish counter as well as excellent produce sections and a fresh bakery. Both stores carry a great variety of ethnic food ingredients. In addition, Ithaca has a number of stores that specialize in "natural" or "organic" products. These stores include Green Star Cooperative Market, Ludgate's, and Oasis. Among other things, items that can be found at these stores include organically grown vegetables, tofu, grains, spices, dried goods, free range chickens and eggs as well as some prepared vegetarian dishes. The Ithaca Farmers Market is a fun place to shop for fresh produce, food and crafts. The market is open on weekends April through December at Steamboat Landing.

Where to Shop for Your Pet

IAMS, the pet food company, has a "Food For Thought" program that allows all veterinary students at Cornell to get free IAMS pet food once a month throughout the school year. In addition, the vet school sells Hill's brand pet food at an unbelievably low price to members of the veterinary community. A pet must be registered before you can buy Hill's food. Pet food sales and registration is limited to the hours of 11:00 am - noon and 1:00 - 3:00 pm on weekdays. Other pet food companies, such as Waltham and Purina, also offer promotions to students throughout the year.

Some stores to purchase pet products include:

- AGWAY, 213 S. Fulton St. (off Rt. 13 downtown).
- PET SMART, Rt. 13 downtown by Walmart.
- ITHACA FEED & PET SUPPLY, 1011 W Seneca St.
- PAMPERED PETS, Pyramid Mall, Triphammer Rd.
- RC STEELE CATALOG, has everything at great prices! You can find this in the "informal reading" area in the library. Their warehouse is located in Brockport if you would rather go on a road trip.

Restaurants

Ithaca has numerous restaurants with a wide array of cuisine to suit very palate and fit every budget. The restaurants in the area reflect the cosmopolitan makeup of Ithaca's population—Japanese, Thai, Korean, Chinese, Indian, Greek, Italian, French, Mexican, Middle Eastern and Vietnamese, American and Fusion cuisine. An excellent and inexpensive book that describes most of the restaurants

Living in Ithaca continued

in and about Ithaca is the “Restaurant Guide to the Finger Lakes” by Charles DeMotte and Katherine W. Sundgren. A up to date list of restaurants is also available at www.visitithaca.com. Sample menus from various restaurants are available in the restaurant section of the yellow pages.

Places to Stay

For those of you who expect out of town visitors, there are a number of lodging choices in the area. These include hotels, motels, bed-and-breakfasts, country inns, cottages by lake as well as cabins and camping sites.

→ For a detailed list of lodging in the area and the price guide please refer to the website www.visitithaca.com.

Childcare

For students with young children, the prospect of searching for quality day-care in a new city can initially be intimidating and stressful. The Day Care and Child Development Council of Tompkins County offers a number of services to parents including:

- Personalized referrals to various child care options such as child care centers, group and family day care homes, school aged child care programs, Head Start and PreK programs, nursery schools and summer camps
- Programs for Young Children in Tompkins County, published annually
- Provision of guidelines for selecting quality care
- Information on licensing regulations
- Information on financial assistance for childcare

→ For detailed information on the various childcare options in the area call the Day Care & Child Development Council of Tompkins County at (607)273-0259 and talk with the phone counselor. She will guide you through the complex process of selecting the best child care for you. The council’s website <http://www.daycarecouncil.org/main.htm> also provides information and links to day-care centers, nursery schools and school-aged child care in the area.

Cornell Child Care Grant for Students

In an effort to ease the financial burden associated with high child care costs, Cornell University offers child care grants for up to \$5000 per year to registered students. Child care grant applications for 2011 will be available in early fall of 2011. All DVM students who have children in daycare, after school care and/or summer programs are eligible to apply. For more information on the child care grant contact Carol Gary csp4@cornell.edu or email childcare@cornell.edu.

Room Index

Schurman Hall (S)

Rooms begin with the Prefix S, then a number indicating the Floor (1-3), followed by a space and the precise room number. Schurman Hall houses tutorial rooms on the first floor. The Modular Resources Center, Gross Anatomy Lab and Microcenter are on the second floor, along with student services offices including the Dean's Office, Student Services, Office of Student Records, Schedule and Financial Planning, the Office of Educational Development and student mailboxes. The cafeteria is located on the first floor of Schurman Hall.

Veterinary Research Tower (VRT, "The Tower")

Rooms begin with the Prefix T, then a number indicating the Floor (1-9), followed by a space and the precise room number. Lecture Hall III is located on the first floor of the VRT. The rest of the Tower houses faculty offices and research labs.

Veterinary Medical Center (VMC)

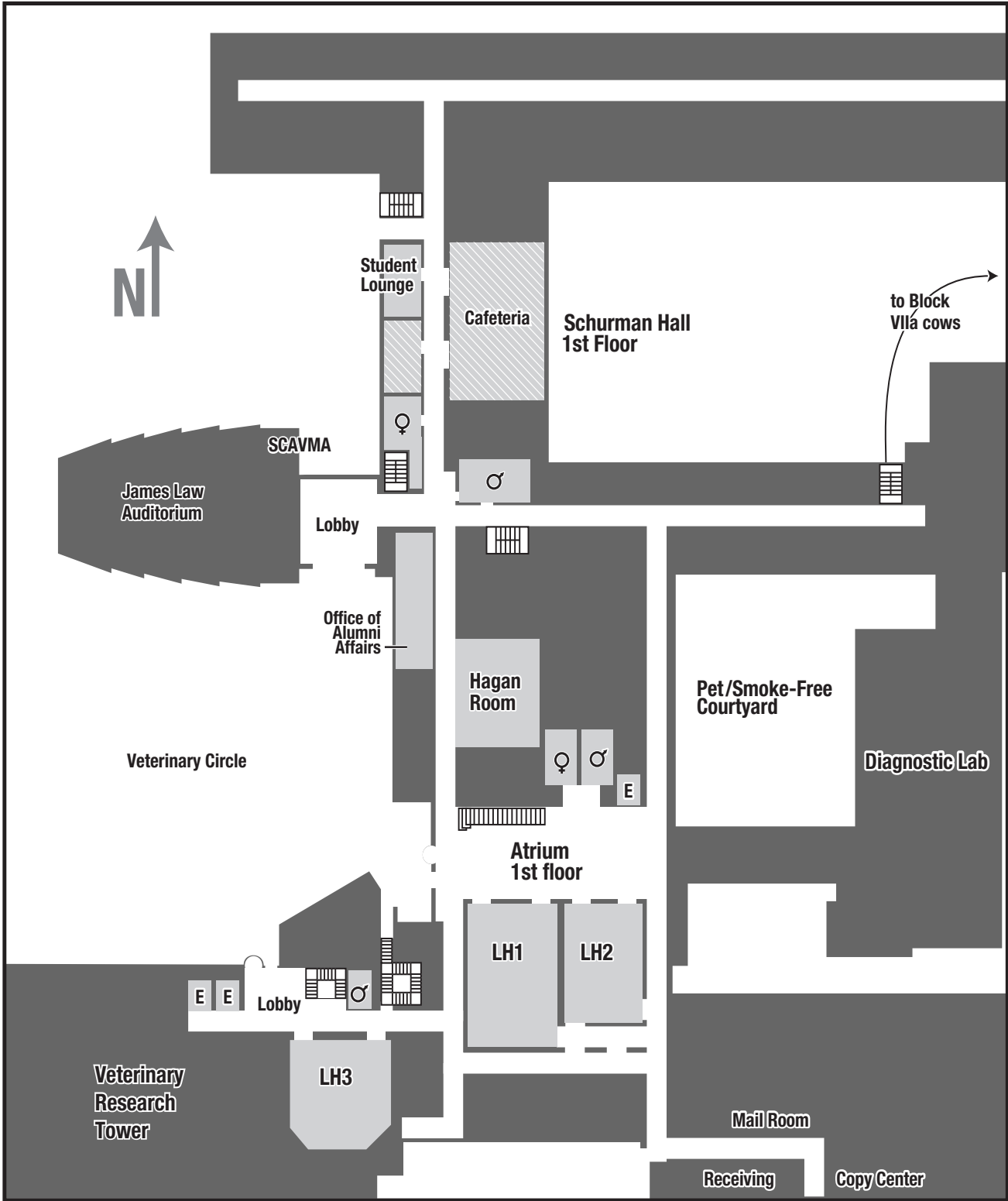
Rooms begin with the Prefix C, then a number indicating the floor (1-5) followed by a space and the precise room number beginning with 0-4 on the main level (C-2) and starting only with 1 on the upper floors (C3 1xx to C5 1xx). The Cornell Hospital for Animals and the Wet Lab occupies the main (ground) level (C2). Faculty offices and labs are housed on the upper levels. Note: This building shares the same prefix of C as the Secondary Teaching Center, but the buildings only connect through the Gallery. Room numbers in the VMC start with the number 1 (except in the hospital where the numbers start with 0-4), while room numbers in the STC start with 5 or 6 (e.g. C2 5xx or C2 6xx).

Clinical Program Center (CPC)

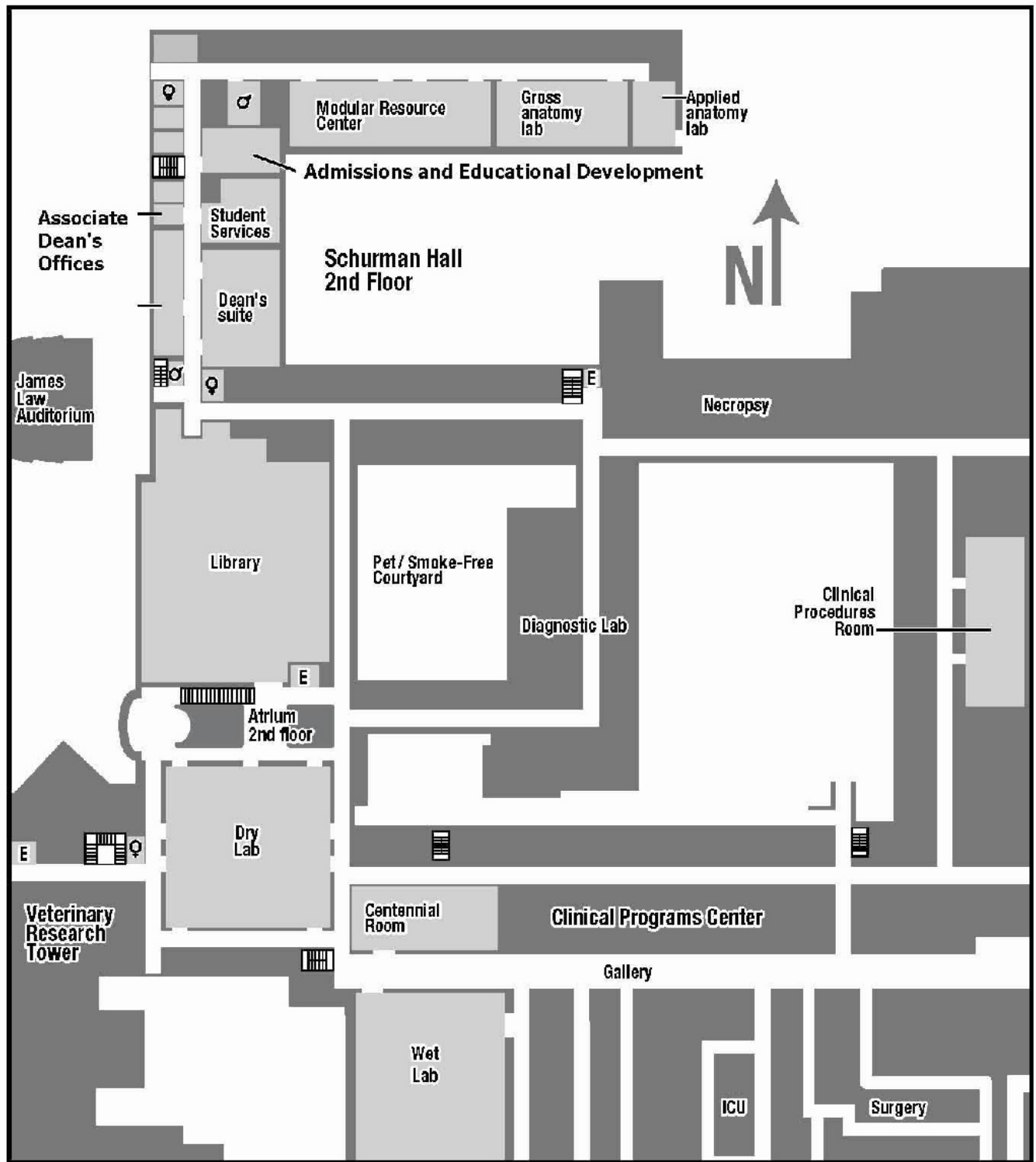
Rooms begin with the Prefix C, then a number indicating the floor (2-3), followed by space and a precise room number beginning with either 5 or 6. The Secondary Teaching Center contains classrooms, an arena for live animal demonstrations, a procedures room and offices. Note: This building shares the same prefix of C as the VMC, but the buildings only connect through the Gallery. Room numbers in the VMC start with the number 1 (except for the hospital where numbers start with 0-4), while room numbers in the STC start with 5 or 6.

Veterinary Education Center (VEC)

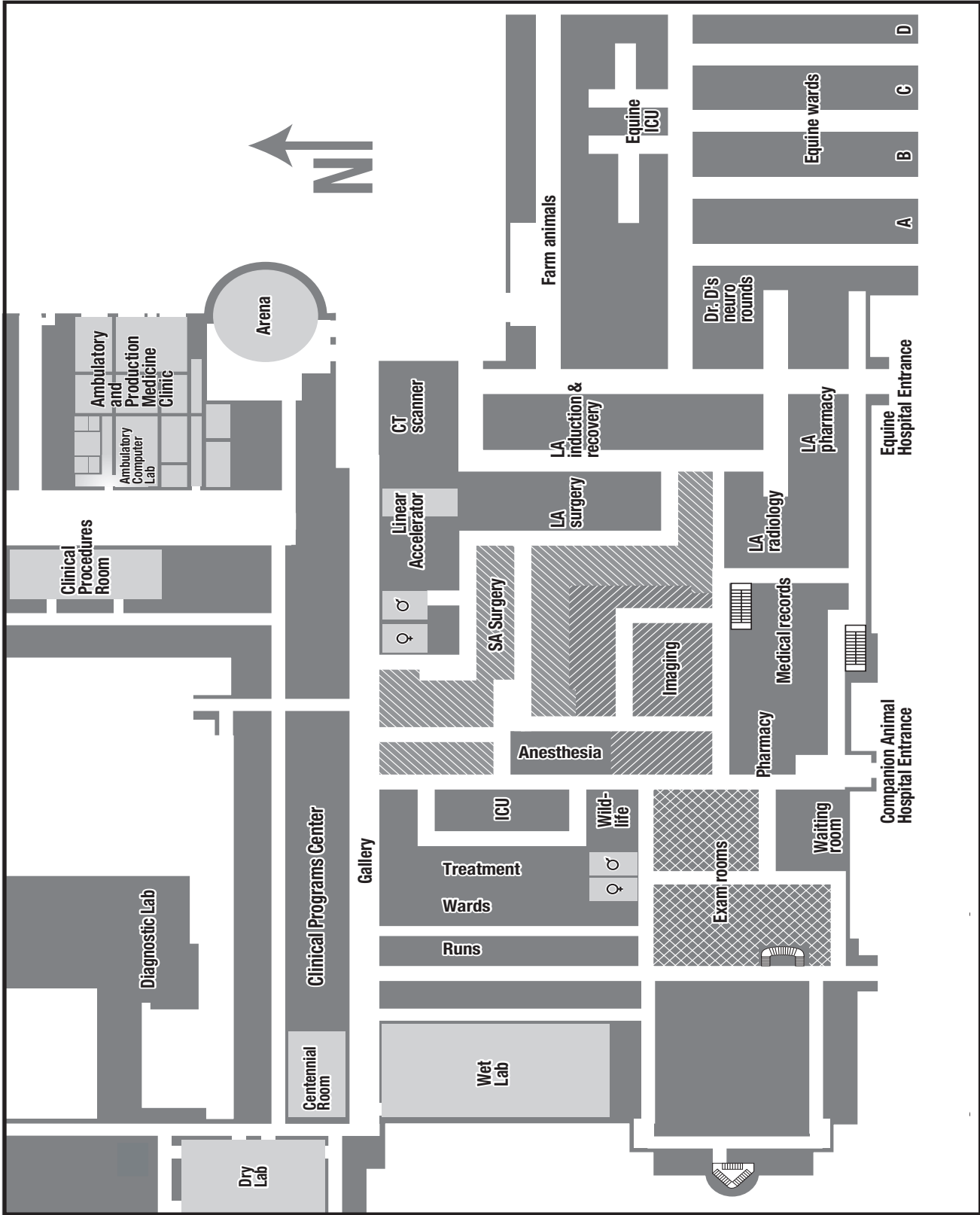
VEC consists of the Atrium, Library, Dry Lab and the two larger Lecture Halls (LH I and LH II). Typically, these rooms are referred to by their names, rather than the prefix S, floor and precise room number.



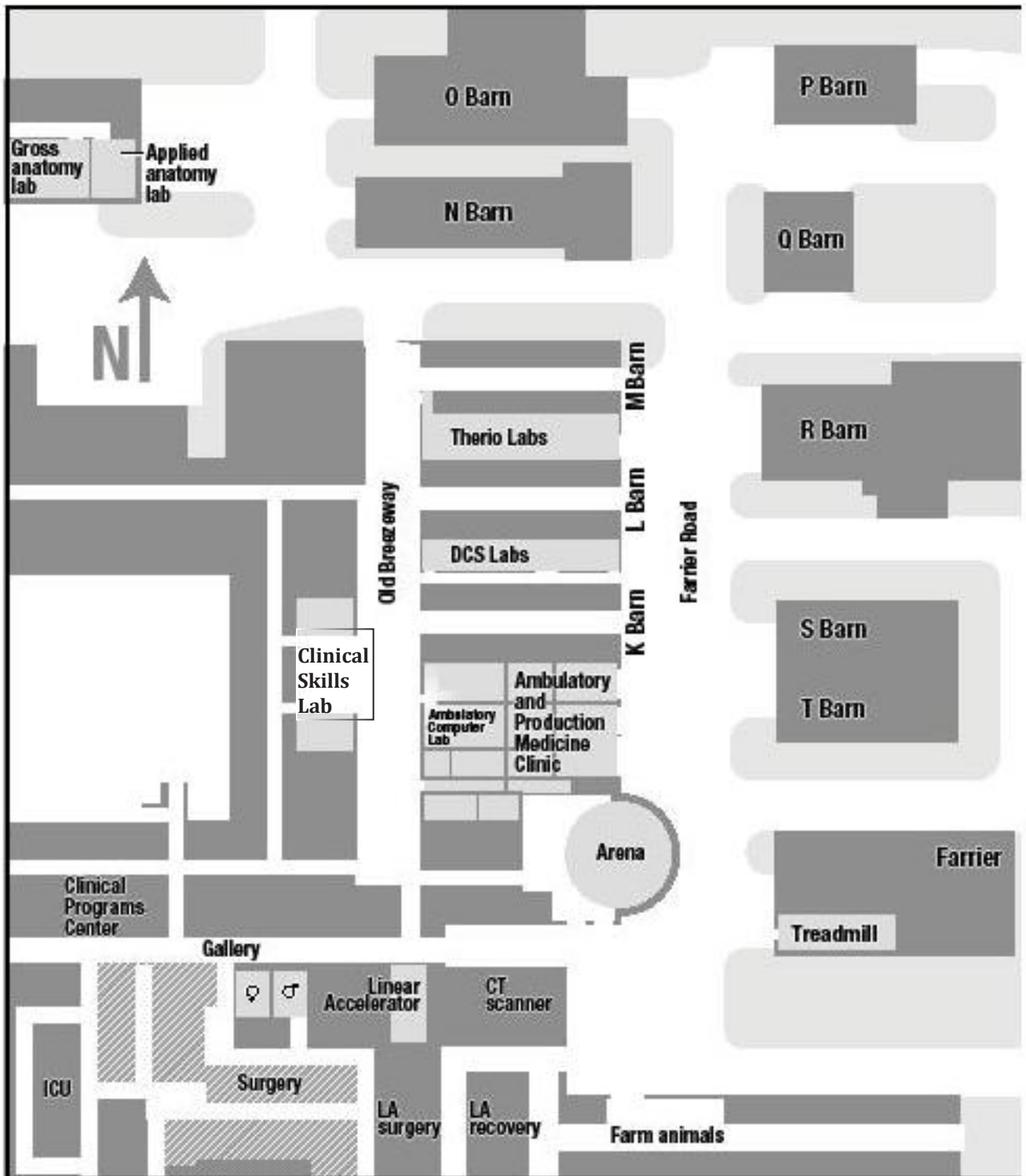
Schurman Hall 1st Floor



Schurman Hall 2nd Floor



Veterinary Medical Center: Hospital Area



Veterinary Medical Center