SUFFOLK COUNTY COMMUNITY COLLEGE

**CURRICULUM REVISION PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your** [**Letter of Intent**](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) **Form to the College Associate Dean for Curriculum Development,** [**Jennifer Browne**](mailto:centralacadaffairs@sunysuffolk.edu) **at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response Form back from her, do not continue with this proposal form. It is STRONGLY RECOMMENDED that you work closely with Dean Browne and the appropriate Curriculum Committee Chair through the entire process of developing a major revision to an existing curriculum.**

**Name of Proposal:** Veterinary Science Technology Program

**Campuses Offering Program: ( ) Ammerman ( ) East (x) Grant**

**Name of Department Chair(s):**

Ammerman:

Eastern:

Grant: Kathleen Ayers Lanzillotta , M.P.A., CASAC

**Name of Proposer: \_\_\_** Elia Colon-Mallah, DVM **&** Kathleen Ayers Lanzillotta, MPA, CASAC

**Proposal Checklist**

*Please be sure to send ALL of the below documents and information in a single* ***email to the appropriate Curriculum Committee Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

( X ) Electronic [Letter-of-Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with **Response from College Associate Dean for Curriculum Development**

( X) Completed [Curriculum Revision Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_revision_proposal_form.doc)

( X ) Vote(s) of Department: (See [Voting Guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf))

**Name of Department**: *Veterinary Science Technology Program / Grant\_*

For: \_\_\_12\_\_ Against: \_\_0\_\_\_ Abstentions: \_\_0\_\_\_

Date of Vote: \_\_\_10/26/17\_\_\_\_\_\_\_\_\_ Proposer's Initials: ECM/KAL\_

*Select One:* **Approved**\_\_x\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_ (Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

(X) Course Proposal Forms for all [new courses](http://www.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc) and [revised courses](http://www.sunysuffolk.edu/Governance/curriculum/docs/course_revision_proposal_form.doc) proposed for revised program.

***List Courses Here:***

***New:***

***VST103*** *Comparative Anatomy and Physiology of Domestic animals**will combine**VST102 Comparative Anatomy of Domestic Animals and VST112 Comparative Physiology of Domestic Animals. Both VST102 and VST112 will be retired. VST103* will require matriculation into the VST program and CHE120 as a co-requisite.

***VST116*** *Small Animal Nursing I will require CHE120, VST100, 101 and 103* as prerequisites and VST111 as co-requisite.

***VST207*** *Small Animal Nursing II will require VST111, 114, 116 and CHE120* as prerequisites.

**VST209** Diagnostic Imaging will replace VST206 Veterinary Cardiology and Radiology. VST209 will require will requireVST111, 114, 116, and CHE120 as prerequisites.VST201 will also be required as a co-requisite.

***Revised:***

***VST100*** *College Seminar for Veterinary Science Technology will be renamed Success in Veterinary Science Technology and will no longer replace COL 101. This course* will now be a required component of the VST Program Curriculum.

***VST216*** *Surgical nursing will be renamed Small Animal Nursing III and will require VST201, 202, 203, 205, 207 and 209* as prerequisites.

***Amended prerequisites:***

**VST100** VST Program Matriculation

**VST101** VST Program Matriculation

**VST111** Farm Animal Nursing will requireVST100, 101, 103. VST116 co-requisite

**VST114** VST Program Matriculation

**VST201** Laboratory Animal Technology will requireVST111, 114, and 116

**VST202** Clinical Laboratory Techniqueswill require VST111, 114, 116, as well as CHE120

**VST203** Clinical Internship I will requireVST111, 114 and 116

**VST205** Pharmacy and Pharmacology will require VST111, 114, and 116

**VST212** Clinical Laboratory Techniques II will require VST202, 203, 205, and 207

**VST213** Small Animal Clinic Internship II will require VST202, 203, 207 and 209

(X) Course descriptions for existing courses (excluding SUNY General Education courses) to be included in new program

**CHE120: INTRODUCTION TO GENERAL, ORGANIC,**

**AND BIOCHEMISTRY**

One-semester course required for Veterinary Science

Technology students. Basic principles of general, organic and

biochemistry are presented with emphasis on applications

to health science. Topics include measurement, states of matter,

bonding theory, solutions, acids, buffers and pH, structure and

function of carbohydrates,lipids,sterols,amino acids, proteins,

molecular approach to enzymatic action, digestion, metabolism

and nutrition.

Notes: (1) Restricted to VST students in the fall and alternate

summer semesters. (2) Fulfills SUNY General Education

Requirement for Natural Sciences. (3 hrs. lecture,

2 hrs. laboratory) Prerequisite: MAT007 or equivalent

and high school chemistry with laboratory. *Offered*

*on: G / 4 cr. hrs.*

**VST100: COLLEGE SEMINAR FOR**

**VETERINARY SCIENCE TECHNOLOGY - Revised**

Contextualized methods and techniques, which can

promote student perseverance and success in the College's

VST program. Specific topics include history

of veterinary technology as a licensed profession,

potential employment opportunities, professional

standards of communication, and developing teambuilding

skills. The importance of research skills,

lifelong learning, and active engagement in professional

organizations will be emphasized. (*offered fall*

*semester only*) No prerequisite. Restricted to VST

students. *Offered on: G / 1 cr. hr.*

**VST101: INTRODUCTION TO ANIMAL**

**TECHNOLOGY**

Survey course introducing terminology and specializations

of animal technology field. Lectures and

demonstrations include role of veterinary technician;

career opportunities; safety, ethics and humane

treatment of animals; information related to different

classifications and breeds of animals; principles and

practices of animal care in clinics, hospitals and research

laboratories; handling and restraint of large,

small and research animals; legal regulations, state

and federal laws. Requires two field visits to observe

professions in animal health field. Students must

demonstrate proof of current tetanus inoculation and

provide own transportation to off-campus field experiences.

(*offered fall semester only*) (1 hr. lecture, 2 hrs.

laboratory) Restricted to VST students, no prerequisites. *Offered on: G / 2 cr. hrs.*

**VST103: ANATOMY AND PHYSIOLOGY OF DOMESTIC ANIMALS – New Course**

*The content of this course includes discussion of comparative anatomy and basic physiological systems and their interrelationships in mammalian and avian species. Lectures are utilized to compare systems (integument, muscular, neuromuscular, skeletal, cardiovascular, respiratory, digestive, urinary, reproductive, endocrine and immune). Laboratories will be used to explore anatomic structures and their function, including participation in quantitative measurement of physiological parameters. Group dissection of specimens, the use of text, audio-visual presentations, and introduction of clinical scenarios will supplement and enhance the learning experience. (3 hours lecture, 4 hours laboratory)* Restricted to VST students, Co-requisite CHE120

**VST111: FARM ANIMAL NURSING**

Laboratory hands-on course providing students with

necessary technical skills and knowledge to function

as farm animal nurses. Familiarizes students with

proper handling techniques and procedures such as

restraint, collection of specimens, and medication of

farm animal species. Students required to provide

their own transportation to off-campus field experiences.

(*offered spring semester only*) (2 hrs. lecture, 3

hrs. laboratory) Prerequisite: C or better in VST100, VST101, VST103. VST116 co-requisite

or permission of Chair/Academic Dean. *Offered on:*

*G / 3 cr. hrs.*

**VST114: VETERINARY PRACTICE**

**MANAGEMENT**

Principles involved in operating a veterinary practice.

Legal aspects of practice are discussed as well as

methods of managing personnel, financial responsibilities,

ordering drugs and supplies, keeping inventory

and bookkeeping. Students use illustrations

from actual practices and become familiar with forms

currently in use. The computer and its impact and

use in veterinary medicine are discussed. Hands-on

experience is obtained. (*offered spring semester only*)

Restricted to VST students, no prerequisite. *Offered on: G / 2 cr. hrs.*

**VST116: SMALL ANIMAL NURSING I – New Course**

Introduces veterinary technology students to veterinary nursing and patient management. Includes discussion of patient assessment and monitoring, administration of medications, standards of safety in the workplace, medical record formats, prevention of nosocomial infections. Prerequisites: D or better in CHE120. C or better in VST100, VST101, and VST103.

Co-requisite: VST111

**VST201: LABORATORY ANIMAL**

**TECHNOLOGY**

Prepares students for careers as laboratory animal

technicians. Topics focus on theoretical and practical

aspects of husbandry, restraint, and handling of commonly

used research animals. Includes preparation

of students for more advanced course work in Veterinary

Science Technology curriculum by emphasizing

aspects of medical terminology and pathology and

by accustoming students to manipulation of living

animals. Safety and humane treatment emphasized

throughout course. (*offered fall semester only*) (2 hrs. lecture,

3 hrs. laboratory)Prerequisite: D or better in CHE120. C or better in VST111, VST114 and VST116 or permission of Chair/Academic Dean.

*Offered on: G / 3 cr. hrs.*

**VST202: CLINICAL LABORATORY**

**TECHNIQUES I**

Various aspects of veterinary hematology which

are important to the LVT. Lecture topics provide

background anatomy, physiology, biochemistry

and pathophysiology necessary for comprehensive

understanding of procedures covered in laboratory

portion of course. Laboratory sessions concerned

primarily with collection, storage, handling and

analysis of blood. Registration in this course requires

that students purchase liability insurance through

the College. (*offered fall semester only*) (2 hrs. lecture,

3 hrs. laboratory) Prerequisite: D or better in CHE120. C or better in VST111, VST114 and VST116 or permission of Chair/Academic Dean.

*Offered on: G / 3 cr. hrs.*

**VST203: ANIMAL CLINIC INTERNSHIP I**

Two-course sequence providing supervised applied

training in veterinary animal hospital or animal

research facility for each semester. Through these supervised

training experiences students develop their

skills as animal technicians. Performance is evaluated

by supervising veterinarian or facility manager. Students

required to provide their own transportation

to off-campus field experiences. Registration in these

courses requires that students purchase liability

insurance through the College. (*offered fall semester*

*only*) (1 hr. lecture, 8 hrs. clinical) Prerequisite: C or better in VST111, VST114 and VST116

or permission of Chair/Academic Dean. *Offered on:*

*G / 3 cr. hrs.*

**VST205: PHARMACY AND PHARMACOLOGY**

Focuses on aspects of pharmacy and pharmacology

important to practicing veterinary technician. Major

topics include proper handling, storage and dispensing

of pharmaceuticals. Drug action, appropriate

drug selection, and calculations of various drug

dosages are taught. (*offered fall semester only*) Prerequisite:

D or better in CHE120. C or better in VST111, VST114 and VST116 or permission of Chair/

Academic Dean. *Offered on: G / 3 cr. hrs.*

**VST207: SMALL ANIMAL NURSING II – New Course**

*Prepares the veterinary technology student to monitor and manage the small animal veterinary patient. Discussion of common diseases, emergencies and medical treatments are discussed to prepare students to identify patient vulnerabilities and facilitate treatment* Prerequisites: D or better in CHE120. C or better in VST111, VST114 and VST116 or permission of Chair/Academic Dean. *Offered on: G / 3 cr. hrs.*

**VST209: DIAGNOSTIC IMAGING – New Course**

*The lecture portion of this course will consist of a comprehensive discussion of analog and digital radiographic image production including quality control, radiation safety, use and creation of technique charts and preparation for imaging procedures. Entry-level mechanics of alternate imaging modalities will comprise the balance of didactic instruction. Laboratory exercises will focus on the use of radiographic equipment, patient positioning, analog and digital imaging processing, and assessment of imagining techniques and quality control.* Prerequisites: D or better in CHE120. C or better in VST111, VST114, VST116 and VST201 corequisite. or permission of Chair/Academic Dean. *Offered on: G / 3 cr. hrs.*

**VST212: CLINICAL LABORATORY**

**TECHNIQUES II**

Major topics of veterinary clinical pathology not

covered in VST202. Focus on urology, clinical chemistry,

clinical enzymology, clinical serology, digestive

function tests, laboratory microbiology and laboratory

parasitology. Laboratory sessions concerned

with collection, storage and handling of laboratory

specimens, and performance of analytical procedures.

(*offered spring semester only*) (2 hrs. lecture, 3 hrs. laboratory)

Prerequisite: C or better in VST202, VST203, VST205 and VST207 or permission of Chair/

Academic Dean. *Offered on: G / 3 cr. hrs.*

**VST213: ANIMAL CLINIC INTERNSHIP II**

Two-course sequence providing supervised applied

training in veterinary animal hospital or animal

research facility for each semester. Through these supervised

training experiences students develop their

skills as animal technicians. Performance is evaluated

by supervising veterinarian or facility manager. Students

required to provide their own transportation

to off-campus field experiences. Registration in these

courses requires that students purchase liability insurance

through the College. (*offered spring semester only*) (1 hr. lecture, 8 hrs. clinical)

Prerequisite: C or better in VST201, VST202, VST203, VST207 and VST209 or permission of Chair/Academic Dean. *Offered on:*

*G / 3 cr. hrs.*

**VST216: Small Animal Nursing III - Revised Name**

*Prepares students to monitor veterinary patient throughout all aspects of anesthesia and surgery. Responsibilities include daily monitoring of patient, and pre-surgical assessments through post-surgical care. Different forms and levels of anesthesia are reviewed. Emphasis on practical patient care includes maintenance of surgical instrumentation and monitoring equipment. (3hrs. lecture, 3 hrs. laboratory.)* Prerequisite: C or better in VST201, VST202, VST203, VST207 and VST209 or permission of Chair/Academic Dean. *Offered on:*

*G / 3 cr. hrs.*

( ) Other forms as necessary for program approval (e.g. Distance Education Form)

( X ) [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), Associate Dean for Curriculum Development

[Tina Good](mailto:goodt@sunysuffolk.edu), College Curriculum Committee Chair

Executive Deans of affected campuses

SUFFOLK COUNTY COMMUNITY COLLEGE

**CURRICULUM REVISION PROPOSAL FORM**

**Name of Proposal: Veterinary Science Technology Program Curriculum Revision**

**Campuses Offering Program: ( ) Ammerman ( ) Eastern (X) Grant**

I. REQUESTED CHANGES:

A. Changes in Program Content

Check all that apply. Describe each proposed change and why it is proposed**.**

**(NOTE:** If none of the below applies for your proposed curriculum revision, please use the

Expedited Curriculum Revision Proposal Form.)

[X ] Cumulative change from SED’s last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs)

We are deleting: VST102 (3cr), VST112 (4cr), VST206 (4cr), and 1 Soc. Science elective (3cr)

We are adding: VST103 (5cr), VST116 (2cr), VST207 (2cr), VST209 (3cr) and PED (1cr)

[ ] Changes in a program’s focus or design

[ ] Adding or eliminating one or more options, concentrations or tracks

[X ] Adding or eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience)

***VST100*** *College Seminar for Veterinary Science Technology* will be renamed Success in Veterinary Science Technology that will now be a required component of the VST Program Curriculum.

[ ] Program title

[ ] Program award

[ ] [Mode of delivery](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html)

***NOTES:*** *(1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a* [*Distance Education Format Proposal*](http://www.suny.edu/provost/academic_affairs/acadprogdevrev.cfm)as part of this proposal.

[ ] [Format change(s)](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program.

1. State proposed format(s) and consider the consequences for financial aid

2. Describe availability of courses and any change in faculty, resources, or support services.

[ ] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

B. Complete the side-by-side comparison chart on next pages for all the courses in the existing and proposed revised program.

|  |  |  |
| --- | --- | --- |
| **Comparison of Current Curriculum with Proposed Revision** | | |
| Courses | Current Curriculum | Revised Curriculum |
| CHE120 | X | X |
| ENG101 | X | X |
| ENG102 | X | X |
| Humanities | X | X |
| Math | X | X |
| PED |  | X |
| Soc. Sci. Elective | X | X |
| Soc. Sci. Elective | X |  |
| VST100 | X | X |
| VST101 | X | X |
| VST102 | X | Retire |
| VST103 |  | Add |
| VST111 | X | X |
| VST112 | X | Retire |
| VST114 | X | X |
| VST116 |  | Add |
| VST201 | X | X |
| VST202 | X | X |
| VST203 | X | X |
| VST205 | X | X |
| VST206 | X | Retire |
| VST207 |  | Add |
| VST209 |  | Add |
| VST212 | X | X |
| VST213 | X | X |
| VST216 | X | X |
|  |  |  |

*In the first column, list the course number and title. In the middle column, check if the course exists in the current curriculum. In the third column, check if the course exists in the proposed revision.*

C. Complete a [New Course Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc) for **each new course** in the program.

Complete a [Course Revision Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_revision_proposal_form.doc) for each **course revision** proposed for this program. On the ***SUNY******Faculty Table*** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised

course?

See attached New and Revised Course Proposal forms and SUNY Faculty Table below.

D. What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

II. Sample Program Schedule

A. Complete the ***SUNY Undergraduate*** ***Sample Program Schedule*** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a ***Sample Program Schedule*** for each one.

***NOTES:*** *The* Program Schedule and Curriculum*must show* ***all curricular requirements*** *and demonstrate that the program conforms to SUNY’s and SED’s policies.*

* *It must show how a student can complete all program requirements within* [*SUNY credit limits*](http://www.suny.edu/provost/academic_affairs/SeamlessTransfer.cfm)*, unless a waiver has been granted: two years of full-time study (or the equivalent) and 64 credits for an associate degree.*
* *It must show how students in A.A., A.S. programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in* [*SUNY-approved general education courses*](http://www.sunysuffolk.edu/About/GenEd.asp)*, with at least 3 credits each in Basic Communication and Mathematics, plus no fewer than three credits each in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages.*
* *It must show how students can complete* [*Liberal Arts and Sciences (LAS) credits*](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) *appropriate for the degree.*
* *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path (TPath) courses shown in the* [*SUNY Transfer Paths*](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) *within the first two years of full-time study (or 60 credits).*

***Special Cases for the Sample Program Schedules:***

* *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
* *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program.*
* *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a* [*Waiver Request –*](http://www.suny.edu/provost/academic_affairs/app/forms.cfm) *a different form – with compelling justification(s).*

**Sample Program Schedule**

* *Has the proposed program received a SUNY program-level waiver? ( ) Yes ( x ) No 11/14/17*

*If waiver has been received, attach waiver to this proposal.*

* **Name of SUNY** [**Transfer Path**](https://www.suny.edu/student/transfer/transfer_mobility_all.cfm)**, if one exists: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall 1:** | See KEY. | | | | |  | | | | |  | **Spring 2:** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| CHE120: Introduction to General, Organic & Biochemistry | 4 |  | 4 |  |  |  | | MAT007, HS Chemistry w/lab | | | ENG102 Introduction to Literature | | 3 |  | 3 |  | |  |  | ENG102 Standard Freshman Composition |
| ENG101: Std. Freshman Comp. | 3 |  | 3 |  |  |  | | Placement | | | PED | | 1 |  |  |  | |  |  |  |
| Col 101: College Seminar | 1 |  |  |  |  |  | |  | | |  | |  |  |  |  | |  |  |  |
| VST 100: VST Success | 1 |  |  | 1 |  |  | | VST matriculation | | | VST111: Farm Animal Nursing | | 3 |  |  | 3 | |  |  | VST100, VST101, VST103,  VST116 co-requisite |
| VST101: Introduction to Veterinary Technology | 2 |  |  | 2 |  |  | | VST matriculation | | | Math 111 | | 4 |  | 4 |  | |  |  |  |
| VST103: Anatomy and Physiology of Domestic Animals | 5 |  |  | 5 |  |  | | VST matriculation CHE120 co-requisite | | | VST114: Veterinary Practice Management | | 2 |  |  | 2 | |  |  | VST matriculation |
|  |  |  |  |  |  |  | |  | | | VST 116 Small Animal Nursing I | | 2 |  |  | 2 | |  |  | VST100, VST101, VST103, CHE120  VST111 co-requisite |
| Term credit totals: | 16 |  | 7 | 8 |  |  | | | | | Term credit totals: | | 15 |  | 7 | 7 | |  |  | |
| **Fall 3:** | See KEY. | | | | |  | | | | | **Term 4:** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| VST201 Lab Animal Tech | 3 |  |  | 3 |  |  | | VST111, VST114,  VST116, CHE120 | | | Humanities elective | | 3 |  | 3 |  | |  |  | None |
| VST202 Clinical Lab Tech. I | 3 |  |  | 3 |  |  | | VST111, VST114,  VST 116, CHE120 | | | VST216 Small Animal Nursing III | | 4 |  |  | 4 | |  |  | VST201, VST202, VST203, VST205, VST207, VST209 |
| VST203 Small Animal Clinic Internship I | 3 |  |  | 3 |  |  | | VST111, VST114,  VST116 | | | Soc. Sci. Elec. | | 3 |  | 3 |  | |  |  |  |
| VST205 Pharmacy & Pharmacology | 3 |  |  | 3 |  |  | | VST111 VST114  VST116, CHE120 | | | VST212 Clinical Laboratory Techniques II | | 3 |  |  | 3 | |  |  | VST202, VST203, VST205, VST207 |
| VST207 Small Animal Nursing II | 2 |  |  | 2 |  |  | | VST111, VST114, VST 116, CHE120 | | | VST213 Small Animal Clinic Internship II | | 3 |  |  | 3 | |  |  | VST202, VST203, VST207, VST209 |
| VST209 Diagnostic Imaging | 3 |  |  | 3 |  |  | | VST111, VST114, VST116, CHE120,  VST201 co-requisite | | |  | |  |  |  |  | |  |  |  |
| Term credit totals: | 17 |  |  | 17 |  |  | | | | | Term credit totals: | | 16 |  | 6 | 10 | |  |  | |
|  |  |  |  |  |  |  | | | | |  | |  |  |  |  | |  |  | |
| **Program Totals (in credits):** | | **Total**  **Credits: 64** | | **SUNY**  **GER:** | | | **LAS:**  **20** | | **Major:**  **42** | **Elective & Other:** | | | **Number of SUNY GER Categories:** | | | | |
|  | | | | |
| **KEY Cr:** credits **GER:** [SUNY General Education Requirement](http://www.suny.edu/provost/generaleducation/GenED.cfm) ([Enter Category Abbreviation](http://www.suny.edu/provost/academic_affairs/app/files/Category%20Abbreviations.xlsx)) **LAS:** [Liberal Arts & Sciences](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](https://www.suny.edu/student/transfer/transfer_mobility_all.cfm) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations (the first five listed in order of their frequency of being required by SUNY campuses):** Basic Communication (BC), Math (M), Natural Sciences (NS), Social Science (SS), Humanities (H), American History (AH), The Arts (AR), Other World Civilizations (OW), Western Civilization (WC), Foreign Language (FL). | | | | | | | | | | | | | | | | | | | | | |

* Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

III. SUNY Faculty Table

### A. If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.

B. Append at the end of this document position descriptions or announcements for each to-be-hired faculty member

| **(a)** | **(b)** | **(c)** | **(d)** | **(e)** | **(f)** |
| --- | --- | --- | --- | --- | --- |
| **Faculty Member Name and Title and/or Rank at the Institution**  **(Include and identify Program Director.)** | **% of Time Dedicated to This Program** | **Program Courses Which May Be Taught**  **(Number and Title)** | **Highest and Other Applicable Earned Degrees (include College or University)** | **Discipline(s) of Highest and Other Applicable Earned Degrees** | **Additional Qualifications: List related certifications and licenses and professional experience in field.** |
| **PART 1. Full-Time Faculty** |  |  |  |  |  |
| Dennis Dougherty  Program Coordinator  Assistant Professor | 100% | All VST Courses including:  VST 100 College Seminar  VST 101 Intro to Animal Technology  VST 103 Comparative Anatomy & Physiology of Domestic Animals  VST 111 Farm Animal Nursing  VST 114 Veterinary Practice Management  VST 116 Small Animal Nursing I  VST 201 laboratory Animal Technology  VST 202 Clinical Laboratory Techniques  VST 203 Animal Clinic Internship I  VST 205 Pharmacy & Pharmacology  VST 207 Small Animal Nursing II  VST 209 Diagnostic Imaging  VST 212 Clinical Laboratory Techniques II  VST 213 Animal Clinic Internship II  VST 216 Small Animal Nursing III | B. S. University of Wyoming, DVM Ross University | Veterinary Medicine | NYS Licensed Veterinarian |
| Elia Colon-Mallah Professor | 100% | All VST Courses - see above | B. S., DVM Cornell University | Veterinary Medicine | NYS Licensed  Veterinarian  Former VST Coordinator/Dept. Assistant Chair |
| Frank Valenzisi - Assistant Professor | 100% | All VST Courses - see above | DVM University of Ohio | Veterinary Medicine | NYS Licensed  Veterinarian |
| Patricia Raff – Professional Assistant/ Specialist | 100% | Assists faculty in all courses requiring laboratory classes | A.A.S. SUNY Farmingdale | Animal Science | NYS Licensed  Veterinary Technician |
| Kelly Zydel-Professional Assistant | 100% | Assists faculty in all courses requiring laboratory classes | B.S. Cornell University | Animal Science | NYS Licensed  Veterinary Technician |
| **Part 2. Part-Time Faculty** |  |  |  |  |  |
| Gary Campbell –Adjunct Professor | As  needed | VST 203/213 Animal Clinic Internship | A.A.S. SUNY@Farmingdale, B.S., M.P.S., M.S., PhD, Cornell University. | Animal Science | Former VST Program Coordinator and Allied Health Science Department Chair |
| Anthony Cuccaro-Adjunct Associate Professor | As  needed | VST 203/213 Animal Clinic Internship  VST 205 Pharmacy & Pharmacology  VST 114 Veterinary Practice Management | DVM University of Ohio | Veterinary Medicine | NYS Licensed Veterinarian |
| Erika Friedrich –Adjunct Instructor | As  needed | VST 205 Pharmacy & Pharmacology  VST 114 Veterinary Practice Management | B.S.Biology, Union College, | Veterinary Medicine | NYS Licensed  Veterinarian |
| David Goetz –Adjunct Instructor | As  needed | VST 216 Surgical Nursing & Anesthesiology | DVM, North Carolina State University | Veterinary Medicine | NYS Licensed  Veterinarian |
| Bernard Nanton- Adjunct Instructor | As  needed | VST 216 Surgical Nursing & Anesthesiology | DVM, University of Ibadan, Nigeria | Veterinary  Medicine-  Post grad courses in Clinical Veterinary medicine@ Animal Medical Center | NYS Licensed  Veterinarian |
| William Phelps-Adjunct Instructor | As  needed | All VST Courses –see above | DVM University of California @ Davis | Veterinary Medicine | NYS Licensed  Veterinarian |
| Tabbethia Hauboldt-Adjunct Professional Assistant | As  needed | Assists faculty in all courses requiring laboratory classes | Delaware Valley College | Veterinary Medicine |  |
| Sharon Gardner-Adjunct Professional Assistant | As  needed | Assists faculty in all courses  requiring laboratory classes | B. A. Political Economics, Sweet Briar College, SCCC A.A.S VST Program | Veterinary Medicine | NYS Licensed Veterinary Technician |
| Linda Miller- Adjunct Professional Assistant | As  needed | Assists faculty in all courses  requiring laboratory classes | A.A.S SUNY Farmingdale; A.A.S SCCC VST Program | Animal Husbandry;  Veterinary Medicine | NYS Licensed  Veterinary Technician |
| **Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)** |  |  |  |  |  |
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SUFFOLK COUNTY COMMUNITY COLLEGE

**COURSE-REVISION PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your Letter of Intent to the College Associate Dean for Curriculum Development, Jennifer Browne at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response form back from her, do not continue with this proposal form.**

*This form is to be used when making changes to an EXISTING COURSE. If you are proposing changes to a course’s title, description, prerequisites/corequisites/concurrent enrollment, learning outcomes, course number, credits, contact hours, or its SUNY general education or transfer path status, please use this form. However, if you are proposing multiple changes to a course, you may need to use the New Course Proposal Form instead.*

**NAME OF PROPOSAL:**VST100:College Seminar for Veterinary Science Technology **Existing Course is offered on which campuses: \_\_\_A \_\_\_\_E \_X\_G**

**Name of Department Chair(s):** Ammerman:

Grant: Kathleen Ayers-Lanzillotta East:

**Name of Proposer:** Dr. Frank J. Valenzisi

**Proposal Checklist**

*Please be sure you send ALL of the below documents and information in a single* ***email to the appropriate Curriculum Committee Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

(x) Electronic Letter of Intent with Response from College Associate Dean  
for Curriculum Development

(x) Completed Course Revision Proposal Form

(x) Completed College Course Syllabus Form

(x) Completed Sample Course Outline with 15-week topic outline

(x) Vote(s) of Department (See voting guidelines):

**Name of Department:**  *Allied Health Sciences*

For: \_\_12\_\_ Against: \_\_0\_\_ Abstentions: \_\_0\_\_

Date of Vote: \_10/26/17 Proposer's Initials: \_FJV\_

*Select One:* **Approved**\_\_X\_\_ **Not approved\_\_\_\_\_**

**ALL FORMS MUST BE SUBMITTED ELECTRONICALLY**

**Name of Department:**  *(Name of Department/Campus)* For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: Proposer's Initials: \_\_\_\_\_  
*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department:**  *(Name of Department/Campus)* For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: Proposer's Initials: \_\_\_\_\_  
*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

(x) All necessary Executive Dean's Acknowledgment of Support Form(s)

cc: Jennifer Browne, College Associate Dean for Curriculum Development  
Dr. Tina Good, College Curriculum Committee Chair

Academic Chairs of affected departments

**NAME OF PROPOSAL**:VST100:College Seminar for Veterinary Science Technology

1. GENERAL RATIONALE:

(Give an overview of the proposed change.)

VST100: College Seminar for VST Students was originally developed as a program specific course to replace COL101: College Seminar. However, there has been a low enrollment in the course because many students have already taken COL101 or have been granted a waiver because of prior college credits.

The revised VST100: Success in Veterinary Science Technology has been reformatted so that it does not serve as a substitute for COL101; instead, it will be a course that will focus mainly on improving the success rate of VST students. This goal will be accomplished by addressing topics not currently covered in other VST courses offered at SCCC.

1. CATALOG DESCRIPTION:

*(Complete this section only if you wish to revise the catalog description which can include a change in course name or number, prerequisites, core quisites, concurrent enrollment, etc., as well as changes to the actual description of the course.. Provide the current as well as the proposed description, and* ***state a rationale for the proposed change.)***

**Current Description:**

VST100: COLLEGE SEMINAR FOR VETERINARY SCIENCE TECHNOLOGY

Contextualized methods and techniques, which can promote student perseverance and success in the College's VST program. Specific topics include history of veterinary technology as a licensed profession, potential employment opportunities, professional standards of communication, and developing teambuilding skills. The importance of research skills, lifelong learning, and active engagement in professional organizations will be emphasized. (offered fall semester only) No prerequisite. Restricted to VST students. Offered on: G / 1 cr. hr.

**Proposed Description:**

*(Give the exact description you wish to see in the catalog for this course, including prerequisites, core quisites, concurrent enrollment and any other stipulations you wish to include in the catalog description. Assume the description on this form will be copied and pasted directly into the catalog, Banner, and all other places where course descriptions are referenced.)*

VST100: SUCCESS IN VETERINARY SCIENCE TECHNOLOGY

This course facilitates transition into the veterinary science technology program with emphasis on qualities of professionalism in veterinary science technology, ethics and legal aspects regarding the practice of veterinary technology. Includes techniques of stress and time management, and use of library resources to enhance success in the veterinary science technology program. This course will also introduce students to career opportunities that are open to veterinary technicians. No prerequisite. Restricted to VST students. Offered on: G / 1 cr. hr.

**Reason for Change:**

*(State rationale for course revision. Demonstrate why this is a course revision and NOT a new course.)*

The original VST100: College Seminar for Veterinary Science Technology covered many of the same topics while retaining the mandatory components of COL101. The revised VST100: Success in Veterinary Technology will maintain many of the same topics while eliminating the

**ALL FORMS MUST BE SUBMITTED ELECTRONICALLY**

COL101 components. The material eliminated will be replaced with new topics that are relevant to students entering the field of Veterinary Technology.

III. STATEMENT OF COURSE LEARNING OUTCOMES

*Fill out this section only if you wish to add, delete, or revise course learning outcomes.* ***Please state a rationale for the proposed change.*** *Refer to course descriptions in the online catalog to see the current Course Syllabus. After selecting the correct course, click on “View Syllabus” to see the existing learning outcomes for the course.*

*(Course outcomes should be stated in the form of observable outcomes, e.g., “Upon successful completion of this course, students will be able to. . . . ”)*

**Current Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Conduct library and database searches for professionally related topics.
2. Assess their own learning styles/study skills.
3. Apply principles of group dynamics while working in teams.
4. Take class notes, study independently and in groups, and exercise test-taking strategies.
5. Employ strategies for the acquisition and use of professional terminology.
6. Identify the components of cultural competence and describe strategies that facilitate the delivery of culturally sensitive care.
7. Employ time, stress and personal resource management techniques.
8. Deport professional behaviors characteristic to expectations in the classroom and clinical settings.

**Proposed Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Describe professional and ethical characteristics of the veterinary technician and export professional behavior characteristics to expectations in the classroom and clinical settings.
2. Identify laws and oversight agencies pertaining to the practice of veterinary technology.
3. Identify stressors that are unique to those delivering care to patients and employ time, stress and personal resource management techniques.
4. Conduct library and database searches for professionally related topics.
5. Apply principles of group dynamics while working in teams.
6. Employ strategies for the acquisition and use of professional terminology. 7. Identify career opportunities outside the traditional small animal practice.

**Reason for Change:**

The revised course will no longer be a substitute for COL101, so learning outcomes have been revised to account for subtractions or additions of material.

IV. RELATIONSHIP TO STUDENTS A. Credits/Contact Hours

*(Complete this section only if you wish to change the credits or contact hours for the course, and provide a rationale for proposed change in credits and contact hours. See the formula for credits and contact hours on the Curriculum Website.)*

**Current:**

Credit Hours

\_\_\_\_\_ Contact Hours\_\_\_\_\_

Lecture\_\_\_\_\_ Lab\_\_\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_  
**Proposed:**

Credit Hours

\_\_\_\_\_ Contact Hours\_\_\_\_\_

Lecture\_\_\_\_\_ Lab\_\_\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

**Reason for change:**

1. Course Fees

*(Complete this section only if the proposed revision has an impact on the fees students will be charged when enrolling in the course.)*

Lab Fees Course Fees

Delete Fees (Provide rationale)

1. Prerequisites/Corequisites/Concurrent Enrollment

*(Complete this section only if you wish to change the prerequisites, corequisites, or concurrent enrollment for this course. Provide a* ***rationale for the proposed change.)***

**Current Prerequisites/Corequisites/Concurrent Enrollment: Proposed Prerequisites/Corequisites/Concurrent Enrollment: Reason for Change:**

1. Course Replacement

*(Will this course revision result in replacing any existing course or courses? If so, please list the courses it will replace and provide a date when those courses may be deleted from the catalog.)*

No

1. Transferability
2. Will this revision change the course’s SUNY Transfer Path status? Yes\_\_\_\_\_ No\_\_X\_\_
3. If yes, describe the change in status and provide a rationale for this change.

3. Will this revision change the status of its transferability at non-  
SUNY institutions? If so, please explain.

Not expected to transfer.

V. RELATIONSHIP TO FACILITIES/COLLEGE RESOURCES

1. Will the proposed course revision require additional staff? If so, please specify.

No

1. Will the proposed course revision require additional equipment, space, technology, etc.? If so, please specify.

No

VI. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS\*

*(Complete this section out only if you wish to make an existing course a SUNY General Education course or if you wish to take it off the list of SUNY General Education courses.)*

A. If proposing course as a SUNY General Education course or to add to,  
subtract from, or change the existing category, please fill complete Items 1-4 below.

1. Identify which of the ten SUNY knowledge and skills areas the course will fulfill and what changes you are proposing.

The ten SUNY knowledge and skill areas are Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, Basic Communication. For a list of existing SUNY-approved General Education courses offered at SCCC, see the curriculum website.

1. Demonstrate how the course outcomes map to the SUNY Learning Outcomes for the knowledge and skills areas you have identified.

*(For a complete list of SUNY-approved General Education Learning Outcomes, see the curriculum website.)*

1. How does this course incorporate the SUNY infused competencies of Critical Thinking and Information Management?
2. Do the faculty within the department/discipline agree to assess this course according to the SUNY General Education Learning Outcomes?

B. If proposing to remove this course as a SUNY General Education  
Course, please explain why?

VII. Complete College Course Syllabus Form

Please note: All course syllabi are now posted online, so please tend carefully to writing elements such as spelling, grammar and proper sentence structure.)

VIII. Complete Sample Course Outline

*(See the Faculty Handbook online at Faculty Handbook for guidelines. Be sure to include a 15- week topic outline. Please note: The audience for the Sample Course Outline is not your students. It is the College Community, other colleges and universities, and possibly SUNY System Administration and the New York State Education Department. A modified excerpt of a Sample Course Outline is below to help you with providing the necessary information. It is NOT a form but merely a guideline for drafting an example of a course outline for the course.)*

IX. Complete Executive Dean's Acknowledgement of Support Form(s)

**ALL FORMS MUST BE SUBMITTED ELECTRONICALLY**

*(Once you have completed this proposal form, email the entire proposal to the appropriate Executive Deans and ask them to sign the Acknowledgment of Support Form below [one per dean]. Once you have received the forms back from the Executive Deans, email complete proposal packet to the appropriate Campus or College Curriculum Committee Chair.)*

SUFFOLK COUNTY COMMUNITY COLLEGE  
**COLLEGE COURSE SYLLABUS FORM**

To meet the ideals of Suffolk County Community College, new courses should, if appropriate, consider issues arising from elements of cultural diversity in areas of textbook choice, selection of library and audio-visual materials, and teaching methodology. (Please note that a course syllabus is not the same as a course outline. A course syllabus outlines the general requirements for a course. A course outline is the specific document created by the individual faculty member to distribute to a specific course section. Please see the Faculty Handbook for further details as to what to include in a course  
outline. A SAMPLE course outline should be attached below.)

1. **Course Number and Title:**

*(Be sure to consider whether this course is a 100- or 200-level course and give a rationale for the decision.)*

*VST100: Success in Veterinary Science Technology*

1. **Catalog Description:**

VST100: Success in Veterinary Science Technology

**Course Description:**

This course facilitates transition into the veterinary science technology program with emphasis on qualities of professionalism in veterinary science technology, ethics and legal aspects regarding the practice of veterinary technology. Includes techniques of stress and time management, and use of library resources to enhance success in the veterinary science technology program. This course will also introduce students to career opportunities that are open to veterinary technicians. No prerequisite. Restricted to VST students. Offered on: G / 1 cr. hr.

**III. Learning Outcomes:** *(Main concepts, principles, and skills  
you want students to learn from this course)*

**Upon completion of this course, students will be able to:**

1. Describe professional and ethical characteristics of the veterinary technician and export professional behavior characteristics to expectations in the classroom and clinical settings.
2. Identify laws and oversight agencies pertaining to the practice of veterinary technology.
3. Identify stressors that are unique to those delivering care to patients and employ time, stress and personal resource management techniques.
4. Conduct library and database searches for professionally related topics. E. Apply principles of group dynamics while working in teams. **ALL FORMS MUST BE SUBMITTED ELECTRONICALLY**
5. Employ strategies for the acquisition and use of professional terminology.
6. Identify career opportunities outside the traditional small animal practice.
7. **Programs that Require this Course:** *(List or indicate none.)* Veterinary Science Technology Program
8. **Major Topics Required:**
9. Professional Behavior
10. History of Veterinary Technology
11. Legal requirements for the profession
12. Professional Development / Career options
13. Professional Organizations
14. Terminology
15. The healthcare team and group dynamics
16. Client Interactions
17. Compassion Fatigue / Coping with Stress
18. Research Techniques

**VI. Special Instructions:**

1. **Prerequisite(s) to this Course:** *(List or indicate none)*

None

1. **Course(s) that Require this Course as a Prerequisite:**

*(List courses or indicate none)* All 200 level VST course

**C. External Jurisdiction:** *(List credentialing organization/association if  
appropriate or indicate none.)*

American Veterinary Medical Association

**VII. Supporting Information:** *(Examples – newspapers, journals,*

*Internet resources, CD-ROMS, Videos, other teaching materials, textbooks, etc.)*

Bassert, J. (2017) McCurnin’s Clinical Textbook for Veterinary Technicians, 9th ed.

Rose, R. (2013) Career Choices for Veterinary Technicians

**VIII. Optional Topics:** *(List or indicate none)*

None

**IX. Evaluation of Student Performance:**

*List possible methods to be used for evaluating students’ achievement of the course’s learning outcomes.*

1. Group research project and oral presentation (50%)
2. Final Examination (40%) C. Attendance (10%)

**X. Sample Course Outline**

*(Consider using template below. Be sure to provide a 15-week schedule of topics and activities for the course.)*

1. Procedures for accomplishing stated outcomes

Lectures, class discussions, analytical questions, group project, visitations to campus library.

1. Student Requirements
2. Attend all classes. Take responsibility for one’s own learning.
3. APPROPRIATELY participate in collaborative learning opportunities in a dyadic and small group format. Fulfill responsibilities to complete group assignments within a timely fashion, including communication with group members on a regular basis.
4. Rules concerning student absence and lateness: Refer to VST Program Student Handbook and College Student Handbook. Students are preparing for successful experiences in both their future fieldwork and employment post-graduation. Part of the preparation process includes for formation of professional habits. As we are preparing our students for the clinical environment, the professionalism in a work place of excellence is expected of all students. Therefore, the importance of attendance and punctuality is stressed. Promptness is expected. The Student handbook guidelines allow for the absence equivalent of one week of scheduled class meetings. Final grades will be affected by more than one week’s absence. As per college policy, there is no such thing as an excused absence. All absences are considered equal.
5. Call instructor and leave a message if you are going to be late or absent. Failure to do so is considered unprofessional, and may interfere with a student’s option of taking a make-up assignment/test if missed on a day of absence.

E. Class assignments are due as specified at the beginning of class. No late assignments are accepted. Complete all assignments and homework as requested.

1. Textbook:

Bassert, J. (2017) McCurnin’s Clinical Textbook for Veterinary Technicians, 9th ed.

1. Supplementary Readings: Rose, R. (2013) Career Choices for Veterinary Technicians

5. Weekly Outline

Week 1: Library Research

Week 2: Assignment to and identification of group research projects to Aand identification of group research projects Week 3: History of Veterinary Technology

Week 4: Legal requirements for the profession Week 5: Professional Development / Career options Week 6: Professional Organizations

**ALL FORMS MUST BE SUBMITTED ELECTRONICALLY**

Week 7: Representative of NYSAVT will address students Week 8: Terminology

Week 9: The healthcare team and group dynamics Week 10: How to interact with clients

Week 11: Compassion Fatigue

Week 12: Coping with Stress

Week 13: Presentation of Group Projects part 1 Week 14: Presentation of Group Projects part 2 Week 15: Final Exam

SUFFOLK COUNTY COMMUNITY COLLEGE  
**EXECUTIVE DEAN’S ACKNOWLEDGMENT-OF-SUPPORT**

**ALL FORMS MUST BE SUBMITTED ELECTRONICALLY**

The Proposer should email completed proposal packet along with the Executive Dean’s Acknowledgment-of-Support Form. The Proposer should complete the top half of the form and the Executive Dean should check the “Support” or “Do Not Support” line based on the Campus’ ability to commit to implementing the proposal if it is approved through the Governance process.

Criteria to consider for supporting this proposal are listed below. If the Executive Dean is in general support of the proposal but has specific concerns related to the proposal, these concerns should be stated in the comment section. If the Executive Dean does not support the proposal, specific reasons should be listed in the comment section.

The Executive Dean should email completed form to Proposer so that it can be included in the proposal packet to be submitted to the College Curriculum Committee Chair.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* **The Executive Dean’s Acknowledgement-of Support is a commitment to support the implementation of the course adoption in terms of:**

* Academic Merit
* Availability of Personnel
* Adequacy of Facilities
* Budgetary Needs for Supplies and Equipment \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**This section to be filled out by Proposer:**

Name of Proposal: VST100: College Seminar for Veterinary Science Technology Adopting Campus: A\_\_\_\_ E\_\_\_\_ G\_\_X\_\_

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* This section to be filled out by Executive Dean:**

Support

Do Not Support

Name of Executive Dean:

Date

Comments:

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your** [**Letter of Intent**](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) **Form to the College Associate Dean for Curriculum Development,** [**Jennifer Browne**](mailto:centralacadaffairs@sunysuffolk.edu) **at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response Form back from her, do not continue with this proposal form.**

**NAME OF PROPOSAL**: \_\_*VST103 Anatomy and Physiology of Domestic Animals*\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_\_X\_\_\_Grant \_\_\_\_\_East

**Name of Department Chair(s):**

Ammerman:

Grant: Kathleen Ayers Lanzillotta, M.P.A., CASAC

East:

**Name of Proposer: \_\_\_\_**Elia Colon-Mallah, DVM**\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposal Checklist**

*Please be sure you send ALL of the below documents and information in a single* ***email to the******appropriate Curriculum Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

(X) Electronic [Letter of Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with **Response from College Associate Dean for Curriculum Development**

(X) Completed [New Course Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc)

(X) Vote(s) of Department (See [voting guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf)):

**Name of Department**: *\_Veterinary Science Technology Program /Grant*

For: \_\_\_6\_ Against: \_\_\_0\_\_ Abstentions: \_\_0\_\_\_

Date of Vote: \_\_\_1/26/17\_\_\_\_\_\_\_ Proposer's Initials: ECM/KAL\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

(X) Completed [College Course Syllabus Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

(X) [Sample Course Outline](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_outline_sample.doc) with 15-week topic outline

( ) All necessary [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), Associate Dean for Curriculum Development

Executive Deans of affected campuses

Academic Chairs of affected departments at all three campuses

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**NAME OF PROPOSAL**: \_\_*VST103 Anatomy and Physiology of Domestic Animals*\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_\_X\_\_\_Grant \_\_\_\_\_East

1. GENERAL RATIONALE:

(State rationale for offering this new course. Also state rationale for giving it a 100 or 200-level designation.)

*VST102 Comparative Anatomy of Domestic Animals, 3 credits and VST112 Comparative Physiology of Domestic Animals, 4 credits, have been combined into one course. This change supports the rationale of the proposed curricular changes to introduce students to clinical skills earlier in the VST program. The new course will provide incoming students the anatomy and physiology needed to introduce clinical nursing and diagnostic skills as of the second semester.*

1. CATALOG DESCRIPTION

(Give the exact description you wish to see in the catalog for this course, including prerequisites, corequisites, concurrent enrollment and any other stipulations you wish to include in the catalog description. Assume the description on this form will be copied and pasted directly into the catalog, Banner, and all other places where course descriptions are referenced.)

*The content of this course includes discussion of comparative anatomy and basic physiological systems and their interrelationships in mammalian and avian species. Lectures are utilized to compare systems (integument, muscular, neuromuscular, skeletal, cardiovascular, respiratory, digestive, urinary, reproductive, endocrine and immune). Laboratories will be used to explore anatomic structures and their function, including participation in quantitative measurement of physiological parameters. Group dissection of specimens, the use of text, audio-visual presentations, and introduction of clinical scenarios will supplement and enhance the learning experience. (3 hours lecture, 4 hours laboratory)* *Restricted to VST students, Co-requisite CHE120*

1. STATEMENT OF LEARNING OUTCOMES

*(Course outcomes should be stated in the form of observable learning outcomes, e.g., “Upon successful completion of this course, students will be able to . . . . ”)*

*Upon completion of the course, students will be able to:*

1. *Identify the major macroscopic and microscopic features of the major organ systems discussed*
2. *Describe the functional aspects of organ systems and how each contributes to homeostasis*
3. *Utilize medical and layman’s terminology to refer to commonly used veterinary landmarks*
4. *Compare the differences in anatomic and physiologic function of different species*
5. *Identify the methods used to assess and quantify physiologic parameters of body systems*
6. *Correlate anatomic and physiologic functions to the development of disease and treatment*
7. *Identify the various stages of the life cycle and how they influence metabolic rate*
8. RELATIONSHIP TO STUDENTS
9. Credits and Contact Hours

*(Provide a rationale for proposed credits and contact hours. See the* [*formula*](http://old.suny.edu/provost/MTP/mtp76-8.pdf) *for credit hours and contact hours on the* [*Curriculum Website*](http://www.sunysuffolk.edu/Governance)*.)*

Credit Hours\_\_5\_\_\_ Contact Hours\_\_7\_\_

Lecture\_3\_\_\_\_ Lab\_\_4\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

*Lab activity would be supervised as a group with substantial student preparation required.*

1. Course Fees

*(Will the student be charged additional fees for this course?)*

Lab Fees\_\_\_\_\_X \_\_\_\_\_ Course Fees\_\_\_\_\_\_\_\_\_\_

Please explain as necessary:\_\_ *Lab fees are used to fund purchase of learning materials*

1. Required/Unrestricted Elective/Restricted Elective

*(Will this be a required course? If so, for which curricula? Provide a rationale as to why this course should be required. If this course is proposed as an elective or restricted elective course, state what elective category it will fulfill and why it is appropriate for that elective category.)*

*Required course for the Veterinary Science Technology Program*

1. Prerequisites/Corequisites/Concurrent Enrollment

*(What prerequisites, corequisites, or concurrent enrollment courses will be required for this course? Provide a rationale for these requirements. If there are any grade stipulations on the prerequisites or concurrent enrollment courses, please state that here and provide rationale.)*

*Prerequisite*

* *Matriculation into the Veterinary Science Technology Program*

*Co-requisite course requirement:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher-level chemistry)*

*Rationale for co-requisite course requirement:*

* *CHE120 will support the study of body chemistry and its vital role in physiologic homeostasis.*

1. Course Replacement

(Will this course be replacing any existing course or courses? If so, list the courses it will replace and provide a date when those courses may be deleted from the catalog.)

*This course will replace VST102 Anatomy of Domestic Animals and VST112 Physiology of Domestic Animals.*

1. Transferability
2. Will this course fulfill a [SUNY Transfer Path](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) required or recommended course. Yes\_\_\_\_\_ No\_X\_\_\_
3. If yes,
4. List the SUNY Transfer Paths for which this course is either required or recommended.
5. Provide the SUNY course descriptor to which this course will map.

1. Would this course transfer to any other non-SUNY institutions? If so, give examples of non-SUNY transfer institutions/departments who would accept this course. Give the name(s) of the courses it would transfer as. Demonstrate how transferability was determined.)
2. Master Schedule

*(How would this course fit into the Master Schedule? How often would it be offered? Would it be offered in the fall? Spring? Summer? Winter?)*

*The course would be offered yearly in the fall (1st) semester.*

1. Estimate of student enrollment

*(How many students are anticipated to initially enroll in this course per semester? Per year? How were these enrollment figures determined?)*

*48 students are matriculated into the Veterinary Science Technology Program every fall/year. All (except those transferring in an equivalent course) students would be required to enroll in this course.*

1. Class Size

*(What is the maximum number of students that should be allowed to enroll in one section of this course? Provide a rationale for this class size. Should the class size be forcible?)*

*The number of students enrolled per (lab) section will remain 12- the same as the number of students that enrolled in the separate Anatomy (VST102) and Physiology (VST112) courses. The student-staff ratio would remain no greater than 6:1 as this course does not use live animals for instruction but limits the use of cadavers to one per lab. The available equipment (microscopes, computers and diagnostic equipment) accommodates up to 12 students.*

1. RELATIONSHIP TO FACULTY
2. Number of current faculty available to teach proposed course and number of additional faculty required.

*An estimate of 4 lab sections will be required. At least one of four full time faculty will be required.*

1. Number of other staff positions required.

*A PA (LVT specialist) for lab procedures will be required per section.*

1. Discipline(s) required and/or minimum preparation in order to teach the course.

*The discussion of veterinary disease and treatment related to the anatomy and physiology of domestic animals will require a N.Y. state licensed veterinarian per the program’s accrediting body, the American Veterinary Medical Association.*

1. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS\*

Is this course being proposed as a SUNY General Education Course?

\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_*X*\_\_\_\_\_\_No

If you answered no, skip to Step VII. If you answered yes, continue with Step VI,

1. Identify which of the ten SUNY knowledge and skills areas the course would fulfill.

\*The ten SUNY knowledge and skill areas are Mathematics, Natural Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, Basic Communication.

1. Demonstrate how the course outcomes map to the SUNY Learning [Outcomes](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) for the knowledge and skills areas you have identified. (See the [Curriculum Website](http://www.sunysuffolk.edu/Governance) for further details about the required outcomes.)
2. How does this course incorporate the SUNY infused competencies of Critical Thinking and Information Management? (See the Curriculum Website for further details about the required outcomes for [Information Management](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) and [Critical Thinking](http://www.cortland.edu/GEAR/CTRubric.final.pdf).)
3. Provide a list of sample readings.
4. Do the faculty within the department/discipline agree to assess this course according to the SUNY General Education Learning Outcomes?
5. COSTS

List costs and space requirements.

*Paumanok Hall 102/104 and 116 would be respectively used for labs and lecture. This same space was used in the past for VST102 Anatomy and VST112 Physiology of Domestic animals.*

*Costs for materials would be similar to VST102 and 112 in prior semesters. Approximately 2000.00 would be used yearly to purchase 1 feline cadaver per lab section, preserved organ specimens for dissection, use and maintenance of computers to view learning modules, and microscopes and other diagnostic equipment to study and assess body tissues. Equipment used in VST216 Small Animal Nursing III and VST202/212 Clinical Laboratory Techniques may be used to introduce students to patient monitoring of physiologic parameters.*

*Student surveying technology would require the use of updated Turning Technology and PowerPoint software installed in the class and replacement of (up to 50) non-functional clickers ($50.00 per) as needed.*

1. COURSE SYLLABUS

*(Complete Course Syllabus Form below.) See completed syllabus form below*

1. SAMPLE COURSE OUTLINE

*(****Be sure to include a 15-week topic outline.***  *Please note: The audience for the Sample Course Outline is not your students. It is the College Community, other colleges and universities, and possibly SUNY System Administration and the New York State Education Department. A modified excerpt of a Sample Course Outline is below to help you with providing the necessary information. It is NOT a form but merely a guideline for drafting an example of a course outline for the course.)*

*See completed course outline below*

1. EXECUTIVE DEAN ACKNOWLEDGEMENT-OF-SUPPORT FORM

(Once you have completed this proposal form, email the entire proposal to the appropriate Executive Deans and ask them to sign the Acknowledgement-of-Support Form below [one per dean]. Once you have received the forms back from the Executive Deans, email complete proposal packet to the appropriate Campus or Curriculum Committee Chair.)

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

To meet the ideals of Suffolk County Community College, new courses should, if appropriate, consider issues arising from elements of cultural diversity in areas of textbook choice, selection of library and audio-visual materials, and teaching methodology. (Please note that a course syllabus is not the same as a course outline. A course syllabus outlines the general requirements for a course. A course outline is the specific document created by the individual faculty member to distribute to a specific course section. Please see the [Faculty Handbook](http://depthome.sunysuffolk.edu/facultyHandbook/) for further details as to what to include in a course outline. A SAMPLE course outline should be attached below.)

1. **Course Number and Title:**

*(Be sure to consider whether this course is a 100- or 200-level course and give a rationale for the decision.)*

*VST103 Anatomy and Physiology of Domestic Animals*

1. **Catalog Description:**

*The content of this course includes discussion of comparative anatomy and basic physiological systems and their interrelationships in mammalian and avian species. Lectures are utilized to compare and contrast systems (integument, muscular, neuromuscular, skeletal, cardiovascular, respiratory, digestive, urinary, reproductive, endocrine and immune). Laboratories will be used to explore anatomic structures and their function, including participation in quantitative measurement of physiological parameters. Group dissection of specimens, the use of text, audio-visual presentations, and introduction of clinical scenarios will supplement and enhance the learning experience. (3 hours lecture, 4 hours laboratory)*

1. **\*Learning Outcomes:** *(Main concepts, principles, and skills you want students to learn from this course)*

*Upon completion of the course, students will be able to:*

1. *Identify the major macroscopic and microscopic features of the major organ systems discussed*
2. *Describe the functional aspects of organ systems and how each contributes to homeostasis*
3. *Utilize medical and layman’s terminology to refer to commonly used veterinary landmarks*
4. *Compare the differences in anatomic and physiologic function of different species*
5. *Identify the methods used to assess and quantify physiologic parameters of body systems*
6. *Correlate anatomic and physiologic functions to the development of disease and treatment*
7. *Identify the various stages of the life cycle and how they influence metabolic rate*
8. **Programs that Require this Course:** *(List or indicate none.)*

*Veterinary Science Technology Program*

1. **Major Topics Required:**

*Lecture:*

1. *Cellular Anatomy and Physiology*
2. *Tissues of the body*
3. *Nervous System*
4. *Skeletal System*
5. *Blood and Lymphatic Tissue*
6. *Immune System*
7. *Musculoskeletal System*
8. *Cardiovascular System*
9. *Respiratory System*
10. *Gastrointestinal System*
11. *Endocrine System*
12. *Reproductive System*
13. *Urinary System*
14. *Sensory Organs*
15. *Final Exam*

*Laboratory:*

1. *Anatomical Terminology & Microscopy*
2. *Integument and related structures*
3. *Nervous System*
4. *Skeletal System I*
5. *Skeletal System II*
6. *Blood Tissue*
7. *Muscular System I*
8. *Muscular System II*
9. *Cardiovascular/Respiratory Systems*
10. *Digestive tract; Dental Lab*
11. *Endocrine/Sensory Lab*
12. *Reproductive*
13. *Urinary*
14. *Avian Anatomy and physiology*
15. *Final Quiz*
16. **Special Instructions:**
    1. **Prerequisite(s) to this Course:** *(List or indicate none)*

*Prerequisite*

* *Matriculation into the Veterinary Science Technology Program*

*Co-requisite course requirement:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher-level chemistry)*
  1. **Course(s) that Require this Course as a Prerequisite:**

*(List courses or indicate none)*

*VST111 Farm Animal Nursing*

*VST116 Small Animal Nursing I*

*VST202 Clinical Laboratory Techniques I*

*VST203 Small Animal Clinic Internship I*

*VST205 Pharmacy and Pharmacology*

*VST207 Small Animal Nursing II*

*VST209 Diagnostic Imaging*

*VST212 Clinical Laboratory Techniques II*

*VST213 Small Animal Clinic Internship II*

*VST216 Small Animal Nursing III*

* 1. **External Jurisdiction:** *(List credentialing organization/association if appropriate or indicate none.)*

*American Veterinary Medical Association’s Committee on Veterinary Technician Education Activities*

1. **Supporting Information:** *(Examples – newspapers, journals, Internet resources, CD-ROMS, Videos, other teaching materials, textbooks, etc.)*
2. **Optional Topics:** *(List or indicate none) NONE*

1. **Evaluation of Student Performance:**

*List possible methods to be used for evaluating students’ achievement of the course’s learning outcomes.*

*Lecture Exams and periodic quizzes that include time-sensitive clinical scenarios.*

*Lecture: 50% of total course grade*

*5 Exams at 20% each*

*Laboratory: 50% of total course grade*

*80% Quiz average*

*20% Participation and preparation*

1. **Sample Course Outline** *(Consider using template below. Be sure to provide a 15-week schedule of topics and activities for the course.)*

|  |  |
| --- | --- |
| *See completed course outline below*  **SAMPLE FORMAT FOR COURSE OUTLINES** | |
|  | **Course Number and Title:** *VST103 Anatomy and Physiology of Domestic Animals*  **OUTCOMES OF THE COURSE**:  List the Course Outcomes - 1, 2, 3, etc.  In courses where Departmental or College-wide outcomes exist, these must be reflected here.  State your outcomes in such a way that student achievement of them can be measured; in other words, when you write an outcome, keep in mind what it is that a student will be doing when he or she is demonstrating that the stated outcome has been achieved.  *Upon completion of the course, students will be able to:*   1. *Identify the major macroscopic and microscopic features of the major organ systems discussed* 2. *Describe the functional aspects of organ systems and how each contributes to homeostasis* 3. *Utilize medical and layman’s terminology to refer to commonly used veterinary landmarks* 4. *Compare the differences in anatomic and physiologic function of different species* 5. *Identify the methods used to assess and quantify physiologic parameters of body systems* 6. *Correlate anatomic and physiologic functions to the development of disease and treatment* 7. *Identify the various stages of the life cycle and how they influence metabolic rate*   **2. PROCEDURES FOR ACCOMPLISHING THESE OUTCOMES:**  List the instructional procedures or teaching methods through which you plan to achieve the objectives of the course.  Examples: lectures, class discussions, analytical question, projects, research papers, use of visual aids, oral reports, field trips, visiting lecturers, etc.  *Course lectures, anatomic dissection, review of bone specimens, use of anatomy and physiology computer-assisted modules, audios, assessment of physiologic parameters and classroom/laboratory discussion.*  **3. STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:**  List the specific work which students are expected to complete in order to receive credit for the course.  Avoid generalizations such as "read the textbook," "pass the final exam." Think out what you want the students to do in order to demonstrate accomplishment of the outcomes of the course and spell it out for them.  **Examples:**   * Read all of the assigned chapters in the textbook. * Submit a research paper of at least (x number of) words or pages, typewritten, using appropriate bibliography and footnotes, to be handed in no late than (give the due date), on a topic approved by the instructor. * Give an oral report on a topic and date to be assigned by the instructor. * Submit two book reports of (x number of) words or pages, typewritten, chosen from List of supplementary readings listed in this outline. * Complete laboratory reports contained in assigned laboratory manual (state the number of reports, when they are due, etc.). * Complete periodic quizzes. * Complete the mid-term and final examinations.  1. *Observe college attendance requirements* 2. *Prepare for laboratory exercises by reading assigned textbook chapters.* 3. *Achieve a minimum quiz and exam average of 70%* 4. *Effective participation in all classroom discussions* 5. *Interact professionally with peers and instructional staff.* 6. *Search required topics using peer-reviewed resources.*   **4. TEXTBOOK:**  **REQUIRED TEXTBOOKS**   1. *Anatomy of Domestic Animals, 11th Edition, Chris Pasquini, Tom Spurgeon, and Susan Pasquini, SUDZ Publishing. ISBN-13: 978-0962311420, ISBN-10: 0962311421 or similar Anatomy and Physiology text for Veterinary Technicians.* 2. *Clinical Anatomy and Physiology for Veterinary Technicians, 3rd Edition. Thomas P. Colville and Joanna M. Bassert. Elsevier Health Sciences, 2015. ISBN: 0323227937, 9780323227933 or similar Anatomy and Physiology text for Veterinary Technicians.* 3. *Laboratory Manual for Clinical Anatomy and Physiology for Veterinary Technicians, 3rd Edition. Thomas P. Colville and Joanna M. Bassert. Elsevier Health Sciences, 2015. ISBN-13: 9780323294751 or similar Anatomy and Physiology text for Veterinary Technicians.* |
|  |  |
|  | **5. WEEKLY OUTLINE TOPICS TO BE COVERED:**  This list should enable another individual (such as a substitute teacher) to ascertain which topics have already been covered, and which topics are scheduled to be treated in a particular week. Be sure to provide a 15-week outline for your course. |
|  | |

|  |
| --- |
| *Lecture:*   1. *Cellular Anatomy and Physiology* 2. *Tissues of the body* 3. *Nervous System* 4. *Skeletal System* 5. *Blood and Lymphatic Tissue* 6. *Immune System* 7. *Musculoskeletal System* 8. *Cardiovascular System* 9. *Respiratory System* 10. *Gastrointestinal System* 11. *Endocrine System* 12. *Reproductive System* 13. *Urinary System* 14. *Sensory Organs* 15. *Final Exam*   *Laboratory:*   1. *Anatomical Terminology & Microscopy* 2. *Integument and related structures* 3. *Nervous System* 4. *Skeletal System I* 5. *Skeletal System II* 6. *Blood Tissue* 7. *Muscular System I* 8. *Muscular System II* 9. *Cardiovascular/Respiratory Systems* 10. *Digestive tract; Dental Lab* 11. *Endocrine/Sensory Lab* 12. *Reproductive* 13. *Urinary* 14. *Avian Anatomy and physiology* 15. *Final Quiz* |

**6. LIST OF SUPPLEMENTARY READINGS:**

List those books or periodical articles which students should read in addition to the textbook. Clearly indicate whether they are required or simply recommended reading.

*Required Resources*

*Kahn Academy: Biology at* [*www.khanacademy.com*](http://www.khanacademy.com)

*Or similar websites with anatomy and physiology resources*

*Recommended Resources:*

1. *Veterinary Technician Journal from VetLearn:* [*http://www.vetlearn.com/*](http://www.vetlearn.com/)
2. *Merck Veterinary Manual:* [*http://www.merckmanuals.com/vet/*](http://www.merckmanuals.com/vet/)SUFFOLK COUNTY COMMUNITY COLLEGE

**EXECUTIVE DEAN’S ACKNOWLEDGMENT-OF-SUPPORT**

The Proposer should email completed proposal packet along with the Executive Dean’s Acknowledgment-of-Support Form. The Proposer should complete the top half of the form and the Executive Dean should check the “Support” or “Do Not Support” line based on the Campus’ ability to commit to implementing the proposal if it is approved through the Governance process.

Criteria to consider for supporting this proposal are listed below. If the Executive Dean is in general support of the proposal but has specific concerns related to the proposal, these concerns should be stated in the comment section.If the Executive Dean does not support the proposal, specific reasons should be listed in the comment section.

The Executive Dean should email completed form to Proposer so that it can be included in the proposal packet to be submitted to the College Curriculum Committee Chair.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**The Executive Dean’s Acknowledgement-of Support is a commitment to support the implementation of the course adoption in terms of:**

* Academic Merit
* Availability of Personnel
* Adequacy of Facilities
* Budgetary Needs for Supplies and Equipment

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**This section to be filled out by Proposer:**

Name of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adopting Campus: A\_\_\_\_ E\_\_\_\_ G\_\_\_\_\_

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**This section to be filled out by Executive Dean:**

\_\_\_\_\_\_\_\_\_\_Support

\_\_\_\_\_\_\_\_\_\_Do Not Support

Name of Executive Dean:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your** [**Letter of Intent**](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) **Form to the College Associate Dean for Curriculum Development,** [**Jennifer Browne**](mailto:centralacadaffairs@sunysuffolk.edu) **at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response Form back from her, do not continue with this proposal form.**

**NAME OF PROPOSAL**: VST 116: Small Animal Nursing I\_\_\_\_\_\_\_\_\_\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_X\_\_\_\_Grant \_\_\_\_\_East

**Name of Department Chair(s):**

Ammerman:

Grant: Kathleen Ayers Lanzillotta, M. P. A., CASAC

East:

**Name of Proposer: \_\_\_\_\_**Elia Colon-Mallah, DVM**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposal Checklist**

*Please be sure you send ALL of the below documents and information in a single* ***email to the******appropriate Curriculum Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

( X ) Electronic [Letter of Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with **Response from College Associate Dean for Curriculum Development**

( X ) Completed [New Course Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc)

( X) Vote(s) of Department (See [voting guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf)):

**Name of Department**: *\_Veterinary Science Technology Program/Grant\_*

For: \_\_6\_ Against: \_\_\_0\_\_ Abstentions: \_\_0\_\_\_

Date of Vote: \_\_\_\_1/26/17\_\_\_\_\_\_ Proposer's Initials: ECM/KAL\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

( X ) Completed [College Course Syllabus Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

( X ) [Sample Course Outline](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_outline_sample.doc) with 15-week topic outline

( ) All necessary [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), Associate Dean for Curriculum Development

Executive Deans of affected campuses

Academic Chairs of affected departments at all three campuses

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**NAME OF PROPOSAL**: \_\_ *VST116: Small Animal Nursing I*\_\_\_\_\_\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_\_\_X\_\_Grant \_\_\_\_\_East

I GENERAL RATIONALE:

(State rationale for offering this new course. Also state rationale for giving it a 100 or 200- level designation.)

II. CATALOG DESCRIPTION

(Give the exact description you wish to see in the catalog for this course, including prerequisites, corequisites, concurrent enrollment and any other stipulations you wish to include in the catalog description. Assume the description on this form will be copied and pasted directly into the catalog, Banner, and all other places where course descriptions are referenced.)

*Introduces veterinary technology students to veterinary nursing and patient management. Includes discussion of patient assessment and monitoring, administration of medications, standards of safety in the workplace, medical record formats, prevention of nosocomial infections.*

*Prerequisites: C or better in VST103: Anatomy and Physiology of Domestic Animals and VST101: Introduction to Animal Technology.*

*Co-requisites: VST111 Farm Animal Nursing*

III. STATEMENT OF LEARNING OUTCOMES

*(Course outcomes should be stated in the form of observable learning outcomes, e.g., “Upon successful completion of this course, students will be able to . . . . ”)*

*Upon completion of this course, the student will know how to:*

* *Apply techniques to reduce patient and personnel injury.*
* *Complete a basic patient assessment*
* *Manage the hospitalized patient*
* *Administer oral and topical medications*
* *Reduce the incidence of infection in the hospital setting*
* *Document patient treatments and progress.*
* *Determine entry-level dosing calculations*

IV. RELATIONSHIP TO STUDENTS

1. Credits and Contact Hours

*(Provide a rationale for proposed credits and contact hours. See the* [*formula*](http://old.suny.edu/provost/MTP/mtp76-8.pdf) *for credit hours and contact hours on the* [*Curriculum Website*](http://www.sunysuffolk.edu/Governance)*.)*

Credit Hours\_\_2\_\_\_ Contact Hours\_\_3\_\_\_

Lecture\_\_\_1\_\_ Lab\_2\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

Lab activity would be supervised as a group with substantial student preparation required.

B. Course Fees

*(Will the student be charged additional fees for this course?)*

Lab Fees\_\_\_\_X\_\_\_\_\_\_ Course Fees\_\_\_\_\_\_\_\_\_\_

Please explain as necessary: \_\_

Lab fees are used to fund all learning materials and care of animals used in laboratory exercises

C. Required/Unrestricted Elective/Restricted Elective

*(Will this be a required course? If so, for which curricula? Provide a rationale as to why this course should be required. If this course is proposed as an elective or restricted elective course, state what elective category it will fulfill and why it is appropriate for that elective category.)*

*Required course for the Veterinary Science Technology Program*

D. Prerequisites/Co-requisites/Concurrent Enrollment

*(What prerequisites, co-requisites, or concurrent enrollment courses will be required*

*for this course? Provide a rationale for these requirements. If there are any grade stipulations on the prerequisites or concurrent enrollment courses, please state that here and provide rationale.)*

*D or better in the following prerequisite course:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher level chemistry)*

*C or better in the following prerequisite courses:*

* *VST100 VST College Seminar*
* *VST101 Introduction to Animal Technology.*
* *VST103 Anatomy and Physiology of Domestic Animals and*

*Co-requisite course requirement:*

*VST111 Farm Animal Nursing*

*Rationale for pre- and co-requisite requirements:*

*The C minimum is the standard of the VST program; it indicates the minimum amount of knowledge the student must have to pass each VST course. Each of the following courses prepares the student with knowledge that supports course learning outcomes.*

* *CHE120 Provides the student the foundation to support student learning of physiologic life processes and patient nutrition.*
* *VST100 Introduces the VST student to research skills, the concept of lifelong learning and veterinary professional standards.*
* *VST 101 Prepares the student with knowledge of small animal breeds and restraint*
* *VST 103 Provides the knowledge required to monitor, assess and manage the hospitalized veterinary patient.*
* *VST111 Course content parallels the content of this course in the farm animal patient. Provides large animal nursing experience that can be used to develop and reinforce knowledge of small animal nursing.*

E. Course Replacement

(Will this course be replacing any existing course or courses? If so, list the courses it will replace and provide a date when those courses may be deleted from the catalog.)

*No*

F. Transferability

A. Will this course fulfill a [SUNY Transfer Path](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) required or recommended course. Yes\_\_\_\_\_ No\_X\_\_\_\_

B. If yes,

1. List the SUNY Transfer Paths for which this course is either required or recommended.

2. Provide the SUNY course descriptor to which this course will map.

C. Would this course transfer to any other non-SUNY institutions? If so, give examples of non-SUNY transfer institutions/departments who would accept this course. Give the name(s) of the courses it would transfer as. Demonstrate how transferability was determined.

*If the non-SUNY institution has a veterinary technology program, transferability would be contingent on matching the content of VST116 to that of the courses offered at the transfer institution and the completion of requisite hands-on skills by the student.*

G. Master Schedule

*(How would this course fit into the Master Schedule? How often would it be offered? Would it be offered in the Fall? Spring? Summer? Winter?)*

*The course would be offered yearly in the spring (2nd) semester.*

H. Estimate of student enrollment

*(How many students are anticipated to initially enroll in this course per semester? Per year? How were these enrollment figures determined?)*

*The number of incoming VST program students that would take this course in the second semester is approximately 40. Program attrition in the first year varies 18% (of 48 incoming student) in the first year to about 25% at the time of graduation. These numbers are average for veterinary technology programs in the U.S. as determined by the American Veterinary Medical Association.*

I. Class Size

*(What is the maximum number of students that should be allowed to enroll in one section of this course? Provide a rationale for this class size. Should the class size be forcible?)*

*Eight is the maximum number of students that can be enrolled per lab section. This course would periodically use animals that may need sedation. The student-staff ratio currently used in (VST216) surgical anesthesiology course is no greater than 3:1. A student to staff ratio of no greater than 4:1 is required to facilitate supervision of students and animals during instruction of clinical procedures. Limiting students would also facilitate observation and documentation of hand-on skills completed by students, required by the accrediting body, the AVMA (American Veterinary Medical Association).*

V. RELATIONSHIP TO FACULTY

A. Number of current faculty available to teach proposed course and number of additional faculty required.

*An estimate of 4 to 6 lab sections will be required, more may be needed if retention is higher.*

*One full time faculty will be required.*

B. Number of other staff positions required.

*A PA -licensed veterinary technician, for lab procedures will be required per section.*

*Adjuncts or full-time instructor (licensed nys veterinarian) overload to cover additional sections as needed*

C. Discipline(s) required and/or minimum preparation in order to teach the course.

*The discussion of veterinary diseases and treatment will require a N.Y. state licensed veterinarian per the program’s accrediting body, the American Veterinary Medical Association. Husbandry, facility maintenance, restraint, phlebotomy, monitoring and diagnostic procedures and student/animal supervision/restraint can be facilitated by NYS-licensed veterinary technicians.*

VI. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS\*

Is this course being proposed as a SUNY General Education Course?

\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_X\_\_\_\_\_\_No

If you answered no, skip to Step VII. If you answered yes, continue with Step VI,

A. Identify which of the ten SUNY knowledge and skills areas the course would fulfill.

\*The ten SUNY knowledge and skill areas are Mathematics, Natural

Sciences, Social Sciences, American History, Western Civilization, Other

World Civilizations, Humanities, The Arts, Foreign Language, Basic

Communication.

B. Demonstrate how the course outcomes map to the SUNY Learning [Outcomes](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) for the knowledge and skills areas you have identified. (See the [Curriculum Website](http://www.sunysuffolk.edu/Governance) for further details about the required outcomes.)

C. How does this course incorporate the SUNY infused competencies of Critical Thinking and Information Management? (See the Curriculum Website for further details about the required outcomes for [Information Management](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) and [Critical Thinking](http://www.cortland.edu/GEAR/CTRubric.final.pdf).)

D. Provide a list of sample readings.

E. Do the faculty within the department/discipline agree to assess this course according to the SUNY General Education Learning Outcomes?

VII. COSTS

List costs and space requirements.

*The labs facilities formerly used for VST 112 Comparative Physiology of Domestic Animals would be available for this course. If approved, VST116 would require the use of Paumanok Hall rooms 102 or P104 for labs. The clinical prep in P105 and the Animal Care Facility in Paumanok Hall would also be needed to demonstrate clinical procedures*.

*Instructional materials used would include the use and maintenance of animal models ($1000.00 – 2000.00), bandaging, urinary supplies/intravenous catheters, monitoring equipment (200.00-500.00 per machine) and supplies for use in instruction in addition to supplies available for the surgical and clinical course labs. Replacement of non-functional or outdated equipment would occur as needed. Use of shelter dogs and cats used in instruction would also increase costs for food, bedding and medical supplies as needed.*

*Surveying technology would require the use of updated Turning Technology and PowerPoint software installed in the class and replacement of non-functional clickers ($50.00 per) as needed.*

VIII. COURSE SYLLABUS

*(Complete Course Syllabus Form below.)*

*See completed syllabus form below*

IX. SAMPLE COURSE OUTLINE

*(A* ***Be sure to include a 15-week topic outline.***  *Please note: The audience for the Sample Course Outline is not your students. It is the College Community, other colleges and universities, and possibly SUNY System Administration and the New York State Education Department. A modified excerpt of a Sample Course Outline is below to help you with providing the necessary information. It is NOT a form but merely a guideline for drafting an example of a course outline for the course.)*

*See completed course outline below*

X. EXECUTIVE DEAN ACKNOWLEDGEMENT-OF-SUPPORT FORM

(Once you have completed this proposal form, email the entire proposal to the appropriate Executive Deans and ask them to sign the Acknowledgement-of-Support Form below [one per dean]. Once you have received the forms back from the Executive Deans, email complete proposal packet to the appropriate Campus or Curriculum Committee Chair.)

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

To meet the ideals of Suffolk County Community College, new courses should, if appropriate, consider issues arising from elements of cultural diversity in areas of textbook choice, selection of library and audio-visual materials, and teaching methodology. (Please note that a course syllabus is not the same as a course outline. A course syllabus outlines the general requirements for a course. A course outline is the specific document created by the individual faculty member to distribute to a specific course section. Please see the [Faculty Handbook](http://depthome.sunysuffolk.edu/facultyHandbook/) for further details as to what to include in a course outline. A SAMPLE course outline should be attached below.)

1. **Course Number and Title:**

*(Be sure to consider whether this course is a 100- or 200-level course and give a rationale for the decision.)*

*VST116 Small Animal Nursing I*

1. **Catalog Description:**

*Introduces veterinary technology students to veterinary nursing and small animal patient management. Includes discussion of patient assessment and monitoring, administration of medications, safety standards, medical record format and prevention/containment of nosocomial and contagious infections.*

*Prerequisites:*

*D or better in*

* *CHE120 Introduction to General Organic and Biochemistry*

*C or better in the following courses;*

* *VST100 VST College Seminar*
* *VST103 Anatomy and Physiology of Domestic Animals*
* *VST101: Introduction to Animal Technology.*

*Co-requisites:*

*VST111Farm Animal Nursing*

1. **\*Learning Outcomes:** *(Main concepts, principles, and skills you want students to learn from this course)*

Upon completion of this course, students will *know how to:*

*Apply techniques to reduce patient and personnel injury.*

1. *Complete a basic patient assessment*
2. *Manage the basic needs of the hospitalized patient*
3. *Administer oral and topical medications*
4. *Reduce the incidence of infection in the hospital setting*
5. *Document patient treatments and progress.*
6. **Programs that require this course:** *(List or indicate none.)*

*Veterinary Science Technology Program*

1. **Major Topics Required:**

*Lecture*

1. *Patient and personal safety*
2. *Medical Records*
3. *Disinfection, Sterilization and Asepsis*
4. *Small Animal Medical Exam*
5. *Introduction to Zoonotic Diseases*
6. *Common Small Animal Diseases*
7. *Administration of Medication and Catheter Maintenance*
8. *Emergency Nursing*
9. *Monitoring of the Hospitalized Patient*
10. *Neonatal Care*
11. *Care of the Recumbent Patient*
12. *Wound Care and Management*
13. *Bandaging*
14. *Patient Feeding*
15. *Final lecture exam*

*Labs*

* 1. *Aseptic Technique*
     1. *Patient handling*
     2. *Hospital Hygiene Protocols*
  2. *Basic Animal Husbandry*
  3. *Common Zoonotic Diseases*
  4. *Commonly Treated Diseases*
* *Infections: bacterial, fungal, parasitic*
  1. *Bathing and grooming the veterinary patient*
  2. *Physical Exam and Documentation*
  3. *Methods of enteral and parenteral medication*
  4. *Monitoring equipment, maintenance of the crash cart*
  5. *Introduction to CPR, related drugs and equipment*
  6. *Compassion Fatigue*
  7. *Neonatal Care*
  8. *Recumbent Patient Care*
  9. *Basic Wound Care*
  10. *Basic Bandaging*
  11. *Final quiz*

1. **Special Instructions:**
2. **Prerequisite(s) to this Course:** *(List or indicate none)*

*D or better in the following prerequisite course:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher level chemistry)*

*C or better in the following prerequisite courses:*

* *VST100 VST College Seminar*
* *VST101 Introduction to Animal Technology.*
* *VST103 Anatomy and Physiology of Domestic Animals and*

*Co-requisite course requirement:*

*VST111 Farm Animal Nursing*

1. **Course(s) that Require this Course as a Prerequisite:** *(List courses or indicate none)*

*VST201 Laboratory Animal Techniques*

*VST202 Clinical Laboratory Techniques I*

*VST203 Small Animal Clinic Internship I*

*VST205 Pharmacy and Pharmacology*

*VST207 Small Animal Nursing II*

*VST209 Diagnostic Imaging*

*VST212 Clinical Laboratory Techniques II*

*VST213 Small Animal Clinic Internship II*

*VST216 Small Animal Nursing III*

1. **External Jurisdiction:** *(List credentialing organization/association if appropriate or indicate none.)*

*American Veterinary Medical Association’s Committee on Veterinary Technician Education Activities*

1. **Supporting Information:** *(Examples – newspapers, journals, Internet resources, CD-ROMS, Videos, other teaching materials, textbooks, etc.)*
2. *McCurnin's Clinical Textbook for Veterinary Technicians, 8th Edition. Bassert, Joanna, John Thomas. Saunders, 2014 OR similar veterinary technology textbook.*
3. *Essential Calculations for Veterinary Nurses and Technicians: Lake, T and Green, N. Elsevier Ltd., 2009 or similar veterinary technology textbook on patient dosing.*
4. *Other:*
5. *CD ROMS/Videos or related content*
6. *Animal models*
7. *Internet resources*
8. *Guest lecturers*
9. **Optional Topics:** *(List or indicate none) NONE*
10. **Evaluation of Student Performance:**

*List possible methods to be used for evaluating students’ achievement of the course’s learning outcomes.*

*Lecture: 50% of total course grade*

* + - * *4 Exams at 25% each.*

*Laboratory: 50% of total grade*

* *70%: Weekly quiz average inclusive of practical and time-sensitive scenarios*
* *10%: Participation and preparation for lab*
* *20%: Satisfactory completion of course-related hands-on skills as required by the American Veterinary Medical Association. Completion of skills will include the use of practical and time-sensitive scenarios.*

1. **Sample Course Outline**

*(Consider using template below. Be sure to provide a 15-week schedule of topics and activities for the course.)*

*See completed course outline below*

|  |  |
| --- | --- |
| **SAMPLE FORMAT FOR COURSE OUTLINES** | |
|  | **Course Number and Title:** *VST116 Small Animal Nursing I* |
|  |  |
|  | |
| 1. **OUTCOMES OF THE COURSE**:   List the Course Outcomes - 1, 2, 3, etc.  In courses where Departmental or College-wide outcomes exist, these must be reflected here.  State your outcomes in such a way that student achievement of them can be measured; in other words, when you write an outcome, keep in mind what it is that a student will be doing when he or she is demonstrating that the stated outcome has been achieved.  Upon completion of this course, students will *know how to:*   1. *Apply techniques to reduce patient and personnel injury.* 2. *Complete a basic patient assessment* 3. *Manage the basic needs of the hospitalized patient* 4. *Administer oral and topical medications* 5. *Reduce the incidence of infection in the hospital setting* 6. *Document patient treatments and progress.* 7. **PROCEDURES FOR ACCOMPLISHING THESE OUTCOMES:**   List the instructional procedures or teaching methods through which you plan to achieve the objectives of the course.  Examples: lectures, class discussions, analytical question, projects, research papers, use of visual aids, oral reports, field trips, visiting lecturers, etc.  *Course lectures, discussion, application of procedures discussed in laboratories (+/- field trips).*     1. **STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:**   List the specific work which students are expected to complete in order to receive credit for the course.  Avoid generalizations such as "read the textbook," "pass the final exam." Think out what you want the students to do in order to demonstrate accomplishment of the outcomes of the course and spell it out for them.  **Examples:**   * Read all of the assigned chapters in the textbook. * Submit a research paper of at least (x number of) words or pages, typewritten, using appropriate bibliography and footnotes, to be handed in no late than (give the due date), on a topic approved by the instructor. * Give an oral report on a topic and date to be assigned by the instructor. * Submit two book reports of (x number of) words or pages, typewritten, chosen from List of supplementary readings listed in this outline. * Complete laboratory reports contained in assigned laboratory manual (state the number of reports, when they are due, etc.). * Complete periodic quizzes. * Complete the mid-term and final examinations. * *Observe college attendance requirements* * *Read assigned chapters in the textbook.* * *Achieve a minimum exam and quiz average of 70%* * *Interact professionally with peers and instructional staff.* * *Search required topics using peer-reviewed resources.* * *Prepare for and participate in all hands-on procedures.* * *Collect signatures for required hands-on skills on the day completed.*  1. **TEXTBOOKS:**   List the author, title, edition, publisher and date of publication of any required textbook, laboratory manual, etc.   1. *McCurnin's Clinical Textbook for Veterinary Technicians, 8th Edition. Bassert, Joanna, John Thomas. Saunders, 2014 (or latest edition).* 2. *Essential Calculations for Veterinary Nurses and Technicians: Lake, T and Green, N. Elsevier Ltd., 2009 (or latest edition).* 3. **WEEKLY OUTLINE TOPICS TO BE COVERED:**   This list should enable another individual (such as a substitute teacher) to ascertain which topics have already been covered, and which topics are scheduled to be treated in a particular week. Be sure to provide a 15-week outline for your course.   1. *Patient and personal safety* 2. *OSHA* 3. *Work Hazards* 4. *Medical Records*    1. *Formats*    2. *Entries* 5. *Disinfection, Sterilization and Asepsis* 6. *Disinfectants, Antiseptics and Sterilization* 7. *Prevention and Management of Exposure to Disease*    * 1. *Isolation/Containment Procedures*      2. *Patient handling*      3. *Hospital Hygiene Protocols*      4. *Aseptic Technique* 8. *Exam I; Small Animal Medical Exam* 9. *Introduction to Zoonotic Diseases* 10. *Common Small Animal Diseases*     1. *Eyes/Ears/Skin*     2. *Parasites*     3. *Oral Health* 11. *Administration of Medication and Catheter Maintenance*     1. *Oral, topical and injection* 12. *Exam II; Emergency Nursing*     1. *The Emergent Patient:*         1. *Triage*        2. *Vital signs*     2. *Trauma vs. Organ/Glandular diseases*     3. *Pain Management* 13. *Monitoring of the Hospitalized Patient*     1. *Assessment of physiologic status (before/during/after treatment)*     2. *Fluid and waste management*        1. *Catheters: Urinary, IV, NG and O2* 14. *Neonatal Care*     1. *Neonate Stages*     2. *Patient management (temp, humidity, feeding/weight)*     3. *Common presentations*        1. *Fading*        2. *Vomit/diarrhea*        3. *Parasites* 15. *Care of the Recumbent Patient*     1. *Basic Nursing Care Criteria*     2. *Physical Therapy and Rehabilitation* 16. *Exam: Wound Care and Management*     1. *Stages of Wound Healing*     2. *Wound Types* 17. *Bandaging*      1. *Anatomy of the bandage*     2. *Bandage Materials*     3. *Use of Bandaging Materials* 18. *Patient Feeding and Prescription Diets*     1. *Life stages*     2. *Basic Nutrients* 19. *Final Exam* 20. **LIST OF SUPPLEMENTARY READINGS:**   List those books or periodical articles which students should read in addition to the textbook. Clearly indicate whether they are required or simply recommended reading.  **Recommended Resources:**   1. *Veterinary Technician Journal from VetLearn:* [*http://www.vetlearn.com/*](http://www.vetlearn.com/) 2. *Merck Veterinary Manual:* [*http://www.merckmanuals.com/vet/*](http://www.merckmanuals.com/vet/) | |

SUFFOLK COUNTY COMMUNITY COLLEGE

**EXECUTIVE DEAN’S ACKNOWLEDGMENT-OF-SUPPORT**

The Proposer should email completed proposal packet along with the Executive Dean’s Acknowledgment-of-Support Form. The Proposer should complete the top half of the form and the Executive Dean should check the “Support” or “Do Not Support” line based on the Campus’ ability to commit to implementing the proposal if it is approved through the Governance process.

Criteria to consider for supporting this proposal are listed below. If the Executive Dean is in general support of the proposal but has specific concerns related to the proposal, these concerns should be stated in the comment section.If the Executive Dean does not support the proposal, specific reasons should be listed in the comment section.

The Executive Dean should email completed form to Proposer so that it can be included in the proposal packet to be submitted to the College Curriculum Committee Chair.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**The Executive Dean’s Acknowledgement-of Support is a commitment to support the implementation of the course adoption in terms of:**

* Academic Merit
* Availability of Personnel
* Adequacy of Facilities
* Budgetary Needs for Supplies and Equipment

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**This section to be filled out by Proposer:**

Name of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adopting Campus: A\_\_\_\_ E\_\_\_\_ G\_\_\_\_\_

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**This section to be filled out by Executive Dean:**

\_\_\_\_\_\_\_\_\_\_Support

\_\_\_\_\_\_\_\_\_\_Do Not Support

Name of Executive Dean: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your** [**Letter of Intent**](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) **Form to the College Associate Dean for Curriculum Development,** [**Jennifer Browne**](mailto:centralacadaffairs@sunysuffolk.edu) **at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response Form back from her, do not continue with this proposal form.**

**NAME OF PROPOSAL**: VST 207: Small Animal Nursing II\_\_\_\_\_\_\_\_\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_X\_\_\_\_Grant \_\_\_\_\_East

**Name of Department Chair(s):**

Ammerman:

Grant: Kathleen Ayers-Lanzillotta ,M.P.A CASAC

East:

**Name of Proposer: \_\_\_\_\_**Elia Colon-Mallah, DVM**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposal Checklist**

*Please be sure you send ALL of the below documents and information in a single* ***email to the******appropriate Curriculum Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

(x ) Electronic [Letter of Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with **Response from College Associate Dean for Curriculum Development**

( x ) Completed [New Course Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc)

(X) Vote(s) of Department (See [voting guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf)):

**Name of Department**: *\_Veterinary Science Technology Program/Grant\_*

For: \_6\_\_\_\_ Against: \_\_\_0\_ Abstentions: \_\_\_0\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_ECM/KAL\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

( X ) Completed [College Course Syllabus Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

( X ) [Sample Course Outline](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_outline_sample.doc) with 15-week topic outline

( ) All necessary [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), Associate Dean for Curriculum Development

Executive Deans of affected campuses

Academic Chairs of affected departments at all three campuses

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**NAME OF PROPOSAL**: \_\_*VST207\_Small Animal Nursing II*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_\_*X*\_\_\_Grant \_\_\_\_\_East

I GENERAL RATIONALE:

(State rationale for offering this new course. Also state rationale for giving it a 100 or 200- level designation.)

II. CATALOG DESCRIPTION

(Give the exact description you wish to see in the catalog for this course, including prerequisites, co-requisites, concurrent enrollment and any other stipulations you wish to include in the catalog description. Assume the description on this form will be copied and pasted directly into the catalog, Banner, and all other places where course descriptions are referenced.)

*Prepares the veterinary technology student to monitor and manage the small animal veterinary patient. Discussion of common diseases, emergencies and medical treatments are discussed to prepare students to identify patient vulnerabilities and facilitate treatment.* Prerequisite: D or better in CHE120. C or better in VST111, VST114 and VST116 or permission of Chair/Academic Dean. *Offered on: G / 3 cr. hrs.*

III. STATEMENT OF LEARNING OUTCOMES

*(Course outcomes should be stated in the form of observable learning outcomes, e.g., “Upon successful completion of this course, students will be able to . . . . ”)*

*Upon completion of this course, the student will:*

1. *Recognize patients that require veterinary intervention*
2. *Have a basic understanding of patient triage*
3. *Entry-level recognition and use of monitoring and diagnostic equipment*
4. *Know how to minimize progression of injury or disease*
5. *Understand the steps of basic life support*
6. *Generate a list of action items based on patient presentation*
7. *Determine intermediate-level dosage calculations*

IV. RELATIONSHIP TO STUDENTS

1. Credits and Contact Hours

*(Provide a rationale for proposed credits and contact hours. See the* [*formula*](http://old.suny.edu/provost/MTP/mtp76-8.pdf) *for credit hours and contact hours on the* [*Curriculum Website*](http://www.sunysuffolk.edu/Governance)*.)*

Credit Hours\_\_*2*\_\_\_ Contact Hours**\_\_**2\_**\_\_**

Lecture\_\_\_2\_\_ Lab\_\_0\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

B. Course Fees

*(Will the student be charged additional fees for this course?)*

*NO*

Lab Fees\_\_\_\_\_\_\_\_\_\_ Course Fees\_\_\_\_\_\_\_\_\_\_

Please explain as necessary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Required/Unrestricted Elective/Restricted Elective

*(Will this be a required course? If so, for which curricula? Provide a rationale as to why this course should be required. If this course is proposed as an elective or restricted elective course, state what elective category it will fulfill and why it is appropriate for that elective category.)*

*Required course for the Veterinary Science Technology Program*

D. Prerequisites/Corequisites/Concurrent Enrollment

*(What prerequisites, corequisites, or concurrent enrollment courses will be required for this course? Provide a rationale for these requirements. If there are any grade stipulations on the prerequisites or concurrent enrollment courses, please state that here and provide rationale.)*

*D or better in the following prerequisite course:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher-level chemistry)*

*C or better in the following prerequisite courses;*

* *VST111 Farm Animal Nursing*
* *VST114 Veterinary Practice Management*
* *VST116 Small Animal Nursing I*

*Rationale for prerequisite requirements:*

*The C minimum is the standard of the VST program; it indicates the minimum amount of knowledge the student must have to pass each VST course and take the licensing exam. Each of the following courses supports the course learning outcomes.*

* *CHE120 provides a foundation that will support student learning of disease physiology and treatment. It is specifically noted in to ensure transfer student preparation for this course.*
* *VST 111 Provides large animal nursing experience that can be referenced to develop and reinforce knowledge of small animal nursing.*
* *VST114 Provides students with knowledge of hospital protocol*
* *VST116* *Provides the student with entry-level knowledge of monitoring, assessment and management of the small animal veterinary patient.*

E. Course Replacement

(Will this course be replacing any existing course or courses? If so, list the courses it will replace and provide a date when those courses may be deleted from the catalog.)

*No*

F. Transferability

1. Will this course fulfill a [SUNY Transfer Path](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) required or recommended course. Yes\_\_\_\_\_ No \_X\_\_\_\_

2. If yes,

1. List the SUNY Transfer Paths for which this course is either required or recommended.

2. Provide the SUNY course descriptor to which this course will map.

3 . Would this course transfer to any other non-SUNY institutions? If so, give examples of non-SUNY transfer institutions/departments who would accept this course. Give the name(s) of the courses it would transfer as. Demonstrate how transferability was determined.)

*If the non-SUNY institution has a veterinary technology program, transferability would be contingent on matching the content of VST206 to that of the courses offered at the transfer institution and the completion of requisite hands-on skills by the student.*

G. Master Schedule

*(How would this course fit into the Master Schedule? How often would it be offered? Would it be offered in the Fall? Spring? Summer? Winter?)*

*The course would be offered yearly in the fall (3rd) semester.*

H. Estimate of student enrollment

*(How many students are anticipated to initially enroll in this course per semester? Per year? How were these enrollment figures determined?)*

*The number of incoming VST program students that would take this course in the second semester is approximately 40. Program attrition in the first year varies 18% (of 48 incoming student) in the first year to about 25% at the time of graduation. These numbers are average for veterinary technology programs in the U.S. as determined by the American Veterinary Medical Association.*

I. Class Size

*(What is the maximum number of students that should be allowed to enroll in one section of this course? Provide a rationale for this class size. Should the class size be forcible?)*

*This is a proposed lecture-only course and as such the contractual size limits are applicable. The class size would be no greater than 48 students.*

V. RELATIONSHIP TO FACULTY

1. Number of current faculty available to teach proposed course and number of additional faculty required.

*One full time faculty (licensed nys veterinarian) will be required.*

1. Number of other staff positions required.

*Adjuncts or full-time instructor (licensed nys veterinarian) overload to cover additional lecture meeting as required.*

1. Discipline(s) required and/or minimum preparation in order to teach the course.

*The discussion of veterinary diseases and treatment will require a N.Y. state licensed veterinarian per the program’s accrediting body, the American Veterinary Medical Association.*

VI. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS\*

Is this course being proposed as a SUNY General Education Course?

\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_\_X\_\_\_\_\_No

If you answered no, skip to Step VII. If you answered yes, continue with Step VI,

A. Identify which of the ten SUNY knowledge and skills areas the course would fulfill.

\*The ten SUNY knowledge and skill areas are Mathematics, Natural

Sciences, Social Sciences, American History, Western Civilization, Other

World Civilizations, Humanities, The Arts, Foreign Language, Basic

Communication.

B. Demonstrate how the course outcomes map to the SUNY Learning [Outcomes](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) for the knowledge and skills areas you have identified. (See the [Curriculum Website](http://www.sunysuffolk.edu/Governance) for further details about the required outcomes.)

C. How does this course incorporate the SUNY infused competencies of Critical Thinking and Information Management? (See the Curriculum Website for further details about the required outcomes for [Information Management](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) and [Critical Thinking](http://www.cortland.edu/GEAR/CTRubric.final.pdf).)

D. Provide a list of sample readings.

E. Do the faculty within the department/discipline agree to assess this course according to the SUNY General Education Learning Outcomes?

VII. COSTS

List costs and space requirements.

*The course would require the use of Paumanok Hall 116, where VST course lectures with greater than 12 students are held.*

*Student surveying technology would require the use of Turning Technology and PowerPoint software installed in the class and replacement of up to 50 non-functional clickers as needed.*

VIII. COURSE SYLLABUS

*(Complete Course Syllabus Form below.) See completed syllabus form below*

IX. SAMPLE COURSE OUTLINE

*(A* ***Be sure to include a 15-week topic outline.***  *Please note: The audience for the Sample Course Outline is not your students. It is the College Community, other colleges and universities, and possibly SUNY System Administration and the New York State Education Department. A modified excerpt of a Sample Course Outline is below to help you with providing the necessary information. It is NOT a form but merely a guideline for drafting an example of a course outline for the course.)*

*See completed course outline below*

X. EXECUTIVE DEAN ACKNOWLEDGEMENT-OF-SUPPORT FORM

(Once you have completed this proposal form, email the entire proposal to the appropriate Executive Deans and ask them to sign the Acknowledgement-of-Support Form below [one per dean]. Once you have received the forms back from the Executive Deans, email complete proposal packet to the appropriate Campus or Curriculum Committee Chair.)

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

To meet the ideals of Suffolk County Community College, new courses should, if appropriate, consider issues arising from elements of cultural diversity in areas of textbook choice, selection of library and audio-visual materials, and teaching methodology. (Please note that a course syllabus is not the same as a course outline. A course syllabus outlines the general requirements for a course. A course outline is the specific document created by the individual faculty member to distribute to a specific course section. Please see the [Faculty Handbook](http://depthome.sunysuffolk.edu/facultyHandbook/) for further details as to what to include in a course outline. A SAMPLE course outline should be attached below.)

**I. Course Number and Title:**

*(Be sure to consider whether this course is a 100- or 200-level course and give a rationale for the decision.)*

*VST207 Small Animal Nursing II*

**II. Catalog Description:**

*Prepares the veterinary technology student to manage and monitor the veterinary patient. Discussion of common diseases, emergencies and medical treatments are reviewed to prepare students to identify patient vulnerabilities, prepare for and participate in treatment of the veterinary patient.*

*Prerequisites:*

*D or better in*

*CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher level chemistry)*

*C or better in the following courses;*

*VST111 Farm Animal Nursing*

*VST114 Veterinary Practice Management*

*VST116 Small Animal Nursing I*

**III. \*Learning Outcomes:** *(Main concepts, principles, and skills you want students to learn from this course)*

*Upon completion of this course, the student will:*

1. *Recognize patients that require veterinary intervention*
2. *Have a basic understanding of patient triage*
3. *Know how use basic monitoring and diagnostic equipment*
4. *Know how to minimize progression of injury or disease*
5. *Understand the steps of basic life support*
6. *Be able to generate a list of action items based on patient presentation*

**IV. Programs that require this Course:** *(List or indicate none.)*

*Veterinary Science Technology Program*

**V. Major Topics Required:**

1. *Patient Monitoring*
2. *Vital Signs*
3. *Monitoring Equipment*
4. *Common diagnostics and their use*
5. *Patient triage*
6. *Patient/facility management*
7. *Aseptic Technique*
8. *OR maintenance*
9. *Pain Management*
10. *Anesthetic Drugs*
11. *Anesthetic Equipment*
12. *The Hypothermic patient*
13. *Wound Care and bandaging techniques*
14. *Resuscitative Care*
15. *Respiratory Arrest*
16. *Cardiac*
17. *Arrest*
18. *Arrhythmias*
19. *Circulatory*
20. *Orthopedic Disease*
21. *Respiratory Diseases*
22. *Central Nervous System Disorders*
23. *Seizure*
24. *Paralysis/Coma*
25. *Recumbent patient care*
26. *Endocrine Diseases*
27. *Thyroid*
28. *Diabetes*
29. *Adrenal*
30. *Final Exam*

**VI. Special Instructions:**

**A. Prerequisite(s) to this Course:** *(List or indicate none)*

*D or better in the following prerequisite course:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher-level chemistry)*

*C or better in the following prerequisite courses;*

* *VST111 Farm Animal Nursing*
* *VST114 Veterinary Practice Management*
* *VST116 Small Animal Nursing I*

**B. Course(s) that Require this Course as a Prerequisite:** *(List courses or indicate none)*

*VST212 Clinical Lab Techniques II*

*VST213 Small Animal Clinic Internship II*

*VST216 Small Animal Nursing III*

**C. External Jurisdiction:** *(List credentialing organization/association if appropriate or indicate none.)*

*American Veterinary Medical Association’s Committee on Veterinary Technician Education Activities*

**VII. Supporting Information:** *(Examples – newspapers, journals, Internet resources, CD-ROMS, Videos, other teaching materials, textbooks, etc.)*

*McCurnin’s Clinical Textbook for Veterinary Technicians or similar text in veterinary technology*

*Internet resources*

**VIII. Optional Topics:** *(List or indicate none) NONE*

**IX. Evaluation of Student Performance:**

*List possible methods to be used for evaluating students’ achievement of the course’s learning outcomes.*

*Lecture Exams: 4 Lecture Exams at 25%*

**X. Sample Course Outline**

*(Consider using template below. Be sure to provide a 15-week schedule of topics and activities for the course.)*

*See completed course outline below*

|  |  |
| --- | --- |
| **SAMPLE FORMAT FOR COURSE OUTLINES** | |
|  | **Course Number and Title:** *VST207 Small Animal Nursing II* |
|  |  |
|  |  |
|  | |
| 1. **OUTCOMES OF THE COURSE**:   List the Course Outcomes - 1, 2, 3, etc.  In courses where Departmental or College-wide outcomes exist, these must be reflected here.  State your outcomes in such a way that student achievement of them can be measured; in other words, when you write an outcome, keep in mind what it is that a student will be doing when he or she is demonstrating that the stated outcome has been achieved.  **Upon completion of this course, students will:**     1. *Be able to recognize patients that require veterinary intervention* 2. *Prioritize patient assessment of required vs. imminent care* 3. *Know how use basic monitoring and diagnostic equipment* 4. *Understand how to manage common small animal presentations to minimize progression, injury and exposure to disease.* 5. *Understand the steps of basic life support* 6. *Be able to generate a list of action items based on patient presentation* 7. **PROCEDURES FOR ACCOMPLISHING THESE OUTCOMES:**   List the instructional procedures or teaching methods through which you plan to achieve the objectives of the course.  Examples: lectures, class discussions, analytical question, projects, research papers, use of visual aids, oral reports, field trips, visiting lecturers, etc.  *Course lectures and classroom discussion.*     1. **STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:**   List the specific work which students are expected to complete in order to receive credit for the course.  Avoid generalizations such as "read the textbook," "pass the final exam." Think out what you want the students to do in order to demonstrate accomplishment of the outcomes of the course and spell it out for them.  **Examples:**   * Read all of the assigned chapters in the textbook. * Submit a research paper of at least (x number of) words or pages, typewritten, using appropriate bibliography and footnotes, to be handed in no late than (give the due date), on a topic approved by the instructor. * Give an oral report on a topic and date to be assigned by the instructor. * Submit two book reports of (x number of) words or pages, typewritten, chosen from List of supplementary readings listed in this outline. * Complete laboratory reports contained in assigned laboratory manual (state the number of reports, when they are due, etc.). * Complete periodic quizzes. * Complete the mid-term and final examinations.  1. Observe college attendance requirements 2. Prepare for class by reading assigned textbook chapters. 3. Achieve a minimum quiz and exam average of 70% 4. Participate in all classroom discussions 5. Interact professionally with peers and instructional staff. 6. Search required topics using peer-reviewed resources. 7. **TEXTBOOK:** 8. *McCurnin's Clinical Textbook for Veterinary Technicians, 8th Edition. Bassert, Joanna, John Thomas. Saunders, 2014 (or latest edition) or similar text in veterinary technology.* 9. *Small Animal Anesthesia Techniques,1st Edition. Shelby, Amanda M. and McKune, Carolyn M., Wiley Blackwell, 2014 or similar texts in veterinary anesthesia and analgesia for veterinary technicians.* | |

1. **WEEKLY OUTLINE TOPICS TO BE COVERED:**

This list should enable another individual (such as a substitute teacher) to ascertain which topics have already been covered, and which topics are scheduled to be treated in a particular week. Be sure to provide a 15-week outline for your course.

1. *Patient Monitoring*
2. *Vital Signs*
3. *Monitoring Equipment*
4. *Common diagnostics and their use*
5. *Patient triage*
6. *Patient/facility management*
7. *Aseptic Technique*
8. *OR maintenance*
9. *Pain Management*
10. *Anesthetic Drugs*
11. *Anesthetic Equipment*
12. *The Hypothermic patient*
13. *Wound Care and bandaging techniques*
14. *Resuscitative Care*
15. *Respiratory Arrest*
16. *Cardiac*
17. *Arrest*
18. *Arrhythmias*
19. *Circulatory*
20. *Orthopedic Disease*
21. *Respiratory Diseases*
22. *Central Nervous System Disorders*
23. *Seizure*
24. *Paralysis/Coma*
25. *Recumbent patient care*
26. *Endocrine Diseases*
27. *Thyroid*
28. *Diabetes*
29. *Adrenal*
30. *Final Exam*
31. **LIST OF SUPPLEMENTARY READINGS:**

List those books or periodical articles which students should read in addition to the textbook. Clearly indicate whether they are required or simply recommended reading.

**Recommended Resources:**

1. *Veterinary Technician Journal from VetLearn:* [*http://www.vetlearn.com/*](http://www.vetlearn.com/)

*Merck Veterinary Manual:* [*http://www.merckmanuals.com/vet/*](http://www.merckmanuals.com/vet/)

SUFFOLK COUNTY COMMUNITY COLLEGE

**EXECUTIVE DEAN’S ACKNOWLEDGMENT-OF-SUPPORT**

The Proposer should email completed proposal packet along with the Executive Dean’s Acknowledgment-of-Support Form. The Proposer should complete the top half of the form and the Executive Dean should check the “Support” or “Do Not Support” line based on the Campus’ ability to commit to implementing the proposal if it is approved through the Governance process.

Criteria to consider for supporting this proposal are listed below. If the Executive Dean is in general support of the proposal but has specific concerns related to the proposal, these concerns should be stated in the comment section.If the Executive Dean does not support the proposal, specific reasons should be listed in the comment section.

The Executive Dean should email completed form to Proposer so that it can be included in the proposal packet to be submitted to the College Curriculum Committee Chair.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**The Executive Dean’s Acknowledgement-of Support is a commitment to support the implementation of the course adoption in terms of:**

* Academic Merit
* Availability of Personnel
* Adequacy of Facilities
* Budgetary Needs for Supplies and Equipment

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**This section to be filled out by Proposer:**

Name of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adopting Campus: A\_\_\_\_ E\_\_\_\_ G\_\_\_\_\_

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**This section to be filled out by Executive Dean:**

\_\_\_\_\_\_\_\_\_\_Support

\_\_\_\_\_\_\_\_\_\_Do Not Support

Name of Executive Dean:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your** [**Letter of Intent**](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) **Form to the College Associate Dean for Curriculum Development,** [**Jennifer Browne**](mailto:centralacadaffairs@sunysuffolk.edu) **at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response Form back from her, do not continue with this proposal form.**

**NAME OF PROPOSAL**: \_\_*VST209 Diagnostic Imaging*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Requesting Campus(es):** \_\_\_\_\_Ammerman \_\_X\_\_\_Grant \_\_\_\_\_East

**Name of Department Chair(s):**

Ammerman:

Grant: Kathleen Ayers Lanzillotta, M. P. A. , CASAC

East:

**Name of Proposer: \_\_\_\_\_**Elia Colon-Mallah DVM**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposal Checklist**

*Please be sure you send ALL of the below documents and information in a single* ***email to the******appropriate Curriculum Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

(X) Electronic [Letter of Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with **Response from College Associate Dean for Curriculum Development**

(X) Completed [New Course Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/new_course_proposal_form.doc)

(X) Vote(s) of Department (See [voting guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf)):

**Name of Department**: *\_Veterinary Science Technology Program/Grant\_*

For: \_\_\_6\_\_ Against: \_\_\_\_0\_ Abstentions: \_\_0\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: ECM/KAL

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

(X) Completed [College Course Syllabus Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

(X) [Sample Course Outline](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_outline_sample.doc) with 15-week topic outline

( ) All necessary [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), Associate Dean for Curriculum Development

Executive Deans of affected campuses

Academic Chairs of affected departments at all three campuses

SUFFOLK COUNTY COMMUNITY COLLEGE

**NEW-COURSE PROPOSAL FORM**

**NAME OF PROPOSAL**: \_\_*VST209 Diagnostic Imaging*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Requesting Campus (es):** \_\_\_\_\_Ammerman \_\_X\_\_\_Grant \_\_\_\_\_East

I GENERAL RATIONALE:

(State rationale for offering this new course. Also state rationale for giving it a 100 or 200- level designation.)

*VST209 Diagnostic Imaging would replace VST206 Veterinary Cardiology and Radiology. The rationale for this change is to re-align the focus of the course to a general discussion of radiology, which has evolved from analog to digital imaging since the program’s inception. The course would also introduce students to alternate imaging modalities including CT, MRI and ultrasound. The cardiology portion of VST206 will be included for introduction in the proposed VST103 Anatomy and Physiology of Domestic Animals and continued in the proposed Nursing I, II and III courses.*

II. CATALOG DESCRIPTION

(Give the exact description you wish to see in the catalog for this course, including prerequisites, co-requisites, concurrent enrollment and any other stipulations you wish to include in the catalog description. Assume the description on this form will be copied and pasted directly into the catalog, Banner, and all other places where course descriptions are referenced.)

*The primary focus of VST209 is to provide comprehensive instruction in veterinary diagnostic radiography and entry-level knowledge of alternate imaging modalities including ultrasound, magnetic resonance imaging, computed tomography and scintigraphy. The lecture portion of this course will consist of a comprehensive discussion of analog and digital radiographic image production including quality control, radiation safety, use and creation of technique charts and preparation for imaging procedures. Entry-level mechanics of alternate imaging modalities will comprise the balance of didactic instruction. Laboratory exercises will focus on the use of radiographic equipment, patient positioning, analog and digital imaging processing, and assessment of imagining techniques and quality control. (3 hours*  *Prerequisites: D or better in CHE120. C or better in VST111, VST114, VST116 and VST201 co-requisite. or permission of Chair/Academic Dean. Offered on: G / 3 cr. hrs.*

III. STATEMENT OF LEARNING OUTCOMES

*(Course outcomes should be stated in the form of observable learning outcomes, e.g., “Upon successful completion of this course, students will be able to . . . . ”)*

*Upon successful completion of this course, students will:*

1. *Know the standard safety measures to reduce radiation exposure of the patient and examiner as required by local, state and federal authority.*
2. *Know how to properly archive diagnostic images as required by state, federal and local authority.*
3. *Know how to use quality control methods to maintain image quality and recognize faulty equipment*
4. *Know how to safely use stationary, portable and dental radiography units*
5. *Know how properly restrain the patient to create diagnostic images*
6. *Understand how to manipulate the generator to improve image quality.*
7. *Know the basics of preventing/reducing image artifact*
8. *Know how to use quality control methods to maintain image quality and recognize faulty equipment*
9. *Understand the basic mechanics of alternate (non-radiographic) imaging modalities and how they are used in veterinary medicine*

IV. RELATIONSHIP TO STUDENTS

1. Credits and Contact Hours

*(Provide a rationale for proposed credits and contact hours. See the* [*formula*](http://old.suny.edu/provost/MTP/mtp76-8.pdf) *for credit hours and contact hours on the* [*Curriculum Website*](http://www.sunysuffolk.edu/Governance)*.)*

Credit Hours\_\_*3*\_\_\_ Contact Hours\_\_5\_\_\_

Lecture\_2\_\_\_ Lab\_\_*3*\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

*Lab activity would be supervised as a group with little or no outside preparation required.*

B. Course Fees

*(Will the student be charged additional fees for this course?)*

Lab Fees\_\_\_YES\_\_\_\_\_\_\_ Course Fees\_\_\_\_\_\_\_\_\_\_

Please explain as necessary:

Lab fees are used to fund instructional materials and care for animals used in laboratory exercises

C. Required/Unrestricted Elective/Restricted Elective

*(Will this be a required course? If so, for which curricula? Provide a rationale as to why this course should be required. If this course is proposed as an elective or restricted elective course, state what elective category it will fulfill and why it is appropriate for that elective category.)*

D. Prerequisites/Corequisites/Concurrent Enrollment

*(What prerequisites, corequisites, or concurrent enrollment courses will be required for this course? Provide a rationale for these requirements. If there are any grade stipulations on the prerequisites or concurrent enrollment courses, please state that here and provide rationale.)*

*D or better in the following prerequisite course:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher-level chemistry)*

*C or better in the following prerequisite courses:*

* *VST111 Farm Animal Nursing*
* *VST116 Small Animal Nursing I*

*Co-Requisite course requirement:*

* *VST201 Laboratory Animal Technology*

*Rationale for pre and co-requisite requirements:*

*The C minimum is the standard of the VST program; it indicates the minimum amount of knowledge the student must have to pass each VST course. Each of the following courses prepares the student with knowledge that supports course learning outcomes.*

* *VST201 provide instruction in the care and anesthesia of laboratory animals that can be referenced during the use of chemical restraint in course labs.*
* *CHE120 Provides the student the foundation to support student learning of imaging technology.* *It is specifically noted to ensure transfer student preparation for this course.*
* *VST116 Provides the student with entry-level knowledge of patient monitoring, assessment and management for use 2nd year clinical courses.*
* *VST111 Provides student with hands-on experience of large animal anatomy, restraint and nursing procedures that complement techniques used in small animal nursing and 2nd year clinical courses.*

E. Course Replacement

(Will this course be replacing any existing course or courses? If so, list the courses it will replace and provide a date when those courses may be deleted from the catalog.)

*No*

F. Transferability

A. Will this course fulfill a [SUNY Transfer Path](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) required or recommended course. Yes\_\_\_\_\_ No\_\_\_\_\_

B. If yes,

1. List the SUNY Transfer Paths for which this course is either required or recommended.

2. Provide the SUNY course descriptor to which this course will map.

C. Would this course transfer to any other non-SUNY institutions? If so, give examples of non-SUNY transfer institutions/departments who would accept this course. Give the name(s) of the courses it would transfer as. Demonstrate how transferability was determined.)

*If the non-SUNY institution has a veterinary technology program, transferability would be contingent on matching the content of VST209 to that of the courses offered at the transfer institution and the completion of requisite hands-on skills by the student.*

G. Master Schedule

*(How would this course fit into the Master Schedule? How often would it be offered? Would it be offered in the Fall? Spring? Summer? Winter?)*

*The course would be offered yearly in the spring (2nd) semester.*

H. Estimate of student enrollment

*(How many students are anticipated to initially enroll in this course per semester? Per year? How were these enrollment figures determined?)*

*The number of incoming VST program students that would take this course in the second semester is approximately 40. Program attrition in the first year varies 18% (of 48 incoming student) in the first year to about 25% at the time of graduation. These numbers are average for veterinary technology programs in the U.S. as determined by the American Veterinary Medical Association.*

I. Class Size

*(What is the maximum number of students that should be allowed to enroll in one section of this course? Provide a rationale for this class size. Should the class size be forcible?)*

*The class size must remain at a maximum hard limit of six for the following reasons:*

1. *Use of anesthetized animals for radiographic positioning requires instructional (DVM and PA-licensed veterinary technician) staff to monitor: a) veterinary patients, and the use of b) controlled drugs and c) anesthetic equipment during student instruction.*
2. *Per the accrediting body (American Veterinary Medical Association) all hands-on skills performed by the students must be directly observed and documented by the staff.*
3. *The size of the room restricts the ability of more than 6 students to learn (and view) patient positioning and use of radiology equipment while concurrently limiting exposure to radiation during laboratory exercises.*

V. RELATIONSHIP TO FACULTY

A. Number of current faculty available to teach proposed course and number of additional faculty required.

*An estimate of 4 to 6 lab sections will be required, more may be needed if retention is higher. At least one of four full time faculty will be required.*

B. Number of other staff positions required.

*One PA (licensed veterinary technician) for lab procedures will be required per section.*

*Adjuncts or full-time (licensed nys veterinarian) instructor overload to cover additional sections as needed.*

C. Discipline(s) required and/or minimum preparation to teach the course.

*The discussion of veterinary diseases and treatment will require instruction by a N.Y. state licensed veterinarian per the program’s accrediting body, the American Veterinary Medical Association. Husbandry, facility maintenance, restraint, phlebotomy, monitoring and diagnostic procedures and student/patient supervision/restraint can be facilitated by NYS-licensed veterinary technicians.*

VI. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS\*

Is this course being proposed as a SUNY General Education Course?

\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_*X*\_\_\_\_\_\_No

If you answered no, skip to Step VII. If you answered yes, continue with Step VI,

1. Identify which of the ten SUNY knowledge and skills areas the course would fulfill.

\*The ten SUNY knowledge and skill areas are Mathematics, Natural

Sciences, Social Sciences, American History, Western Civilization, Other

World Civilizations, Humanities, The Arts, Foreign Language, Basic

Communication.

1. Demonstrate how the course outcomes map to the SUNY Learning [Outcomes](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) for the knowledge and skills areas you have identified. (See the [Curriculum Website](http://www.sunysuffolk.edu/Governance) for further details about the required outcomes.)
2. How does this course incorporate the SUNY infused competencies of Critical Thinking and Information Management? (See the Curriculum Website for further details about the required outcomes for [Information Management](http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf) and [Critical Thinking](http://www.cortland.edu/GEAR/CTRubric.final.pdf).)
3. Provide a list of sample readings.
4. Do the faculty within the department/discipline agree to assess this course according to the SUNY General Education Learning Outcomes?

VII. COSTS

List costs and space requirements.

*The space currently used for the outgoing VST206 Veterinary Cardiology and Radiology (Paumanok Hall 116 for lecture 105/7 for labs) will be used for this course.*

*Instructional materials would include: animal models, monitoring equipment and supplies used in VST207. The proposed course would (as in the outgoing VST206 course)**continue to use shelter dogs and cats for instruction. Replacement of non-functional or outdated stationary, portable and dental radiographic equipment and software as will occur as needed to maintain safety and image quality during instruction. Cost for housing animals would require food, bedding and medical supplies relative to the number of animals needed for instruction.*

*Radiation dosimeters (badges) are required for student/staff use to monitor exposure to radiation during radiology lab exercises. The cost is approximately 330 – 400 dollars per semester depending on enrollment.*

*Surveying technology (Turning Technology clickers) would require the use of updated software and PowerPoint software installed in the class and replacement of non-functional clickers (at approximately 50.00 per) as needed.*

*If approved, VST209 would require the use of Paumanok Hall rooms used in VST216. The Paumanok Hall lecture room (116) would be used for lecture, and the clinical prep area (105), the lab meeting room (107) and the Animal Care Facility in Paumanok Hall would be needed, respectively, to perform radiology exercises, review/critique results and house animals for the duration of their stay*.

VIII. COURSE SYLLABUS

*(Complete Course Syllabus Form below.) See completed syllabus form below*

IX. SAMPLE COURSE OUTLINE

*(A* ***Be sure to include a 15-week topic outline.***  *Please note: The audience for the Sample Course Outline is not your students. It is the College Community, other colleges and universities, and possibly SUNY System Administration and the New York State Education Department. A modified excerpt of a Sample Course Outline is below to help you with providing the necessary information. It is NOT a form but merely a guideline for drafting an example of a course outline for the course.)*

*See completed course outline below*

X. EXECUTIVE DEAN ACKNOWLEDGEMENT-OF-SUPPORT FORM

(Once you have completed this proposal form, email the entire proposal to the appropriate Executive Deans and ask them to sign the Acknowledgement-of-Support Form below [one per dean]. Once you have received the forms back from the Executive Deans, email complete proposal packet to the appropriate Campus or Curriculum Committee Chair.)

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

To meet the ideals of Suffolk County Community College, new courses should, if appropriate, consider issues arising from elements of cultural diversity in areas of textbook choice, selection of library and audio-visual materials, and teaching methodology. (Please note that a course syllabus is not the same as a course outline. A course syllabus outlines the general requirements for a course. A course outline is the specific document created by the individual faculty member to distribute to a specific course section. Please see the [Faculty Handbook](http://depthome.sunysuffolk.edu/facultyHandbook/) for further details as to what to include in a course outline. A SAMPLE course outline should be attached below.)

1. **Course Number and Title:**

*(Be sure to consider whether this course is a 100- or 200-level course and give a rationale for the decision.)*

*VST209 Diagnostic Imaging*

1. **Catalog Description:**

*The lecture portion of this course will consist of a comprehensive discussion of analog and digital radiographic image production including quality control, radiation safety, use and creation of technique charts and preparation for imaging procedures. Entry-level mechanics of alternate imaging modalities will comprise the balance of didactic instruction. Laboratory exercises will focus on the use of radiographic equipment, patient positioning, analog and digital imaging processing, and assessment of imagining techniques and quality control.*

1. **\*Learning Outcomes:** *(Main concepts, principles, and skills you want students to learn from this course)*

*Upon successful completion of this course, students will:*

1. *Know the standard safety measures to reduce radiation exposure of the patient and examiner as required by local, state and federal authority.*
2. *Know how to use quality control methods to maintain image quality and recognize faulty equipment*
3. *Know how to properly archive diagnostic images as required by state, federal and local authority.*
4. *Know how to safely use stationary, portable and dental radiography units*
5. *Know how properly restrain the patient to create diagnostic images*
6. *Understand how to manipulate the generator to improve image quality.*
7. *Know the basics of preventing/reducing image artifact*
8. *Understand the basic mechanics of alternate imaging modalities and how they are used in veterinary medicine*
9. **Programs that Require this Course:** *(List or indicate none.)*

Veterinary Science Technology Program

1. **Major Topics Required:**
2. ***Lectures***
3. *Orientation to Radiographic Equipment*
4. *Radiographic Restraint and Positioning Strategies*
5. *X-Ray Tube & Mechanics of Radiography*
6. *The Radiographic Image – Analog*
7. *The Radiographic Image – DR v. CR*
8. *Dental Imaging*
9. *Midterm Exam*
10. *Image Quality*
11. *Exposure Factors*
12. *Radiation Safety*
13. *Contrast Imaging*
14. *Ultrasound*
15. *MRI*
16. *Computed Tomography/Scintigraphy*
17. *Final Exam*
18. ***Laboratories***
19. *Orientation to Lab: Equipment, SOP*
20. *Darkroom Procedure and Equipment*
21. *Portable Radiography and Introduction to Artifacts*
22. *Dental Radiography: Analog and Digital Imaging*
23. *Introduction to Stationary Radiographic Machine:*
24. *Thoracic Radiography*
25. *Abdominal Radiography*
26. *Radiographic Artifacts*
27. *Midterm Exam/Practical*
28. *Technique Chart: Contrast and Density*
29. *Introduction to Digital Imaging: Extremities*
30. *Pelvic Imaging Techniques*
31. *Skull and Spine Imaging*
32. *Contrast Imaging*
33. *Final Radiographic Technique Chart for Analog Imaging*
34. *Lab to Complete Skills Documentation/Review for Final*
35. *Final Exam*
36. **Special Instructions:** *NONE*
37. **Prerequisite(s) to this Course:** *(List or indicate none)*

*D or better in the following prerequisite course:*

* *CHE120 Introduction to General Organic and Biochemistry (or equivalent or higher-level chemistry)*

*C or better in the following prerequisite courses:*

* *VST111 Farm Animal Nursing-prerequisite*
* *VST116 Small Animal Nursing I-prerequisite*

*Co-Requisite course requirement:*

* *VST201 Laboratory Animal Technology*

1. **Course(s) that Require this Course as a Prerequisite:** *(List courses or indicate none)*

*VST212 Clinical Lab Techniques II*

*VST213 Small Animal Clinic Internship II*

*VST216 Small Animal Nursing III*

1. **External Jurisdiction:** *(List credentialing organization/association if appropriate or indicate none.)*

*American Veterinary Medical Association’s Committee on Veterinary Technician Education Activities*

1. **Supporting Information:** *(Examples – newspapers, journals, Internet resources, CD-ROMS, Videos, other teaching materials, textbooks, etc.)*
2. *Lavin’s Radiography for Veterinary Technicians, Brown and Brown, WB Saunders, 5th Edition, 2014 (or latest edition) or similar text.*
3. *VetFolio for access to Veterinary Technician and Compendium magazines.* [*http://www.vetfolio.com/students*](http://www.vetfolio.com/students) *or related sources of veterinary continuing education*
4. *International Veterinary Information Service: Sign up for this service at IVIS:* [*http://www.ivis.org/home.asp*](http://www.ivis.org/home.asp) *or related veterinary sites.*
5. *Merck Veterinary Manual:* [*http://www.merckmanuals.com/vet/*](http://www.merckmanuals.com/vet/) *or related veterinary information sources.*
6. **Optional Topics:** *(List or indicate none)*
7. *Scintigraphy*
8. *Fluoroscopy*
9. **Evaluation of Student Performance:** *List possible methods to be used for evaluating students’ achievement of the course’s learning outcomes.*

*Lecture: 50% of total course grade*

* *Midterm and final at 50% each*

*Laboratory: 50% of the final grade*

* *70%: Weekly quiz average inclusive of practical and time-sensitive scenarios*
* *10%: Participation and preparation for lab*
* *20%: Satisfactory completion of hands-on skills as required by the American Veterinary Medical Association. Completion of skills will include the use of practical and time-sensitive scenarios.*

1. **Sample Course Outline** *(Consider using template below. Be sure to provide a 15-week schedule of topics and activities for the course.)*

*See completed course outline below*

|  |  |
| --- | --- |
| **SAMPLE FORMAT FOR COURSE OUTLINES** | |
|  | **Course Number and Title:** *VST209 Diagnostic Imaging* |
|  |  |
|  |  |
|  | |
| 1. **OUTCOMES OF THE COURSE**:   List the Course Outcomes - 1, 2, 3, etc.  In courses where Departmental or College-wide outcomes exist, these must be reflected here.  State your outcomes in such a way that student achievement of them can be measured; in other words, when you write an outcome, keep in mind what it is that a student will be doing when he or she is demonstrating that the stated outcome has been achieved.  *Upon successful completion of this course, students will:*   1. *Know the standard safety measures to reduce radiation exposure of the patient and examiner as required by local, state and federal authority.* 2. *Know how to use quality control methods to maintain image quality and recognize faulty equipment* 3. *Know how to properly archive diagnostic images as required by state, federal and local authority.* 4. *Know how to safely use stationary, portable and dental radiography units* 5. *Know how properly restrain the patient to create diagnostic images* 6. *Understand how to manipulate the generator to improve image quality.* 7. *Know the basics of preventing/reducing image artifact* 8. *Understand the basic mechanics of alternate imaging modalities and how they are used in veterinary medicine* 9. **PROCEDURES FOR ACCOMPLISHING THESE OUTCOMES:**   List the instructional procedures or teaching methods through which you plan to achieve the objectives of the course.  Examples: lectures, class discussions, analytical question, projects, research papers, use of visual aids, oral reports, field trips, visiting lecturers, etc.  *Course lectures, lab exercises and discussion of topics and their applications. Discussion of skills to be performed in laboratories. Completion of hands-on skills in laboratories using live animal and animal models.*   1. **STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:**   List the specific work which students are expected to complete in order to receive credit for the course.  Avoid generalizations such as "read the textbook," "pass the final exam." Think out what you want the students to do in order to demonstrate accomplishment of the outcomes of the course and spell it out for them.  **Examples:**   * Read all of the assigned chapters in the textbook. * Submit a research paper of at least (x number of) words or pages, typewritten, using appropriate bibliography and footnotes, to be handed in no late than (give the due date), on a topic approved by the instructor. * Give an oral report on a topic and date to be assigned by the instructor. * Submit two book reports of (x number of) words or pages, typewritten, chosen from List of supplementary readings listed in this outline. * Complete laboratory reports contained in assigned laboratory manual (state the number of reports, when they are due, etc.). * Complete periodic quizzes. * Complete the mid-term and final examinations. * *Observe college attendance requirements* * *Prepare for class and labs by reading assigned textbook chapters.* * *Achieve a minimum quiz and exam average of 70%* * *Participate in all laboratory discussions* * *Interact professionally with peers and instructional staff.* * *Search required topics using peer-reviewed resources* * *Prepare for and participate in all hands-on procedures* * *Properly complete hands-on procedures* * *Collect signatures for required hands-on procedures on the day completed.*  1. **TEXTBOOK:**   *Lavin’s Radiography for Veterinary Technicians, Brown and Brown, WB Saunders, 5th Edition, 2014 or similar up-to date text in radiography for veterinary technicians.*   1. **WEEKLY OUTLINE TOPICS TO BE COVERED:**     This list should enable another individual (such as a substitute teacher) to ascertain which topics have already been covered, and which topics are scheduled to be treated in a particular week. Be sure to provide a 15-week outline for your course.   * 1. *Lecture*  1. *Orientation to Radiographic Equipment* 2. *Radiographic Restraint and Positioning Strategies* 3. *X-Ray Tube & Mechanics of Radiography* 4. *The Radiographic Image – Analog* 5. *The Radiographic Image – DR v. CR* 6. *Dental Imaging* 7. *Midterm Exam* 8. *Image Quality* 9. *Exposure Factors* 10. *Radiation Safety* 11. *Contrast Imaging* 12. *Ultrasound* 13. *MRI* 14. *Computed Tomography/Scintigraphy* 15. *Final Exam*     1. *Laboratories* 16. *Orientation to Lab: Equipment, SOP* 17. *Darkroom Procedure and Equipment* 18. *Portable Radiography and Introduction to Artifacts* 19. *Dental Radiography: Analog and Digital Imaging* 20. *Introduction to Stationary Radiographic Machine:*      1. *Thoracic Radiography*     2. *Abdominal Radiography* 21. *Radiographic Artifacts* 22. *Midterm Exam/Practical* 23. *Technique Chart: Contrast and Density* 24. *Introduction to Digital Imaging: Extremities* 25. *Pelvic Imaging Techniques* 26. *Skull and Spine Imaging* 27. *Contrast Imaging* 28. *Final Radiographic Technique Chart for Analog Imaging* 29. *Lab to Complete Skills Documentation/Review for Final* 30. *Final Exam* 31. **LIST OF SUPPLEMENTARY READINGS:**   List those books or periodical articles which students should read in addition to the textbook. Clearly indicate whether they are required or simply recommended reading.  **Recommended Resources:**   1. *Veterinary Technician Journal from VetLearn:* [*http://www.vetlearn.com/*](http://www.vetlearn.com/) 2. *Merck Veterinary Manual:* [*http://www.merckmanuals.com/vet/*](http://www.merckmanuals.com/vet/) | |

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SUFFOLK COUNTY COMMUNITY COLLEGE

**EXECUTIVE DEAN’S ACKNOWLEDGMENT-OF-SUPPORT**

The Proposer should email completed proposal packet along with the Executive Dean’s Acknowledgment-of-Support Form. The Proposer should complete the top half of the form and the Executive Dean should check the “Support” or “Do Not Support” line based on the Campus’ ability to commit to implementing the proposal if it is approved through the Governance process.

Criteria to consider for supporting this proposal are listed below. If the Executive Dean is in general support of the proposal but has specific concerns related to the proposal, these concerns should be stated in the comment section.If the Executive Dean does not support the proposal, specific reasons should be listed in the comment section.

The Executive Dean should email completed form to Proposer so that it can be included in the proposal packet to be submitted to the College Curriculum Committee Chair.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**The Executive Dean’s Acknowledgement-of Support is a commitment to support the implementation of the course adoption in terms of:**

* Academic Merit
* Availability of Personnel
* Adequacy of Facilities
* Budgetary Needs for Supplies and Equipment

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**This section to be filled out by Proposer:**

Name of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adopting Campus: A\_\_\_\_ E\_\_\_\_ G\_\_\_\_\_

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**This section to be filled out by Executive Dean:**

\_\_\_\_\_\_\_\_\_\_Support

\_\_\_\_\_\_\_\_\_\_Do Not Support

Name of Executive Dean:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

SUFFOLK COUNTY COMMUNITY COLLEGE

**COURSE REVISION PROPOSAL FORM**

**STOP!!**

**Unless you have submitted your** [**Letter of Intent**](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) **to the College Associate Dean for Curriculum Development,** [**Jennifer Browne**](mailto:centralacadaffairs@sunysuffolk.edu) **at** [**centralacadaffairs@sunysuffolk.edu**](mailto:centralacadaffairs@sunysuffolk.edu)**, and received a Response form back from her, do not continue with this proposal form.**

*This form is to be used when making changes to an EXISTING COURSE. If you are proposing changes to a course’s title, description, prerequisites/corequisites/concurrent enrollment, learning outcomes, course number, credits, contact hours, or its SUNY general education or transfer path status, please use this form. However, if you are proposing multiple changes to a course, you may need to use the New Course Proposal Form instead.*

**NAME OF PROPOSAL:** *Rename VST216 from “Surgical Nursing and Anesthesiology” to VST 216 “Small Animal Nursing III”*

**Existing Course is offered on which campuses: \_\_\_A \_\_\_\_E \_***X***\_\_\_\_G**

**Name of Department Chair(s):**

Ammerman:

Grant: Kathleen Ayers Lanzillotta, M. P. A., CASAC

East:

**Name of Proposer: \_\_\_\_\_***Elia Colon-Mallah, DVM***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Proposal Checklist**

*Please be sure you send ALL of the below documents and information in a single* ***email to the appropriate Curriculum Committee Chair*** *when you are ready to have the proposal considered by the Campus or College Curriculum Committee.*

(X) Electronic [Letter of Intent](http://www.sunysuffolk.edu/Governance/curriculum/docs/letter_of_intent.doc) with Response from College Associate Dean

for Curriculum Development

(X) Completed [Course Revision Proposal Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

(X) Completed [College Course Syllabus Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

(X) Completed [Sample Course Outline](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_outline_sample.doc) with 15-week topic outline

(X) Vote(s) of Department (See [voting guidelines](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/VOTING%20ON%20CURRICULUM%20AND%20COURSE%20PROPOSALS.pdf)):

**Name of Department**: *\_Veterinary Science Technology Program \_*

For: \_\_6\_\_\_ Against: \_\_\_0\_ Abstentions: \_\_0\_

Date of Vote: \_\_\_1/26/17\_\_\_ Proposer's Initials: \_ECM/KAL\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

**Name of Department**: *\_(Name of Department/Campus)\_*

For: \_\_\_\_\_ Against: \_\_\_\_\_ Abstentions: \_\_\_\_\_

Date of Vote: \_\_\_\_\_\_\_\_\_\_ Proposer's Initials: \_\_\_\_\_

*Select One:* **Approved**\_\_\_\_\_ **Not approved\_\_\_\_\_**

( ) All necessary [Executive Dean's Acknowledgment of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

cc: [Jennifer Browne](mailto:centralacadaffairs@sunysuffolk.edu), College Associate Dean for Curriculum Development

[Dr. Tina Good, College Curriculum Committee Chair](mailto:goodt@sunysuffolk.edu)

Academic Chairs of affected departments

**NAME OF PROPOSAL**: \_*Rename and update VST216 “Small Animal Nursing III” (currently VST216 “Surgical Nursing and Anesthesiology”)*\_

I. GENERAL RATIONALE:

(Give an overview of the proposed change.)

*This change is being proposed to align the surgical nursing course as the last of the small animal nursing courses. VST116 Small Animal Nursing I would be offered in the second semester, VST207 Small Animal Nursing II is to be offered in the third semester and the proposed course would be offered in the fourth (last semester). The content of the course would remain focused on anesthesiology and nursing of the surgical patient.*

II. CATALOG DESCRIPTION:

*(Complete this section only if you wish to revise the catalog description which can include a change in course name or number, prerequisites, corequisites, concurrent enrollment, etc., as well as changes to the actual description of the course.. Provide the current as well as the proposed description, and* ***state a rationale for the proposed change.)***

**Current Description:**

*Prepares students to monitor veterinary patient throughout all aspects of anesthesia and surgery. Responsibilities include daily monitoring of patient, and pre-surgical assessments through post-surgical care. Different forms and levels of anesthesia are reviewed. Emphasis on practical patient care includes maintenance of surgical instrumentation and monitoring equipment. (3hrs. lecture, 3 hrs. laboratory.)*

**Proposed Description:**

*(Give the exact description you wish to see in the catalog for this course, including prerequisites, corequisites, concurrent enrollment and any other stipulations you wish to include in the catalog description. Assume the description on this form will be copied and pasted directly into the catalog, Banner, and all other places where course descriptions are referenced.)*

NONE

**Reason for Change:**

*(State rationale for course revision. Demonstrate why this is a course revision and NOT a new course.)*

*N/A*

III. STATEMENT OF COURSE LEARNING OUTCOMES

*Fill out this section only if you wish to add, delete, or revise course learning outcomes.* ***Please state a rationale for the proposed change.*** *Refer to* [*course descriptions*](http://www.sunysuffolk.edu/Prospects/Courses.asp) *in the online catalog to see the current Course Syllabus. After selecting the correct course, click on “View Syllabus” to see the existing learning outcomes for the course.*

*(Course outcomes should be stated in the form of observable outcomes, e.g., “Upon successful completion of this course, students will be able to. . . . ”)*

**Current Learning Outcomes:**

1. *Will be able to assist the veterinarian in peri-anesthetic/surgical care of the companion animal with special emphasis placed on the preparation and care of the common instrumentation used in anesthesia and surgery.*
2. *Will have an understanding of pre-surgical, surgical, and post-surgical pharmacologic agents. The different anesthetic agents and their physiologic responses will be discussed in lecture, while their practical application will be experienced in the laboratory.*
3. *Will have knowledge of pre-anesthetic patient preparation, anesthetic monitoring, and peri-surgical care.*
4. *Will have knowledge of basic animal care, proper instrument and machinery identification, use and maintenance, performance of diagnostic tests, record keeping, communication skills, problem prevention and resolution.*
5. *Understand daily patient care and anesthetic procedures including surgery.*
6. *Understand how to calculate patient doses of various pharmacologic agents.*
7. *Will have an understanding of basic medical terminology*
8. *Will understand the importance of a good client-technical staff inter-relationship*
9. *Will understand the importance of the role of a knowledgeable paraprofessional within a progressive veterinary facility.*

**Proposed Learning Outcomes:**

*After completion of this course, students will be able to:*

1. *Assist the veterinarian in peri-anesthetic/surgical care of the companion animal with special emphasis placed on the preparation and care of the common instrumentation used in anesthesia and surgery.*
2. *Identify components and proper use of surgical instruments, anesthetic machines and monitoring equipment.*
3. *Demonstrate knowledge of pre-surgical, surgical, and post-surgical pharmacologic agents and their use.* The different anesthetic agents and their *physiologic responses will be discussed in lecture, while their practical application, including dose calculation, will be experienced in laboratories*.
4. *Demonstrate knowledge of pre-anesthetic patient preparation, anesthetic monitoring, and peri-surgical care.*
5. *Apply knowledge of basic animal care, patient diagnostics, oral and written communication skills, and problem prevention and resolution.*
6. *Adhere to regulatory requirements for the use of controlled drugs in veterinary patients*
7. *Demonstrate an understanding of sound client-technical staff inter-relationship*
8. *Identify the role of the veterinary technician within a veterinary facility.*
9. *Determine basic, intermediate and advanced drug dose calculations*

**Reason for Change:**

*To include items not indicated in the current course syllabus and define outcomes consistent with the skills delineated by the American Veterinary Medical Association’s Essential And Recommended Skills for veterinary technology programs.*

IV. RELATIONSHIP TO STUDENTS

1. Credits/Contact Hours

*(Complete this section only if you wish to change the credits or contact hours for the course, and provide a rationale for proposed change in credits and contact hours. See the* [*formula for credits and contact hours*](http://old.suny.edu/provost/MTP/mtp76-8.pdf) *on the Curriculum Website.)*

**Current:**

Credit Hours \_*4*\_\_\_\_ Contact Hours\_\_6\_\_

Lecture\_\_*3*\_\_\_ Lab\_\_*3*\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

*Lab activity would be supervised as a group with minimal student preparation required.*

**Proposed:** *No change proposed*

Credit Hours \_\_\_\_\_ Contact Hours\_\_\_\_\_

Lecture\_\_\_\_\_ Lab\_\_\_\_\_ Studio\_\_\_\_\_ Internship\_\_\_\_\_

**Reason for change:**

B. Course Fees *Lab fees will remain the same*

*(Complete this section only if the proposed revision has an impact on the fees students will be charged when enrolling in the course.)*

Lab Fees\_\_\_*X*\_\_\_\_\_ Course Fees\_\_\_\_\_\_\_\_\_\_

Delete Fees\_\_\_\_\_\_\_\_ (Provide rationale)

C. Required/Unrestricted Elective/Restricted Elective

*(Will this be a required course? If so, for which curricula? Provide a rationale as to why this course should be required. If this course is proposed as an elective or restricted elective course, state what elective category it will fulfill and why it is D. D. appropriate for that elective category.)*

*Required course for the Veterinary Science Technology Program*

1. Prerequisites/Corequisites/Concurrent Enrollment

*(Complete this section only if you wish to change the prerequisites, corequisites, or*

*concurrent enrollment for this course. Provide a* ***rationale for the proposed change****.)*

**Proposed Prerequisites/Corequisites/Concurrent Enrollment:**

*VST116 Small Animal Nursing I*

*VST207 Small Animal Nursing II*

*VST209 Diagnostic Imaging*

*VST203 Animal Clinical Internship I*

*VST201 Laboratory Animal Techniques*

*VST202 Clinical Laboratory Techniques I*

*VST205 Pharmacy and Pharmacology*

**Reason for Change:**

*VST216 Small Animal Nursing III will be the course that will utilize the didactic knowledge and hands-on skills in prior and final semester (VST212) courses. Transfer students must also prerequisites (or transfer equivalent) to ensure student preparation for this course. This capstone course supports prospective graduate student preparation to take the Veterinary Technology National Exam, offered in the summer, fall and spring immediately after graduation.*

1. Course Replacement

*(Will this course revision result in replacing any existing course or courses? If so, please list the courses it will replace and provide a date when those courses may be deleted from the catalog.)*

*No*

1. Transferability

1. Will this revision change the course’s [SUNY Transfer Path](http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/suny-transfer-paths-all-2015/) status? Yes\_\_\_\_\_ No\_\_*X*\_\_\_

2. If yes, describe the change in status and provide a rationale for this change.

3. Will this revision change the status of its transferability at non- SUNY institutions? If so, please explain.

*If the non-SUNY institution has a veterinary technology program, transferability would be contingent on matching the content of VST206 to that of the courses offered at the transfer institution and the completion of requisite hands-on skills by the student.*

V. RELATIONSHIP TO FACILITIES/COLLEGE RESOURCES

1. Will the proposed course revision require additional staff? If so, please specify.

*No*

B. Will the proposed course revision require additional equipment?

space, technology, etc.? If so, please specify. *No*

VI. RELATIONSHIP TO SUNY GENERAL EDUCATION REQUIREMENTS\*

*(Complete this section out only if you wish to make an existing course a SUNY General Education course or if you wish to take it off the list of SUNY General Education courses.)*

1. If proposing course as a SUNY General Education course or to add to, subtract from, or change the existing category, please fill complete Items 1-4 below.
2. Identify which of the ten SUNY knowledge and skills areas the course will fulfill and what changes you are proposing.

The ten SUNY knowledge and skill areas are Mathematics, Natural

Sciences, Social Sciences, American History, Western Civilization, Other World Civilizations, Humanities, The Arts, Foreign Language, Basic Communication. For a list of existing [SUNY-approved General Education courses](http://www3.sunysuffolk.edu/academics/GenEd/GenEd.asp) offered at SCCC, see the curriculum website.

1. Demonstrate how the course outcomes map to the SUNY Learning Outcomes for the knowledge and skills areas you have identified. *(For a complete list of* [*SUNY-approved General Education Learning Outcomes*](http://www.suny.edu/provost/generaleducation/GenEdGuideApp.cfm)*, see the curriculum website.)*
2. How does this course incorporate the SUNY infused competencies of Critical Thinking and Information Management?
3. Do the faculty within the department/discipline agree to assess this course according to the SUNY General Education Learning Outcomes?

B. If proposing to remove this course as a SUNY General Education Course, please explain why?

VII. Complete [College Course Syllabus Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/college_course_syllabus_form.doc)

Please note: All course syllabi are now posted online, so please tend carefully to writing **elements such as spelling, grammar and proper sentence structure.)**

*See* ***c****ompleted syllabus form below*

VIII. Complete [Sample Course Outline](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/course_outline_sample.doc)

*(See the Faculty Handbook online at* [*Faculty Handbook*](http://depthome.sunysuffolk.edu/FacultyHandbook/) *for guidelines. Be sure to include a 15- week topic outline. Please note: The audience for the Sample Course Outline is not your students. It is the College Community, other colleges and universities, and possibly SUNY System Administration and the New York State Education Department. A modified excerpt of a Sample Course Outline is below to help you with providing the necessary information. It is NOT a form but merely a guideline for drafting an example of a course outline for the course.)*

*See completed course outline below*

IX. Complete [Executive Dean's Acknowledgement of Support Form](http://depthome.sunysuffolk.edu/Governance/curriculum/docs/executive_dean_support_form.doc)(s)

*(Once you have completed this proposal form, email the entire proposal to the appropriate Executive Deans and ask them to sign the Acknowledgment of Support Form below [one per dean]. Once you have received the forms back from the Executive Deans, email complete proposal packet to the appropriate Campus or College Curriculum Committee Chair.)*

SUFFOLK COUNTY COMMUNITY COLLEGE

**COLLEGE COURSE SYLLABUS FORM**

To meet the ideals of Suffolk County Community College, new courses should, if appropriate, consider issues arising from elements of cultural diversity in areas of textbook choice, selection of library and audio-visual materials, and teaching methodology. (Please note that a course syllabus is not the same as a course outline. A course syllabus outlines the general requirements for a course. A course outline is the specific document created by the individual faculty member to distribute to a specific course section. Please see the [Faculty Handbook](http://depthome.sunysuffolk.edu/facultyHandbook/) for further details as to what to include in a course outline. A SAMPLE course outline should be attached below.)

1. **Course Number and Title:** *VST216 Small Animal Nursing III*

*(Be sure to consider whether this course is a 100- or 200-level course and give a rationale for the decision.)*

1. **Catalog Description:**

*Prepares students to monitor veterinary patient throughout all aspects of anesthesia and surgery. Responsibilities include daily monitoring of patient, and pre-surgical assessments through post-surgical care. Different forms and levels of anesthesia are reviewed. Emphasis on practical patient care includes maintenance of surgical instrumentation and monitoring equipment. (3hrs. lecture, 3 hrs. laboratory.)*

1. **\*Learning Outcomes:** *(Main concepts, principles, and skills you want students to learn from this course)*

*After completion of this course, students will be able to:*

1. *Assist the veterinarian in peri-anesthetic/surgical care of the companion animal with special emphasis placed on the preparation and care of the common instrumentation used in anesthesia and surgery.*
2. *Identify components and proper use of surgical instruments, anesthetic machines and monitoring equipment.*
3. *Demonstrate knowledge of pre-surgical, surgical, and post-surgical pharmacologic agents and their use.* The different anesthetic agents and their *physiologic responses will be discussed in lecture, while their practical application, including dose calculation, will be experienced in laboratories*.
4. *Demonstrate knowledge of pre-anesthetic patient preparation, anesthetic monitoring, and peri-surgical care.*
5. *Apply knowledge of basic animal care, patient diagnostics, oral and written communication skills, and problem prevention and resolution.*
6. *Adhere to regulatory requirements for the use of controlled drugs in veterinary patients*
7. *Demonstrate an understanding of sound client-technical staff inter-relationship*
8. *Identify the role of the veterinary technician within a veterinary facility.*
9. **Programs that Require this Course:** *(List or indicate none.)*

*Veterinary Science Technology Program*

1. **Major Topics Required:**
2. *Patient Evaluation & Medical Records*
3. *Anesthetic Equipment*
4. *Anesthesia*
5. *Anesthetic Monitoring*
6. *Patient Emergencies*
7. *Equipment Sterilization*
8. *Surgical Patient Prep*
9. *IV Fluid Therapy*
10. *Wound Care*
11. *Pain Management*
    * 1. *(List subtopics-optional) Prescription Diets*
12. *Orthopedic Nursing*
13. *Management of the recumbent patient*
14. *Dentistry & Oral Diseases*
15. *Suture Materials & Suture Patterns*
16. *Common Surgical Encounters*
17. *Common Medical Encounters*

1. **Special Instructions:**

*The class size must remain at a maximum of six for the following reasons:*

1. *Use of anesthetized animals to have students participate in patient spays and neutering requires instructional (DVM and PA/licensed veterinary technician) staff to monitor veterinary patients, the use of controlled drugs and anesthetic equipment during student instruction.*
2. *Per the accrediting body (American Veterinary Medical Association) all hands-on skills performed by the students must be directly observed and documented by the staff.*
3. *The size of the surgery suite restricts the ability of more than 6 students to learn (and view) patient and equipment preparation for surgery and observation of peri-surgical techniques.* 
   1. **Prerequisite(s) to this Course:** *(List or indicate none)*

*C or better in the following courses:*

*VST116 Small Animal Nursing I*

*VST207 Small Animal Nursing II*

*VST209 Diagnostic Imaging*

*VST203 Animal Clinical Internship I*

*VST201 Laboratory Animal Techniques*

*VST202 Clinical Laboratory Techniques I*

*VST205 Pharmacy and Pharmacology*

* 1. **Course(s) that Require this Course as a Prerequisite:** *(List courses or indicate none)*

*NONE*

* 1. **External Jurisdiction:** *(List credentialing organization/association if appropriate or indicate none.)*

*American Veterinary Medical Association’s Committee on Veterinary Technician Education Activities*

1. **Supporting Information:** *(Examples – newspapers, journals, Internet resources, CD-ROMS, Videos, other teaching materials, textbooks, etc.)*
2. *McCurnin's Clinical Textbook for Veterinary Technicians, 8th Edition (or similar text). Bassert, Joanna, John Thomas. Saunders, 2014 or latest edition.*
3. *Essential Calculations for Veterinary Nurses and Technicians (or similar text): Lake, T and Green, N. Elsevier Ltd., 2009 or latest edition.*
4. *Large Animal Clinical Procedures for Veterinary Technicians(or similar text): 2nd edition, Holtgrew-Bohling, K., Elsevier, 2011 or latest edition.*
5. *Manual of Clinical Procedures in the Dog and Cat(or similar text): 3rd edition, Crow, S., Walshaw and Boyle, E. Wiley Blackwell, 2009 or latest edition.*
6. *Veterinary Technician's Daily Reference Guide (or similar text): Jack****,*** *C. M., Watson, P.M.****,*** *and**Donovan, M. S.****,*** *Blackwell Publishing Limited. 2002 or latest edition.*
7. *Peer-reviewed veterinary journals*
8. *Internet resources from veterinary technician and veterinary programs.*
9. **Optional Topics:** *(List or indicate none)*

*Nutrition: prescription veterinary diets*

1. **Evaluation of Student Performance:**
2. *Assessment of hands-on skills completion using standardized criteria.*
3. *Exams, quizzes and/or assignments using practical and time-sensitive scenarios.*

*Lecture: 60% of the final course grade*

* *Lecture Exams, 3 at 20% each*
* *Final Cumulative Exam, 30%  
  Veterinary Nutrition Modules 10%*

*Laboratory 40% of final course grade*

* *Midterm and Final Exams 50% that may include practical and time-sensitive scenarios.*
* *Patient Care† 20%*
* *Surgical Rotations† 20%*
* *Quizzes 10% that may include practical and time-sensitive scenarios*

*† Includes completion of hands-on skills as required by the American Veterinary Medical Association. Completion of skills will include the use of practical and time-sensitive scenarios.*

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| --- | --- |
| **SAMPLE FORMAT FOR COURSE OUTLINES** | |
|  | **Course Number and Title:** *Rename and update VST216 “Small Animal Nursing III” (currently VST216 “Surgical Nursing and Anesthesiology”)* |
|  |  |
|  |  |
|  | |
| 1. **OUTCOMES OF THE COURSE**:   List the Course Outcomes - 1, 2, 3, etc.  In courses where Departmental or College-wide outcomes exist, these must be reflected here.  State your outcomes in such a way that student achievement of them can be measured; in other words, when you write an outcome, keep in mind what it is that a student will be doing when he or she is demonstrating that the stated outcome has been achieved.  *After completion of this course, students will be able to:*   1. *Assist the veterinarian in peri-anesthetic/surgical care of the companion animal with special emphasis placed on the preparation and care of the common instrumentation used in anesthesia and surgery.* 2. *Identify components and proper use of surgical instruments, anesthetic machines and monitoring equipment.* 3. *Demonstrate knowledge of pre-surgical, surgical, and post-surgical pharmacologic agents and their use.* The different anesthetic agents and their *physiologic responses will be discussed in lecture, while their practical application, including dose calculation, will be experienced in laboratories*. 4. *Demonstrate knowledge of pre-anesthetic patient preparation, anesthetic monitoring, and peri-surgical care.* 5. *Apply knowledge of basic animal care, patient diagnostics, oral and written communication skills, and problem prevention and resolution.* 6. *Adhere to regulatory requirements for the use of controlled drugs in veterinary patients* 7. *Demonstrate an understanding of sound client-technical staff inter-relationship* 8. *Identify the role of the veterinary technician within a veterinary facility.* 9. **PROCEDURES FOR ACCOMPLISHING THESE OUTCOMES:**   List the instructional procedures or teaching methods through which you plan to achieve the objectives of the course.  Examples: lectures, class discussions, analytical question, projects, research papers, use of visual aids, oral reports, field trips, visiting lecturers, etc.  *Course lectures, lab exercises and discussion of topics and their applications. Completion of hands-on skills in laboratories using live animal and animal models.*   1. **STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:**   List the specific work which students are expected to complete in order to receive credit for the course.  Avoid generalizations such as "read the textbook," "pass the final exam." Think out what you want the students to do in order to demonstrate accomplishment of the outcomes of the course and spell it out for them.  **Examples:**   * Read all of the assigned chapters in the textbook. * Submit a research paper of at least (x number of) words or pages, typewritten, using appropriate bibliography and footnotes, to be handed in no late than (give the due date), on a topic approved by the instructor. * Give an oral report on a topic and date to be assigned by the instructor. * Submit two book reports of (x number of) words or pages, typewritten, chosen from List of supplementary readings listed in this outline. * Complete laboratory reports contained in assigned laboratory manual (state the number of reports, when they are due, etc.). * Complete periodic quizzes. * Complete the mid-term and final examinations.  1. *Observe college attendance requirements* 2. *Prepare for class and lab procedures by reading assigned textbook chapters.* 3. *Achieve a minimum quiz and exam average of 70%* 4. *Participate in all laboratory discussions* 5. *Interact professionally with peers and instructional staff.* 6. *Properly complete all required hands-on skills* 7. *Search required topics using peer-reviewed resources* 8. *Collect signatures for required hands-on procedures on the day completed.* 9. **TEXTBOOK:**   List the author, title, edition, publisher and date of publication of any required textbook, laboratory manual, etc.   1. *McCurnin's Clinical Textbook for Veterinary Technicians, 8th Edition (or similar text). Bassert, Joanna, John Thomas. Saunders, 2014 or latest edition.* 2. *Essential Calculations for Veterinary Nurses and Technicians (or similar text): Lake, T and Green, N. Elsevier Ltd., 2009 or latest edition.* 3. *Large Animal Clinical Procedures for Veterinary Technicians(or similar text): 2nd edition, Holtgrew-Bohling, K., Elsevier, 2011 or latest edition.* 4. *Manual of Clinical Procedures in the Dog and Cat(or similar text): 3rd edition, Crow, S., Walshaw and Boyle, E. Wiley Blackwell, 2009 or latest edition.* 5. *Veterinary Technician's Daily Reference Guide (or similar text): Jack****,*** *C. M., Watson, P.M.****,*** *and**Donovan, M. S.****,*** *Blackwell Publishing Limited. 2002 or latest edition.* 6. **WEEKLY OUTLINE TOPICS TO BE COVERED:**   This list should enable another individual (such as a substitute teacher) to ascertain which topics have already been covered, and which topics are scheduled to be treated in a particular week. It is suggested that the outline be weekly, rather than daily.   1. *Patient Evaluation & Medical Records* 2. *Anesthetic Equipment* 3. *Anesthesia* 4. *Anesthetic Monitoring* 5. *Patient Emergencies* 6. *Equipment Sterilization* 7. *Surgical Patient Prep* 8. *IV Fluid Therapy* 9. *Wound Care* 10. *Pain Management*     1. *(List subtopics-optional) Prescription Diets* 11. *Orthopedic Nursing* 12. *Management of the recumbent patient* 13. *Dentistry & Oral Diseases* 14. *Suture Materials & Suture Patterns* 15. *Common Surgical Encounters* 16. *Common Medical Encounters* 17. **LIST OF SUPPLEMENTARY READINGS:**   List those books or periodical articles which students should read in addition to the textbook. Clearly indicate whether they are required or simply recommended reading.  Assigned veterinary peer-reviewed journal articles.  **Recommended Resources:**   1. *Veterinary Technician Journal from VetLearn:* [*http://www.vetlearn.com/*](http://www.vetlearn.com/) 2. *Merck Veterinary Manual:* [*http://www.merckmanuals.com/vet/*](http://www.merckmanuals.com/vet/) | |

SUFFOLK COUNTY COMMUNITY COLLEGE

**EXECUTIVE DEAN’S ACKNOWLEDGMENT-OF-SUPPORT**

The Proposer should email completed proposal packet along with the Executive Dean’s Acknowledgment-of-Support Form. The Proposer should complete the top half of the form and the Executive Dean should check the “Support” or “Do Not Support” line based on the Campus’ ability to commit to implementing the proposal if it is approved through the Governance process.

Criteria to consider for supporting this proposal are listed below. If the Executive Dean is in general support of the proposal but has specific concerns related to the proposal, these concerns should be stated in the comment section.If the Executive Dean does not support the proposal, specific reasons should be listed in the comment section.

The Executive Dean should email completed form to Proposer so that it can be included in the proposal packet to be submitted to the College Curriculum Committee Chair.

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**The Executive Dean’s Acknowledgement-of Support is a commitment to support the implementation of the course adoption in terms of:**

* Academic Merit
* Availability of Personnel
* Adequacy of Facilities
* Budgetary Needs for Supplies and Equipment

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**This section to be filled out by Proposer:**

Name of Proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adopting Campus: A\_\_\_\_ E\_\_\_\_ G\_\_\_\_\_

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**This section to be filled out by Executive Dean:**

\_\_\_\_\_\_\_\_\_\_Support

\_\_\_\_\_\_\_\_\_\_Do Not Support

Name of Executive Dean:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: