American Veterinary Medical Association
Committee on Veterinary Technician Education and Activities
Accreditation Information and Self-Evaluation

Report of

Veterinary Science Technology Program
SUFFOLK COUNTY COMMUNITY COLLEGE
Western Campus
Crooked Hill Road
Brentwood, NY 11717

Report by
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I. INTRODUCTION

A. Please provide a brief history of the program.

The Veterinary Science Technology (VST) program at Suffolk County Community College (SCCC or Suffolk) started its first class, the Class of 1996, at the beginning of the fall 1994 semester. The implementation of this program at SCCC emerged as the result of intense efforts to secure its transfer from the State University of New York (SUNY) at Farmingdale after SUNY Farmingdale deactivated the program and retrenched the program’s faculty. In many respects, Suffolk’s VST program can be viewed as a direct continuation of the SUNY Farmingdale program. Most of the current full-time VST teaching and non-teaching faculty participated as full-time personnel in the SUNY Farmingdale program. Thus, programmatic personnel already possessed considerable experience in operating a veterinary technology program when they started working at Suffolk. The Program Coordinator, now titled Academic Chair, had served as the Department Chairperson of the SUNY Farmingdale program. The two other full-time professors who joined the SCCC program maintained the same teaching responsibilities they had had when they worked at SUNY Farmingdale. The two Professional Assistants, who are licensed veterinary technicians, continued to perform tasks similar to those they had performed when at SUNY Farmingdale.

The VST program at SUNY Farmingdale developed as an outgrowth of a laboratory animal science emphasis offered by its Department of Biology. This emphasis was established in 1969. After New York State started issuing professional licenses for animal health technology, the laboratory animal emphasis was expanded to include some limited course work in veterinary science technology. In time, additional veterinary science technology courses were added to the curriculum. Although the program continued to teach laboratory animal science, its’ emphasis gradually became more focused on veterinary science as a reflection of greater student demand for this area of study. The program was moved from the Department of Biology to the Department of Agriculture, and in 1985, it was granted status as an independent department. The change to departmental status permitted development of a specific, identifiable budget for the VST program. The program began seeking accreditation from the American Veterinary Medical Association’s (AVMA) Committee on Animal Technician Activities and Training (CATAT) in 1984. Its’ first complete evaluation and site visit in pursuit of this accreditation occurred in 1985 and AVMA granted probational accreditation to the program in 1986. A second evaluation and site visit
were conducted in 1991, at which time AVMA conferred full accreditation status to the program.

In December 1992, SUNY Farmingdale’s administrative officers revealed their decision to deactivate a variety of the college’s programs, including the VST program. This action emerged as a consequence of several issues that were confronting the college at that time. These included the implementation of a new mission that included the development of several baccalaureate-level programs, the restructuring of the college, and a severe shortage of financial resources. Farmingdale’s administrative officers asserted that the programmatic deactivations did not reflect negatively on the quality of any of the programs involved.

During January 1993, the faculty of all of the deactivated departments received official retrenchment notifications that terminated their employments at the close of business on December 31, 1993. Students already enrolled in the VST program were given an opportunity to graduate from the program in May 1994. In order to permit this to occur, VST faculty were retained until August 31, 1994.

Throughout 1993, SUNY Farmingdale and SCCC engaged in discussions and negotiations concerning a possible transfer of the VST program. The administrative officers at SCCC developed an immediate, strong interest in adopting the program. Legislative funding was sought in order to secure the continuation of the program at Suffolk. After such funding was obtained, it was announced that SCCC would indeed accept the program. Dr. Allen R. Jacobs was hired by SCCC as Program Coordinator for VST on January 24, 1994. During the following spring and summer, he worked toward establishing the program at Suffolk. Simultaneously, he was involved with closing the program down at SUNY Farmingdale. The first VST class of 48 day-students was admitted to SCCC in September 1994. Day classes, all consisting of 48 students, have been admitted each September since then. The first evening class consisting of 12 students was also admitted in September 1996. Subsequent evening classes, accepted every other September, were admitted with 24 students per class.

SCCC sought initial AVMA accreditation during the semester just prior to the graduation of its first VST class. CVTEA conducted an evaluation on February 12-14, 1996 that resulted in the granting of provisional accreditation. This status was upgraded to full accreditation the following fall, after the program demonstrated significant compliance with each of the critical recommendations listed in CVTEA’s *Report of Evaluation, Suffolk Community College Veterinary Science Technology Program, 1996*. 
B. **Organizations accrediting college or school.**

Suffolk County Community College curricula are registered by the New York State Department of Education. The college is authorized to award the Associate in Arts degree, the Associate in Science degree and the Associate in Applied Science degree as established by the Board of Regents of the University of the State of New York, as well as the one-year Certificate of Completion.

The college is a member of the Middle States Association of Colleges and Schools. The Ammerman Campus, the Eastern Campus and the Western Campus are fully accredited by the Commission on Higher Education of the Middle States Association.

Individual curricula are accredited as follows:

**Ammerman Campus**
- Electrical Engineering Technology A.A.S. degree curriculum: accredited by the Accreditation Board for Engineering and Technology.
- Nursing A.A.S. degree curriculum: accredited by the National League for Nursing.
- Paralegal Studies A.A.S. degree and Certificate program: accredited by the American Bar Association.
- Physical Therapist Assistant A.A.S. degree curriculum: accredited by the American Physical Therapy Association.

**Eastern Campus**
- Dietetic Technician A.A.S. degree curriculum: has developmental accreditation by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association (CAADE).
- Interior Design A.A.S. degree curriculum: accredited by the Foundation for Interior Design Education Research (FIDER) for training at the pre-professional level.

**Western Campus**
- Medical Assisting A.A.S. degree curriculum: accredited by the Commission on Accreditation of Allied Health Programs and by the Curriculum Review Board of the American Association of Medical Assistants.
- Nursing A.A.S. degree curriculum: accredited by the National League for Nursing.
Occupational Therapy Assistant A.A.S. degree curriculum: accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

Paralegal Studies A.A.S. degree and Certificate program: accredited by the American Bar Association.

Veterinary Science Technology A.A.S. degree curriculum: accredited by the American Veterinary Medical Association’s Committee on Veterinary Technician Education and Activities.
II. FINANCES

Present Academic Year

**Total budget of institution** $105,966,793

1. Annual per-student cost of operation for institution $8,039

**Total budget of veterinary technology program** $614,956

1. Annual per-student cost of operation for program $7,630

2. Income
   a. State appropriated funds $178,518
   b. Federal funds $0
   c. Student tuition and fees $257,920
   d. Grants $0
   e. Other (specify) County $178,518

**Total income** $614,956

3. Expenses
   a. Academic Salaries-total $409,289
      1 - Veterinarians $134,215
      2 - Graduate veterinary technicians $108,653
      3 – Other technicians $0
      4 – Other instructional personnel $166,421
   b. Non-academic salaries $21,301
   c. Fringe benefits paid on Salaries $135,989
   d. Staff travel $600
   e. Equipment expenditures $11,400
      1 – Estimated value of all equipment owned by program $500,000
      2 – Estimated value of all equipment available to and used by program $0
   f. Supplies expenditures $22,000
      1 – Value of supplies on hand from previous year(s) $2,000
      2 – Value of supplies available for use by the program, but purchased by other programs $0
g. Other (specify)  | Total  
Rent – Suffolk County Farm | $10,000  
Rent – Business Machine  | $2,800  
Repairs  | $1,577  

Total expenses  | $614,956
Financial Evaluation

1. **Is present budget adequate?**

   The present budget proves quite adequate for meeting the financial needs of the VST program. Salaries, benefits, and staff travel allowances are determined and guaranteed by contractual agreements with Suffolk County. Annual supply and expense budgets are based on those established from previous years. These budgets have always succeeded in meeting the operating needs of the program. The inclusion of additional money to cover new initiatives can be requested. This requires submitting a justification for the funding request. Departmental equipment budgets are determined annually by the Executive Dean from submitted requests for equipment expenditures. To date, all requests for equipment purchases have been supported.

2. **What changes in the present budget are needed?**

   The Veterinary Science Technology Department has not experienced any difficulties with the current budgetary process and from its perspective, does not perceive the need for any changes.

3. **What provisions are made for emergency needs outside the established budget?**

   Administrative officials can reallocate funds from other areas of the budget into the VST budget in order to account for emergency needs.

4. **What assurance is there that the program will continue to be funded in future years?**

   The VST program has a separate, identifiable budget. Overall budgetary formulas are automatically applied to it each year. Furthermore, Salvatore LaLima, the college president, issued assurances that the VST program will continue to be funded when he served as the provost of the Western Campus.
III. COMMUNICATIONS AND ETHICS

A. Provide organizational charts showing administrative and cooperative relationships of the college or school with the state college system or other parent organization, and of the veterinary technology program with the college or school and with other units of the college or school.

Organizational charts displaying administrative and cooperative relationships of the college and of the Veterinary Science Technology program with the college appear on this and the following two pages:
B. Objectives:

1. State the major and secondary objectives of the program.

   MISSION

   The Veterinary Science Technology program provides opportunities for students to develop the knowledge, skills, attitudes, and understandings necessary for their growth as competent and responsible animal health technicians.

   Goal I

   Provide multidimensional educational experiences that support the program’s mission.

   Objective 1
   Offer a curriculum that lays the foundation for work or future study in animal health care.

   Objective 2
   Graduate students capable of being employed as animal health care professionals.

   Objective 3
   Graduate students capable of adapting to changing technologies and employment situations within the animal health care field.

   Objective 4
   Facilitate the successful transfer of VST students to baccalaureate and graduate programs.

   Goal II

   Promote the advancement of veterinary technology and animal health care as a profession and a career.

   Objective 1
   Inform the community about job and career opportunities encompassed by animal health technology and the importance and impact that these positions carry.

   Objective 2
   Provide our graduates and the animal health care community with lifelong learning opportunities.

   Objective 3
   Develop a sense of professionalism among VST students.
Goal III
Support the economic well being of the region and state by educating qualified people who have the ability to enter the work force as veterinary technicians or other animal health care personnel

Objective 1
Assess the region and state for present and future employment needs for technicians and technologists in the fields of veterinary and laboratory animal technology.

Objective 2
Graduate students who work as technicians in the surrounding area and state.

Objective 3
Respond to regional and statewide demands for qualified and competent animal health care professionals.

2. To what extent are the objectives being met?

Goal I
Provide multidimensional educational experiences that support the program’s mission.

Objective 1
Offer a curriculum that lays the foundation for work or future study in animal health.

The VST curriculum amalgamates basic and clinical sciences with experiences and knowledge of their pragmatic applications. This integration forms the basis for successful work and study in the field of animal health. Courses in zoology, chemistry, anatomy, physiology, histology, and microbiology offer students a foundation upon which clinical and practical courses in diagnostics, therapeutics, and nursing take hold. These latter courses reveal relationships between scientific theories and principles and their clinical relevance. Laboratory sessions and externship experiences serve to further demonstrate these associations. VST instructors also direct student attention to these connections. Equally important are attempts to enhance student awareness of the integrated, interdisciplinary nature of
clinical science itself. Instructors accomplish this by cross-referencing content from different courses within the curriculum.

A variety of approaches deliver course contents in several formats. This serves to accommodate different student learning styles. Thus pupils attend lectures, read textbooks, view videos, participate in hands-on laboratory and field-work experiences, speak in front of their peers, and use interactive computer software. All these methods of content delivery concentrate on developing and exercising students’ academic skills. Students can then apply these proficiencies to extracurricular situations. As examples, we strive to cultivate competencies in observation, organization, analysis, problem solving, critical thinking, exposition, and successful group interaction. We offer opportunities for self-directed research and learning as a means of enhancing students’ abilities to emerge as self-learners in the future. Each of these represents a skill that has value for the workplace or for pursuing advanced study.

The VST faculty deems that both the content and delivery of its curriculum provide the groundwork for employment and future study in animal health care. This contention is supported by the successful placement of graduates in curriculum-related jobs and by their successful completion of baccalaureate and graduate-level education in curriculum-related areas.

**Objective 2**

*Graduate students capable of being employed as animal health care professionals.*

In 1998, Professional Examination Service (PES) began supplying group school reports for the Veterinary Technician National Examination (VTNE). Since this reporting began, 109 candidates identified SCCC as the school from which they graduated. All 109 of these candidates received passing scores on the VTNE. This clearly indicates that VST graduates have the credentials to be employed as licensed veterinary technicians.
Objective 3
Graduate students capable of adapting to changing technologies and employment situations within the animal health care field.

As new knowledge and technological advances are turned toward solving health care problems, it becomes increasingly more important that our graduates acquire the ability to assimilate and use this new information. By developing and improving our students’ transferable cognitive skills, we enhance their ability to adapt to changing technologies and employment situations.

VST courses exercise student skills involving memory, organization, exposition, analysis, synthesis, logical reasoning, and problem solving, among others. We expect students to apply these competencies in extracurricular settings and therefore maintain that the education they receive contributes to their ability to adapt to a mutable future. Since these transferable skills are generated or enhanced within the context of a veterinary science knowledge base, we expect that these proficiencies would pertain to a changing work environment within this field. Inasmuch as new knowledge and technologies generally evolve from existing structures, we assume that students familiar with these structures will more readily apprehend novel information and more facilely adopt and apply new clinical modalities. Explicit assessment of these premises, however, requires long-term studies that we have yet to perform.

Objective 4
Facilitate the successful transfer of VST students to baccalaureate and graduate programs.

Since the VST program transferred to SCCC, fewer VST students have sought transfer options than they had previously. This situation is not surprising given that the majority of students who currently enroll in the program do not do so directly following their graduations from high school. Averages, taken from the last three classes, indicate that 16% of our students enter the program with only high school diplomas or GED’s. Forty-four percent have had some college, and 40% already possess college degrees. Over 50% of incoming students indicate working as a veterinary technician or laboratory animal technician as their final goal. Although approximately 35% of incoming students do indicate that they wish to continue their education (with 77% of these indicating
an interest in attending veterinary school), only 11% of recent graduates who responded to surveys indicated that they attended college immediately after graduating from the VST program.

Despite the deceasing number of VST graduates who continue their education, the VST program continues to offer encouragement, advisement, and assistance to those individuals who seek to do so. In programmatic orientation sessions and in introductory VST courses, faculty members inform students of the department’s interest in providing assistance with postgraduate transfers to other schools. Students are encouraged to meet with faculty to discuss their transfer interests and options. These discussions typically entail advisement recommending that students modify their schedules to include additional courses in chemistry and mathematics.

In an effort to facilitate some student transfers, the department initiated and maintains a transfer articulation agreement with Cornell University. This agreement guarantees that students can be admitted as juniors into Cornell’s College of Agriculture and Life Sciences. Admission is contingent upon maintaining a 3.0 cumulative average, taking a general chemistry sequence, and taking mathematics to the at least the level of precalculus. VST graduates have occasionally taken advantage of this specific articulation.

**Goal II**
**Promote the advancement of veterinary technology and animal health care as a profession.**

**Objective 1**
**Inform the community about job and career opportunities encompassed by animal health technology and the importance and impact that these positions carry.**

The Department of VST participates in various activities during which its members inform the public about veterinary technology and animal health care. Faculty and, on occasion, students provide audiences with information about veterinary technician employment opportunities, job responsibilities, and education requirements; they also talk about the important role that veterinary technicians have in providing for optimal animal care. Venues for the dissemination of this information have included *Pet Expo*, veterinary medicine career exploration programs, and college-sponsored Open Houses, health career forums, and VST
facility tours. The VST program has also participated in various public programs sponsored by the Suffolk County Farm.

For several years, the VST program participated in *Pet Expo*. This four-day annual fall event, held at the Nassau Coliseum, consists of a public trade show for various animal-related businesses and agencies. Exhibition space was donated to the VST program by the exhibition’s promoters thanks to an arrangement concluded by Dr. Jane Bicks, a former member of our advisory committee. In exchange for monitoring the care and welfare of the animals on display, the program acquired exhibition space and an opportunity to showcase veterinary technology to the community. VST faculty and students had opportunities to interact with the public for the purpose of informing them about the veterinary technology profession. The VST department shared its exhibition area with the Long Island Chapter of the New York State Association of Veterinary Technicians (NYSAVT). —This year, the VST program elected to decline participation because a lack of student interest in attending the event along with the current inactivity of the local NYSAVT chapter would not have afforded adequate representation at the exhibition booth. Furthermore, some faculty members felt that the event had shaken off much of its initial luster and has ceased to serve as an efficient instrument for promoting the program. Finally, declining numbers of animals on display at the show has greatly reduced the need for monitoring their care and welfare.

The campus Admissions Office sponsors biannual *Open Houses* and periodic *Health Careers Open Houses*. Although these events are organized primarily for college recruitment purposes, the VST department also considers them opportunities for conveying information to the public about veterinary technology.

The Long Island Veterinary Medical Association, in cooperation with Cornell Cooperative Extension at the Suffolk County Farm, sponsors a *Veterinary Medicine Career Exploration Program*. This annual program of ten sessions exposes a selected group of Long Island high school students to issues that relate to pursuing careers in veterinary medicine. Each year, the VST department is asked to participate in one of the program’s sessions by discussing veterinary technology as a career option. A small number of this program’s participants have enrolled at SCCC. One of them, now a graduate of the VST program, currently attends the veterinary college at Ross University. After graduating from SCCC, this student took advantage of our articulation agreement with Cornell University, where he received his bachelor’s degree prior to
enrolling at Ross. He recently received a locally publicized scholarship from the *Veterinary Medicine Career Exploration Program* in recognition of his ongoing pursuit of a career in veterinary medicine.

The VST program also participates in public events sponsored by the Suffolk County Farm (SCF). This county-operated agency serves as both a food production unit and an educational facility. The VST program utilizes the farm’s resources for implementing the large animal components of its curriculum. This year, the VST program staffed a table with an instructor and some students at the SCF’s *Animal Appreciation Day Festival*. VST participants provided the visiting public with information about veterinary technology and the VST program.

**Objective 2**

*Provide our graduates and the animal health care community with lifelong learning opportunities.*

The VST program provides continuing education opportunities by sponsoring its own programs and by hosting continuing education seminars developed by outside agencies. Because attendance at some programs had been poor, we surveyed our graduates concerning the type of programming that was most desired by them. We received the greatest number of requests for programs on emergency procedures. Consequently, we developed two such programs over the past two years, and a capacity crowd of fifty participants attended both programs.

The VST program has also routinely hosted continuing education seminars sponsored by the Long Island Chapter of the New York State Association of Veterinary Technicians. VST faculty have occasionally served as speakers at these seminars. At the last meeting of this group, Dr. Jacobs provided a discussion and demonstration on heart sounds and murmurs. This group is currently in need of new leadership, and as a result, it has not met since last winter.

NYSAVT sponsors periodic seminars at the state’s veterinary technician schools. The VST program hosts these meetings at SCCC each year they are offered. The program also serves as host for one or two business and continuing education meetings of the New York Metropolitan Branch of the American Association for Laboratory Animal Science. These meetings, which are otherwise
held in Manhattan, are occasionally scheduled at SCCC in order to facilitate attendance by Long Island members.

**Objective 3**

*Develop a sense of professionalism among VST students.*

The Department of VST acknowledges that professions get defined by various attitudes and behaviors as well as by a body of knowledge and a set of technical skills. In addition to providing opportunities for the acquisition of the knowledge and skills required of a veterinary technician, the VST program encourages the development of professional attitudes and behaviors. Conducting classes on a professional level and creating classroom environments in which professional behavior is expected accomplish this.

The department distinguishes four areas that describe a professional mindset. These are ethics, responsibility, attitude toward work, and the integration of knowledge and skills in the execution of tasks. In each of these areas, we acknowledge several defining behaviors. (See Appendix A.) VST faculty members perceive role modeling of these behaviors as an effective means of demonstrating appropriate conduct and of encouraging appropriate attitude development within our student body. Mindful of this, we attempt to present ourselves in a light that displays our commitments to professional interactions.

Internship supervisors formally evaluate attitudes and behaviors exhibited by our students by using guidelines that appear in our *Student Internship Evaluation Form.* (See Appendix B.) Qualities addressed in this form that relate to professionalism include punctuality, attitude, completion of duties, rapport with staff and clients, consistency on routine procedures, interest in new techniques and skills, understanding and regard for ethics, personal appearance, and understanding and regard for the limitations of veterinary technicians. Students receive a copy of this evaluation tool when they begin internship assignments. Thus, they can become familiar with the behaviors expected of them. In the end, the vast majority of our students receive good or superior ratings in the identified categories. From this, it would appear that our students demonstrate a significant degree of professionalism. Less clear, however, is the extent to which the program’s faculty and curriculum influence our students’ professional performances.
Goal III
Support the economic well being of the region and state by educating qualified people who have the ability to enter the work force as veterinary technicians or other animal health care personnel.

Objective 1
Assess the region and state for present and future employment needs for technicians and technologists in the fields of veterinary and laboratory animal technology.

The demand for veterinary technicians and technologists remains strong, and it is expected to grow. “A New Style of Teaching Adults,” appearing on August 20, 2000, in Newsday (a major Long Island daily newspaper), lists veterinary technicians and technologists among the 25 hottest jobs requiring some education or training but not a bachelor’s degree. The article cites a Bureau of Labor Statistics projection for a 16 percent growth rate in these fields between 1998 and 2008. Moreover, the VST department surveyed classified advertisements for veterinary technicians that appeared in Newsday between January 1, and December 31, 1997. Our study revealed a considerable need for veterinary technicians on Long Island. During the survey period, 128 positions at 96 locations were advertised. Ninety-six positions at 66 locations were listed for Nassau County, and 32 positions at 30 locations appeared for Suffolk County. Knowing that the Newsday classifieds did not represent all employment opportunities for veterinary technicians, we concluded that the requirement for veterinary technicians on Long Island exceeded the need revealed by our survey. Discussions with local veterinarians along with the several phone calls, facsimile transmissions, and letters requesting that we post employment situations continue to echo this need. Communications such as these suggest that the demand for veterinary technicians has not diminished since 1997. Given the projected growth rate for the field, we suspect that the need has probably increased since then.

Objective 2
Graduate students who work as technicians in the surrounding area and state.

Conglomerate results from surveys of VST graduates reveal 61% of respondents indicating full-time employment and 24% indicating part-time employment as veterinary technicians. An evaluation of mailing addresses has shown that very few VST
graduates have relocated from Long Island. This signifies that the majority of our graduates work as veterinary technicians, and they do so within the region surrounding the college.

**Objective 3**  
*Respond to regional and statewide demands for qualified and competent animal health care professionals.*

As previously indicated, regional and statewide demand for qualified animal health technicians remains extremely strong. The VST program strives to accommodate this demand as best it can. Entering classes are filled to capacity, and Carol Gilzinger, the admissions counselor assigned to the program, screens applicants based on their potential for working as veterinary technicians as well as on their potential to successfully complete the program. Ms. Gilzinger uses an applicant’s familiarity with the profession, including any experience he or she may have had with animals, as one predictor of the likelihood that this individual will seek employment as an animal health care professional upon graduation. Thus, we attempt to optimize the program’s output of people who will help satisfy the region’s need for personnel.

Furthermore, in addition to its full-time day program, the VST department offers a part-time evening program as a means of reaching a wider group of potential students. Although we clearly offer this program as an accommodation to interested pupils who remain unavailable to attend school during the day, this option also reflects our attempts to satisfy the local need for additional qualified veterinary technicians.

3. **What measures are being taken to meet the objectives more fully?**

The VST program constantly strives to fulfill its mission, and it continually endeavors to do so with enhanced effectiveness. This process notably involves advancing the efficiency of its educational delivery. It also entails increasing its interactions with the communities it serves.

The hiring of Dr. Elia Colón-Mallah at the beginning of the fall 2000 semester increased the number of full-time instructional faculty associated with the VST program from three to four. The addition of an instructor with a full-time commitment to the
program is expected to add to the program’s output. Dr. Colón-Mallah has teaching responsibilities for two courses that were both previously taught by three to five different adjunct instructors. Consolidating the instruction of these courses in the hands of one or two people will produce greater consistency with respect to the subject matter covered in the various class sections. It will also afford Dr. Colón-Mallah control over developing these courses, and it will allow her to better synchronize curricular content between their lecture and laboratory segments. We believe that this improved coordination will contribute to the program’s overall quality. Furthermore, as a full-time employee, Dr. Colón-Mallah is expected to invest herself more intensely in the program’s operation than she had previously, when she taught as a part-time instructor.

To achieve better effectiveness of content delivery, VST instructors continue to incorporate technological tools in their teaching. Although these devices are not specifically limited to computers, computer-aided learning is being used more often than in the past. Faculty members recognize that a level of computer proficiency is essential for our graduates if they are to function adequately in the workplace both now and especially in the future. Computer-aided instruction forms portions of some VST courses, and some faculty require computer-based information retrieval and research from their students. Other technologies introduced to the curriculum during the last few years include a flex-cam imaging device used for classroom demonstrations and an Idexx® cell counter and chemistry analyzer. The program is currently considering the acquisition of a diagnostic ultrasound unit in order to advance our students’ understanding of this increasingly important modality.

VST program faculty continue to participate in events that enable them to promote the program and the field of veterinary technology. For some venues, we encourage our students’ participation, as we consider it desirable for future veterinary technicians to serve as their own advocates. We trust that this contributes to the surfacing of pride for their chosen profession.

VST instructors contend that professional behavior and attitudes among VST students might be better enhanced if the students received more explicit information defining professional expectations. We believe that the Professional Attitudes Evaluation Form appearing in Appendix A sufficiently identifies tangible and meaningful illustrations of professional conduct. We are planning to initiate distribution of this information to our
students as a means of communicating specific examples that support the notion of professionalism. Furthermore, we are considering combining, in some fashion, the *Student Internship Evaluation Form* (Appendix B) with the *Professional Attitudes Evaluation Form* so that objective evaluations of students’ professionalism can be expanded.

The college is currently considering a proposal to implement an equine science program. Although viewed as distinct from the VST program, this new curriculum would carry potential tie-ins that VST instructors consider advantageous to both programs. The most obvious advantage to the VST program would be enhanced access to horses and equine facilities, which would be required for the new program. An equine program is also viewed as a potential source of future VST students. Furthermore, VST instructors consider an equine science program to be important to the needs of Long Island’s equine industry. Thus, the VST faculty supports the adoption of this curriculum because of its inherent merits as well as for its crossover benefits.

4. **Note the strengths and weaknesses of the program.**

The most vital and important programmatic resource emerges from the stability, experience, expertise, and dedication of the program’s full-time faculty and staff. Most of the program’s full-time personnel have had several years of experience with veterinary technology education. Much of this experience was gained from years of work with SUNY Farmingdale’s VST program and, more recently, from working at SCCC. In addition, Dr. Jacobs has taught part-time for the Veterinary Technology program at Mercy College, and Dr. Campbell continues to teach part-time for the Veterinary Technology program at Laguardia Community College. The recent addition of Dr. Colón-Mallah to the faculty infuses freshness to the program’s character.

Programmatic strength derives also from the strong administrative support that the program receives from all organizational levels. This backing was evidenced at the program’s inception at SCCC with the construction of Paumanok Hall. This structure was erected primarily to fulfill the facilities’ needs of the VST program. Administrative support has
continued without abatement with the ongoing provision of adequate financial and professional resources. VST faculty members unanimously acknowledge that SCCC administrators understand and appreciate the value of sound veterinary technology education.

The physical location of the VST program in Suffolk County contributes to the program’s vitality. The population density, suburban nature, and relative wealth of this area all support a substantial veterinary industry. This industry primarily consists of companion animal practices; however, opportunities for other practice options for our graduates exist. The number of practices offering or specializing in exotic animal medicine is increasing. Several veterinary emergency facilities operate in the region. Specialty practices in medicine, surgery, and diagnostics have increased in number. Suffolk County ranks as the largest agricultural county in New York State. Although production animal agriculture does not significantly contribute to this ranking, the region supports a large equine industry, and there are a number of important equine practices in this area. Being situated on an island and being almost completely surrounded by water, Suffolk County enjoys a close connection to marine environments. A facility located in the county seat in Riverhead caters to the medical needs of stranded marine mammals and sea turtles. The proposed construction of two Long Island aquariums is expected increase the need for medical care for aquatic animals. The region also contains a substantial biotech infrastructure. The anticipated expansion of this industry will create a significant need for additional veterinary technicians and other animal health care personnel. Finally, with its location in western Suffolk County, the VST program is well positioned to serve students from neighboring Nassau County and New York City. Both of these areas support many of the same animal-related resources and needs that are found in Suffolk County.

The inability of the VST program to sufficiently fill the regional demands for veterinary technicians can be viewed as a programmatic shortfall. This deficiency, however, lacks uniqueness with respect to the VST program at SCCC; it is common to VST programs throughout the state. The inability of these programs to satisfy statewide needs for veterinary technicians recently prompted the New York State Veterinary Medical Society to approach the New York State Department of Education and some state legislators with a proposal that alternative paths to veterinary technology licensure be considered. This initiative seems to have been quelled, at least
temporarily, because its implementation would require a change in the state education law, which is apparently an arduous process. Nevertheless, a dearth of veterinary technicians continues to create problems for veterinary practitioners throughout the state. This scarcity, however, derives from several factors, with the output of VST programs serving as only one dimension to the problem. As previously discussed, however, the VST program at SCCC is striving within its means to optimize the number of qualified students that it graduates.

Inadequate opportunities for multiple repetitions of certain hands-on, animal-related procedures limits the skill levels of some of our students. Practitioners prefer that some of our graduates exhibit greater entry-level proficiencies with certain tactile skills than they can currently demonstrate upon initially completing the program. Although all of our students have opportunities to restrain and handle animals and perform such tasks as administering injections, withdrawing blood, intubating, and applying bandages, for example, many students do not perform these procedures with the level of expertise expected by some clinicians. This concern has been echoed by some members of our advisory committee as well as by some of the program’s graduates.

Restricted opportunities for student practice of certain tasks derives from practical limitations on the number of dogs and cats that the program can currently make available for student use. This currently stems from the program’s inability to provide adequate care for housing an increased number of animals. The efforts of a part-time animal caretaker supplemented by those of our two professional assistants are not sufficient to support an optimal supply of animal subjects for our students. To remedy this situation, provisions for additional animal care are required. The VST program is currently requesting that a full-time animal caretaker position be created. We have not made this request previously because, as explained below, the availability of a full-time veterinarian with surgical experience was also necessary for the acquisition of additional small animals.

The number of dogs and cats maintained by the program had been limited by the number of spays and neuters that could be performed. Dogs and cats used by the program are borrowed from a local animal shelter. These are animals that would have otherwise been euthanized. After conditioning —including spaying or neutering— these animals are returned to the shelter with the provision that they will be held for adoption for an
additional two to four weeks. This arrangement is based on the premise that a currently vaccinated, dewormed, and neutered animal proves more apt to be adopted than one that has been less attended to. In fact, all dogs and cats that have been temporarily used by the VST program in this manner have been adopted into homes. With the recent hiring of another full-time instructor who is a veterinarian with surgical experience, the program is able to increase the number of spays and neuters that it can perform.

Some current students, graduates, and members of our advisory committee have suggested that the curriculum be expanded to include additional exposure to birds and exotic animals. The current curriculum includes these animals in only a cursory manner. Because the department recognizes a growing public interest in maintaining avian and exotic animals as pets, we support the recommendation that these animals receive greater programmatic coverage. Housing representative exotic and avian species in our facility has been precluded by our inability to offer adequate care for them. Acquiring a full-time animal caretaker, as previously discussed, would make this possible.

For the purposes of conducting this self-study evaluation, all current VST students were anonymously polled for their opinions concerning programmatic strengths and weaknesses. (See Appendix C.) Twenty-eight responses were received. Comments concerning programmatic strengths repeated features that were addressed previously in this report: opportunities for hands-on experiences; enthusiastic, knowledgeable, and accessible instructors; and overlap of course contents that serves to reinforce material. Students identified the following as programmatic weaknesses: some poor instructors, insufficient exposure to exotic animals, insufficient hands-on experiences, inadequate veterinary science slant to Natural Sciences courses, and the scheduling of classes at 8:00 AM.

5. **In what way is the output of the program measured?**

Information relevant to programmatic output is obtained from a variety of sources. These include:

a. Group School Reports for the Veterinary Technician National Examination (VTNE)
b. Entering Student Surveys (Appendix D)
C. Communications

1. To whom is the director of the program directly responsible?

Allen R. Jacobs, DVM serves as the Academic Chair for the Department of Veterinary Science Technology. He reports directly to Elizabeth M. Gardner, PhD, Assistant Dean of Faculty for the Natural and Health Sciences, Mathematics and Technology Area.

2. Describe the line of communication between the program and the college administration.

The line of communication between the program and the college administration extends from the faculty through the academic chair to the assistant dean of faculty for the natural and health sciences, mathematics and technology area. The assistant dean reports directly to Theodore J. Hanley, PhD, dean of faculty. Dean Hanley reports to Joanne E. Braxton, executive dean for the Western Campus. Dean Braxton reports to James F. Canniff, vice president for academic and campus affairs, who in turn reports to Salvatore J. LaLima, college president.

Although this line of communication represents the customary channel, it does not preclude direct communications between any members of the chain, whenever this would have an appropriate purpose.

3. Describe the coordination between the program and other programs of the college that contribute to the program’s teaching effort.

Course scheduling and discussion of course contents appropriate to the needs of VST students are the two most important areas in which coordination with other programs at the college remains essential. Courses administered by other departments that are taken solely or predominantly by VST students must be scheduled at times when our students are available to take them. This routinely involves biology and chemistry courses offered by the Department of Natural Sciences. Coordination of the scheduling of these courses is effected via direct communications between Dr. Jacobs and Professor Donald Ferruzzi, academic chair of Natural Sciences. Natural Science courses that were
developed specifically for the VST program include: CH21, Introduction to General, Organic, and Biochemistry; BY41, Zoology; BY42, Animal Parasitology; and BY43, Animal Histology. Prior to the offering of these courses at SCCC, Dr. Jacobs met with the former department head of Natural Sciences and with the instructors who would be teaching these courses. Discussions at these meetings concerned the development of courses appropriate to the needs of VST students. Dr. Jacobs maintains ongoing discussions with the instructors and students of these courses as a means of assessing the appropriateness of the material being covered. BY44, General Microbiology, was offered at SCCC before the VST program arrived at the college. This course was not substantially altered for VST students; however, instructors were encouraged to include more examples from animal models in sections attended by VST students.

4. Describe the advisory committees related to the program and how they contribute. Give the date of the last advisory committee meeting and include a copy of the minutes from this meeting.

a) Curriculum Advisory Committee

The VST Curriculum Advisory Committee currently consists of eight members representing a cross section of interests within the animal health care and educational fields. Membership includes clinical veterinarians, veterinary technicians, laboratory animal technicians, a veterinary pharmaceutical salesperson, a veterinary clinic receptionist, and a college professor/career counselor. The committee informs VST faculty and the college about developments and trends within the animal health care professions and industries. This group is considered important to educational progress. Changes in animal health care and veterinary science emerge continually. Communication of these changes to the college provides valuable information that proves useful for assessing the program’s direction. Advisory committee members provide a useful link between the program and the community it serves.

Advisory committee members serve in a purely advisory capacity; the group has neither administrative nor policy-determining functions. The following represent appropriate areas for committee input:

1. The Advisory Committee can assist in determining which jobs are in greatest demand and how many
graduates might be needed for employment in a given job market.
2. It can identify areas for which education and training should be developed.
3. It can survey equipment used by the industry and recommend that such equipment be included in the curriculum. Committee members can seek equipment donations.
4. Committee members can inform the program and the College Placement Office of job openings.
5. The committee can develop community awareness of the program and suggest ways of promoting the program.
6. Advisory Committee members are invited to discuss matters relevant to the program’s structure and curriculum and are asked to participate in matters related to program accreditation.

The last Advisory Committee meeting was held on November 14, 2000. (See Appendix H for minutes.)

b) Institutional Animal Care and Use Committee (IACAUC)

The IACAUC at SCCC consists of five members: Dr. N. Pennavagge (Chairperson), Dr. E. Colón-Mallah (Attending Veterinarian), Mrs. L. VanCleef (Public Member), Dr. G. Campbell, and Mr. John Salig. The committee has the following functions:

1. It reviews, at least biannually, the Animal Care Facility’s program for humane care and use of animals.
2. It inspects the Animal Care Facility at least once every six months.
3. It prepares reports of its evaluations.
4. The committee reviews, and if warranted, it investigates concerns involving the care and use of animals from public complaints or from reports of noncompliance received from personnel.
5. It makes recommendations to the executive dean of the Western Campus regarding any aspect of the animal program, facilities, or personnel training.
6. It receives and approves, requires modifications, or withholds approval of those components of proposed activities that are related to the care and use of animals.

7. It reviews and approves, requires modifications, or withholds approval of proposed significant changes regarding the care and use of animals in ongoing activities.

8. It can suspend an activity that it previously approved if it determines that the activity is not being conducted in accordance with the description of that activity provided by the principal investigator and approved by the committee.

5. Describe contacts maintained with similar programs at other colleges.

The Department of VST views the exchange of ideas and information with similar programs at other colleges as important to its ongoing development. Discussions with other veterinary technician educators foster useful insight about issues of common concern. The following represent the ways in which these contacts are most frequently maintained:

a) Dr. Jacobs attends annual meetings of program directors of New York State VST programs. There are currently seven such programs in the state. Over the past few years, these meetings have also included members of the Executive Board of the New York State Association of Veterinary Technicians. The current and future presidents of the New York State Veterinary Medical Society also attended this year’s meeting, on October 27. This meeting focused on strategies for increasing the number of practicing veterinary technicians in the state.

b) Drs. Jacobs and Telloni are members of the Association of Veterinary Technician Educators (AVTE). Generally, one or both of these faculty members attend biennial AVTE meetings or annual AVTE meetings held at AVMA Symposia. Dr. Telloni frequently visits the AVTE website, and he often participates in online AVTE chat rooms.

c) Dr. G. Campbell teaches Farm Animal Nursing for LaGuardia Community College’s VST program in the spring and summer. This situation affords significant contacts between this program and the SCCC program.

d) Dr. Jacobs taught a course in physiology and one in pharmacology for the VST program at Mercy College
between 1994 and 1997. This situation afforded significant contacts between this program and the SCCC program.

e) Dr. Jacobs usually attends annual meetings of a consortium of some New York State two-year colleges and Cornell University’s College of Agriculture and Life Sciences. Representatives from the SUNY Delhi and SUNY Canton VST programs generally attend these meetings, and this provides another opportunity for communication and interaction among these programs.

6. Describe contacts with public (parents, employers, student groups, high school counselors, and others).

a) Individual Students and Parents

Inquiries about the VST program from prospective students or their parents arrive on a continual and regular basis. Most of these inquiries take the form of telephone contacts; some are written. In some cases, questions are answered at the time of contact either via phone conversations or by sending program information through the mail. Other inquiries generate on-site visits. Prospective students and their parents, spouses, significant others, or children are invited to visit the campus and the VST facilities and meet with the academic chair. All of these contacts provide opportunities for discussions about veterinary technology and the education required for entering the profession. Prospective students can then evaluate the VST program in relation to their own goals and objectives.

VST faculty participate in biannual, weekend Open Houses that are sponsored by the campus’ Admissions Office. Prospective students and their families attend these well-publicized events in order to learn about the college and the programs that it has to offer. The VST program typically meets with several prospective students at each of these Open Houses, and these people are provided with information about veterinary technology and the VST program. If prospective students are interested in applying to the program, and if they meet the prerequisite requirements, they can obtain applications from admissions counselors. Students who are interested in applying, but who do not yet possess the prerequisite requirements are advised about how they might best accomplish this.
b) Groups of Students

Each year in March, the VST program participates in a *Veterinary Medicine Career Exploration Program*. The Long Island Veterinary Medical Association and Cornell Cooperative Extension at the Suffolk County Farm cosponsor this program. This series of ten sessions exposes a selected group of Long Island high school students to a wide range of information pertaining to veterinary medicine as a career. The VST program discusses veterinary technology as a career option during one of the program’s sessions.

By virtue of serving on the advisory committees of three area BOCES animal care programs, Dr. Jacobs is able to schedule class visits by these programs to the VST facilities. The campus Admissions Office also maintains ties with some of these programs, and it also plays a role in coordinating these class trips. During their visits, high school students enrolled in the animal care programs have an opportunity to tour Paumanok Hall and receive information about the VST program. Instructors of the various BOCES programs are familiar with the VST program and advise their students about obtaining the high school prerequisites needed for applying to the program.

The VST program, along with other SCCC health care programs, has recently become involved in a *Health Careers Partnership* between West Islip High School and SCCC. This partnership also provides opportunities for high school students to visit the VST facilities on the Western Campus. The Admissions Office, on occasion, also arranges tours of the VST facilities with groups of students from other Suffolk County high schools. Once again, these provide opportunities to educate students about veterinary technology and the VST program.

c) Employers

The most useful means of sustaining contacts with area employers operates through our off-campus internship program. The VST program currently has 53 contracted internship sites. Contacts with these sites are maintained via telephone communications and VST instructor visits to these sites. It is not unusual for students attending an internship facility to be offered employment there at the termination of their internship course. These facilities also inform us about employment opportunities for students or
graduates when students are not scheduled there. These employment opportunities are posted or announced to students.

The VST program also receives numerous employment notifications from hospitals and clinics that are not affiliated with us through our internship program. Information about these employment situations is conveyed via telephone, fax, or written communications. These too are posted or announced to students.

Potential employers occasionally elect to meet with students directly. These meetings are generally scheduled during the recitation classes of the students’ internship courses. This gives employers an opportunity to highlight their facility, and it provides students with information about employment opportunities. A presentation made last spring by representatives from the North Shore Animal League resulted in the hiring of two students. A presentation made this fall by the owner of a pet sitting service didn’t generate any student interest for jobs with that company. Nevertheless, it did inform students about the availability of this type of employment situation.

VST faculty members who belong to the Long Island Veterinary Medical Association or to the American Association for Laboratory Animal Science encounter potential employers at various meetings of these organizations. At these meetings, contacts with the program are initiated or maintained.

d) Graduates

Maridee Miller, one of the VST program’s full-time professional assistants, compiles and distributes an *Alumni Newsletter* to graduates of the VST program. This newsletter is written six times a year. Its purpose is to maintain contacts between the VST program and its graduates.

7. Describe the activities of the student veterinary technician organization. How does the organization’s activity contribute to the quality of the program?

The student veterinary technician organization, known as the Veterinary Science Club, is formally recognized by the college via the Campus Activities Office and the dean of student services. Student organizations register each year with the Office of Student Activities, and they must
have a faculty advisor. Dr. Telloni served as the club’s faculty advisor until September 2000, after which Dr. Jacobs assumed this role. Registered student organizations enjoy the following privileges:

- Use of campus facilities,
- Eligibility to apply for association funds,
- Use of association vehicles for organization-sponsored activities,
- Access to student organization mailboxes,
- Promotion of the student organization and its activities on campus, and
- Eligibility to fundraise for scholarship funds and charitable organizations.

The constitution of the Veterinary Science Club lists the following as its purposes:

- To provide a means of communication among its members to advance and improve their expertise as veterinary technicians,
- To develop communication with and promote interest in the New York State Association of Veterinary Technicians,
- To create and maintain the professional image of the veterinary technician,
- To increase the veterinary technician’s knowledge and skills through extracurricular education programs,
- To provide information on job opportunities,
- To raise integrity, courtesy, honesty, and ethical standards within the profession,
- To promote the interests of veterinary technicians through state and federal legislatures,
- To provide social organization among members, and
- To aid in better educating the public about the needs of animals.

The Veterinary Science Club has served as a student chapter of the North American Veterinary Technician Association and the New York State Association of Veterinary Technicians. Although club activity fluctuates with the leadership qualities of its student executive board officers, and participation in club-sponsored activities varies among classes, the Veterinary Science Club has engaged in several notable activities over the past few years. These activities have included the staffing of information booths; the arrangement for guest speakers to present lectures and workshops to students; the sponsoring of pet walk-a-thons, field trips, and food drives; and the hosting of social events. Staffing of information booths at various public events serves to provide the community with information about pet care and health, and it serves to promote the veterinary technology profession. Events attended by Veterinary Science
Club members include Pet Expo (1994-1999), the Riverhead Fair (1994-1999), the Suffolk County Fair (1994-1997), Suffolk Welcomes Summer (1998), SCCC Open House (1997-1998), Cornell Cooperative Extension’s Animal Awareness Day (2000), Club Activities Day (1994-1999), and the Yaphank Pumpkin Festival (1994-1999). Arranging for guest speakers to provide lectures and workshops serves to increase students’ knowledge and skills. Invited speakers have included Dr. Albert Ahn from Hills Pet Nutrition Inc., Dr. Vicki Howard from the Iams Company, Chris Morrow from Solvay, Steve Green from Pharmacal, and Donna Murphy from Symbiotics. The club cosponsored two Pet Walk-A-Thons with an animal shelter, the Little Shelter, in 1996 and 1998. These well-publicized events drew large crowds, and each event raised about $8000 dollars for the Little Shelter. Field trips were made to The Long Island Reptile Museum, The Holtsville Rehabilitation Farm, The Sweetbriar Wildlife Rehabilitation Farm, The Bronx Zoo, and The New York Aquarium. Club members have also attended seminars in Albany, NY, Springfield, MA, and at Mercy College in Dobbs Ferry, NY. The club is currently conducting a blanket and towel drive for donation of these items to The Little Shelter. During November, the club collects groceries for the Campus Food Drive, and in December, it hosts an annual holiday gathering.

The Veterinary Science Club provides its participants with opportunities to develop collegial associations with peers with whom they share similar professional aspirations. VST faculty view club participation as a means of fostering professional identity among VST students. We consider this preliminary to ongoing participation in veterinary technician associations after graduation. The reality, unfortunately, has been that participation in professional groups does not appreciably occur after students leave the program. We attribute much of this to the abundant, distracting demands of modern life. The lack of a fully engaged commitment to veterinary technology as a profession also seems likely to play a role. This latter factor derives, we suspect, from perceptions that society undervalues the roles of veterinary technicians. And this clearly draws attention to the need for greater public awareness about this field.

8. What improvements in communications are planned?

The VST faculty are generally pleased with the overall structure and efficacy of their communications networks and therefore no major improvements in communications are being planned. Nevertheless, we continually strive to identify and implement means of enhancing the effectiveness of our communication’s system. We also persistently attempt to expand our associations within the college and increase our connections with the outside community.
IV. Physical Facilities and Equipment

A. Give a narrative description of all facilities used by the program.

The Department of Veterinary Science Technology operates chiefly from Paumanok Hall (PH). The college constructed this 20,000 square foot facility in 1995, for the main purpose of quartering the VST program. PH is routinely shared with two other departments: Natural Sciences and Communication and Arts, which are only partially housed here. On occasion, other departments will schedule classes in the building if rooms are available.

The space within PH is conveniently conceptualized as comprising four functional divisions: lecture and laboratory classrooms, faculty and administrative offices, a clinical suite, and an animal care facility. Classrooms are situated along the building’s main (east-west) corridor. These include three multi-purpose laboratory classrooms, a photography laboratory, and two lecture classrooms. The three multipurpose laboratory classrooms are all situated along the north side of the main corridor. Prep rooms separate these spaces. The laboratory classrooms include rooms P104, P102, and P100. The VST program has exclusive use of P104; it shares P102 with Natural Sciences, and Natural Sciences has exclusive use of P100. The photography laboratory and the two lecture rooms are situated along the south side of the main corridor. Of these rooms, the VST program utilizes only P116, the large lecture room. This room is capable of accommodating up to 50 people. P104 can accommodate 18 students, and P102 and P100 can each accommodate 24 students.

The VST program uses four rooms as faculty and administrative offices. Three of these, rooms P109, P110, and P111, are located along the south side of the PH’s main corridor, more or less opposite from the building’s main entrance. Room P109 is configured as an office suite. Offices for the department’s academic chair and part-time secretary are located here. This area also contains a room containing storage shelves and an office copier. Rooms P110 and P111 serve as faculty offices, which are shared by the program’s full-time instructors. Room P108, located along PH’s secondary (north-south) corridor, serves as an office for the program’s two full-time professional assistants.

Room P105 constitutes a clinical suite. Pharmacy, surgical prep, small animal surgery, x-ray, and radiographic film processing rooms divide this space. One room in this area contains computers for student use.

The Animal Care Facility (ACF), located at the south end of PH, is built around a dual corridor system with animal rooms flanking a central hall.
Entrance doors to the animal rooms lie along an inner “clean” hallway, and exit doors—located on opposite walls—lie along outer “dirty” hallways. Thus, traffic flows from the “clean” middle corridor into the animal rooms and from the animal rooms onto the peripheral “dirty” corridors. This design principle is consistent with that of many research facilities, and it was implemented for didactic reasons, not because we use the ACF for research purposes. The animal rooms are used to house rabbits, rodents, dogs, and cats. The facility also contains a cage-washing room, a grooming room, an examination room, and storage areas.

Large animal facilities used by the VST program are located at the Suffolk County Farm (SCF) in Yaphank, NY. Yaphank lies about 20 miles to the east of Brentwood. The SCF functions as a county agency that operates in conjunction with Cornell Cooperative Extension. The farm maintains and raises horses, dairy and beef cattle, pigs, sheep, goats, poultry, and llamas. The college leases use of the farm’s facilities for the VST program. In addition to having access to the SCF’s barns and animals, the VST program also maintains an on-premises classroom that is dedicated for VST programmatic instruction.

B. List all laboratories, classrooms, conference rooms, offices, and animal holding facilities. Please include the name of the building, assignable square feet, number of student spaces, types of room, and if the room is shared with another program.

<table>
<thead>
<tr>
<th>Room</th>
<th>Function</th>
<th>Used By</th>
<th>Student Spaces</th>
<th>Area (Sq. Ft.)</th>
</tr>
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<tr>
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<td>Laboratory Classroom</td>
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<tr>
<td>P106</td>
<td>Mechanical Room</td>
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<tr>
<td>P211</td>
<td>Vivarium</td>
<td>Veterinary Science</td>
<td>N/A</td>
<td>112</td>
</tr>
<tr>
<td>P212</td>
<td>Vivarium</td>
<td>Veterinary Science</td>
<td>N/A</td>
<td>112</td>
</tr>
<tr>
<td>P213</td>
<td>Vivarium</td>
<td>Veterinary Science</td>
<td>N/A</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>9 Outdoor Runs</td>
<td>Veterinary Science</td>
<td>N/A</td>
<td>193</td>
</tr>
</tbody>
</table>

**SUFFOLK COUNTY FARM**

<table>
<thead>
<tr>
<th>Classroom Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Machinery Storage</td>
</tr>
<tr>
<td>Sink/Incubator Room</td>
</tr>
<tr>
<td>VST Classroom</td>
</tr>
<tr>
<td>VST Instructor’s Office</td>
</tr>
<tr>
<td>VST Storage Room</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Classroom</td>
</tr>
</tbody>
</table>

N/A = not applicable, meaning either that students do not use this area, or that students use the area, but it has no specifically designated student spaces.
C. Please provide a diagram of the program’s facilities.
D. Are classrooms, laboratories, animal holding areas, and clinic facilities adequate? Explain.

By virtue of their design and recent construction, the facilities used by the VST program are judged to be more than adequate for the manner in which the program currently operates. Classrooms, laboratories, animal holding areas, and clinical facilities were designed and constructed with the specific needs of the VST program in mind. VST faculty, staff, and advisory committee members all contributed to their planning. Paumanok Hall, which houses these facilities, was constructed in 1995, and the VST program began occupying and using the building at the beginning of the fall 1995 semester.
1. **What changes are needed?**

No changes in the facilities are required to support the current means by which the program operates. Some improvements, however, would facilitate certain aspects of this operation. A storage room, P208, was unexpectedly fitted with physical plant structures at the time that Paumanok Hall was constructed. This has limited the useable storage space in this area, and additional space for storage was obtained by taking over P213 for this purpose. P213 was originally intended to serve as a classroom/laboratory in which students would practice hands-on procedures with the animals housed in that part of the facility. We use P104 for this purpose. Using P213 instead, would serve as a convenience, making it unnecessary to move the animals to another part of the building. P115 was originally intended to serve as a lecture room for second year VST classes. This room was configured for running art classes and has not been available to the VST program since Paumanok Hall opened. Although not essential to the program, having P115 available as a lecture classroom would facilitate class scheduling.

2. **Who maintains the buildings?**

Routine maintenance of Paumanok Hall is provided by the campus’ custodial services; however, VST personnel provide routine maintenance of the Animal Care Facility. Campus maintenance personnel working with the Office of Plant Operations generally perform building repairs. On occasion, however, outside contractors have been called in for some repairs. Dr. Campbell and Mrs. Raff, who are VST personnel, have provided routine cleaning of the classroom facility at the Suffolk County Farm. SCF has provided for repairs to the building.

3. **Who is in charge of animal care?**

Currently, Allen R. Jacobs, DVM, and Elia Colón-Mallah, DVM, are in charge of animal care. As the program’s academic chair, Dr. Jacobs directs all matters relating to the care and use of animals. Dr. Colón-Mallah serves as the Animal Care Facility’s attending veterinarian, and as such, she directly oversees the immediate care that the animals receive. In her absence, Dr. Jacobs assumes this responsibility. Patricia Raff and Maridee Miller, who are licensed veterinary technicians and full-time professional assistants for the VST program, attend to routine animal care and maintenance. A part-time college aide, who is a VST student, assists them in these matters. Cheryl Sunderland, a licensed veterinary technician and a recent graduate of the VST program, attends to animal care and maintenance on weekends and holidays.
4. **Do the animal facilities meet federal and state regulations?**

   The animal facilities comply with all state and federal regulation.

5. **Is the institution registered with the U.S. Department of Agriculture (USDA)?**

   The college registered its animal facilities with the U.S. Department of Agriculture in October 1995.

6. **Discuss the adequacy, including lighting and ventilation, of rooms and areas.**

   The Animal Care Facility was designed to provide for the separation of species by housing them in separate rooms. Animal rooms lie along “clean” and “dirty” corridors with appropriate entrance and exit doors onto each hallway, allowing for unidirectional traffic flow. Automatic timers control lighting in the animal rooms. Unacceptable fluctuations in humidity occur on occasion. The building’s humidity control system is being repaired to correct this deficiency. Undue temperature fluctuations have occurred infrequently, and these did not result from any underlying systemic problems; therefore, no attention to this system is required.

   The number and size of classrooms and their furnishing prove adequate to meet the program’s current requirements. Office space for faculty is also adequate.

7. **Give date of last USDA inspection and include a copy of the inspection report.**

   The last USDA inspection occurred on September 26, 2000. The inspection demonstrated that all standards were in compliance. (See Appendix I.)

**E. Is classroom, laboratory and clinical equipment adequate? Explain:**

   Classroom, laboratory, and clinical equipment adequately serve the needs of the VST program. The program owns one or more of the equipment items required by CVTEA, and it also owns most of the items recommended by this agency. During the last few years, older equipment items including automatic hematology and clinical chemistry analyzers, anesthesia machines, anesthesia monitoring equipment, a surgical table, and an automatic cage washer have been updated with newer models. Other new equipment recently acquired includes a small animal examination table/scale, a large animal tilt table, additional animal cages, a dual-headed microscope, and video recording and display devices.
1. **Please complete the equipment list by providing numbers of items owned by and available to the program.**

See IV. F., in the next section of this report.

2. **Is a variety of makes and models of commonly used equipment available?**

The equipment used by the VST program is representative of that which students will encounter in field situations. The acquisition of various makes and models of some types of equipment is limited by their cost and by the availability of space to store them. Internship assignments, however, offer students some opportunities to become familiar with brands of equipment that are not available to them at the college.

3. **What additional equipment is needed?**

Dr. Colón-Mallah, who was hired as a full-time instructor in September 2000, has requested that blood pressure monitors, intravenous fluid infusion pumps, and intravenous fluid monitors be ordered so that she can incorporate instruction about their use in her courses. She has also requested the acquisition of a mobile radiographic view box for group demonstrations of radiographs during her lectures. These items are being requested for inclusion in next year’s equipment purchases. A new dental Cavitron to replace the current unit, now displaying signs of wear, is also being requested. In the future, an appeal will be made for acquiring an ultrasonic imaging unit so that students can gain hands-on experiences with this increasingly important diagnostic modality. Appropriate faculty training in the use of this item would comprise a necessary adjunct to this request.

The college recently installed a networking system in Paumanok Hall that linked seven computers available for use by VST students. This connection permits simultaneous access from individual stations to a single CD-Rom program. Upon establishing this set-up, it was learned that three of the computers demonstrated extremely slow response times. Faster models will replace these units in January 2001.

The department is also requesting that either P115 or P116 be converted into an electronic classroom. Faculty members would like to create an environment with multimedia capabilities. They also envision developing one of these rooms as a location with distance-learning capabilities in anticipation of employing this modality in the future. Acquiring the
equipment for this venture does not currently carry the same level of priority as most of the other items formerly mentioned.

4. **Comment on safety measures.**

Standards for employee safety at the college are promulgated by New York State’s Public Employee Safety and Health Bureau (PESH), which oversees workplace protection of public employees at the state and local levels. Protection guidelines are determined by standards set by the federal Occupational Safety and Health Administration (OSHA). The PESH program inspects workplaces, equipment, and work procedures to ensure they meet OSHA standards. The Department of Veterinary Science Technology endeavors to extend these standards to cover student safety measures as well.

Jill E. Kavoukian serves as the senior safety officer in the college’s Department of Environmental Compliance. Ms. Kavoukian supervises the college’s observance of PESH regulations. Prior to working at SCCC, Ms. Kavoukian was employed by a firm that assisted veterinary hospitals with their compliance of OSHA regulations. Consequently, she has specific knowledge of the distinctive safety issues faced by veterinary facilities.

Two VST personnel play active roles in college safety groups. In addition to receiving standard hazard communication (hazcom) training, Dr. Jacobs completed a ten-hour OSHA course in May 1999. He took this course to qualify for serving on the college’s Safety Committee, on which he continues to participate. Dr. Jacobs also contributes as a member of the college’s Chemical Hygiene Committee, which devised the college’s Chemical Hygiene Plan. Patricia Raff, one of the VST program’s full-time professional assistants, serves as a member of a Western Campus Safety Committee, which is administered by the campus’ Department of Plant Operations.

The college’s Department of Environmental Compliance has issued eight written safety programs. These entail:

- Hazard Communications,
- Blood-borne Pathogens,
- Personal Protective Equipment,
- Chemical Hygiene,
- Respiratory Protection,
- Control of Hazardous Energy,
- Hazardous Waste Management, and
- Occupational Noise Exposure.
In Paumanok Hall, these printed programs, bound in a loose-leaf notebook, are located in room 109A. They remain available for inspection by anyone in the VST program and by anyone else stationed in this building. Furthermore, all VST faculty have received individual copies of the Chemical Hygiene Plan. Two loose-leaf binders, also located in room P109A, contain all material safety data sheets (MSDS) pertaining to chemical agents used by the VST program. These are also available for inspection by everyone associated with the VST program.

Jill Kavoukian provides VST faculty with periodic hazcom training. She also conducts periodic safety assessments of Paumanok Hall. On one occasion, the entire College Safety Committee assisted her with an inspection. The local fire marshal also conducts periodic safety checks in the building.

Safety protocols are also included in the written *Standard Operating Procedure* (SOP) for the Animal Care Facility. Dr. Jacobs formulated these protocols, and they are reviewed and approved biannually by the Institutional Animal Care and Use Committee. In addition to other safety matters, the SOP discusses radiation safety and the proper use and disposal of sharps and regulated medical wastes.

The program’s radiographic facilities are registered with the New York State Department of Health, which provides periodic inspections to assure compliance with state regulations. The last inspection took place on January 12, 2000, at which time no items of noncompliance were identified.

The federal Drug Enforcement Administration (DEA) and the New York State Department of Health regulate the procurement, storage, and use of controlled substances. The Department of Veterinary Science Technology is licensed through the college for using controlled substances for instructional purposes. Dr. Jacobs maintains a DEA registration on behalf of the college that enables the program to acquire controlled pharmaceuticals. The agents are used for anesthetic purposes, and they are handled in accordance with prescribed regulations.

Safety measures for students are taught in those courses that deal with matters that pose potential hazards. Most notably, students are instructed in safe procedures for the restraint and handling of animals; the safe use of radiographic equipment, including the use of radiographic monitoring devices; the proper use and disposal of sharps; and the safe use and handling of anesthetics. Dr. Jacobs provides second year students with a two-hour OSHA training class that covers right-to-know laws, MSDS’s, personal protective equipment, and labeling of secondary containers.
In addition to the state’s requirement for students to be inoculated against measles, mumps, and rubella, the VST program requires that its students demonstrate that they are currently inoculated against tetanus. VST students are informed about the availability of pre-exposure rabies inoculations; however, these are not required because human exposure to rabies has not been a problem on Long Island.

F. Please complete the equipment list on the following pages.

(See the following pages.)

When “X” appears on the chart, it indicates that one or several items are either owned by the program or are available to it.
V. STUDENTS

1. Total enrollment at institution:

   Head count:  
   Total...........................................18,044  
   Full-Time........................................8,786  
   Part-Time.......................................9,258  

   Full-time equivalent enrollment:  
   Total Aidable FTE.........................13,384  
   Non-Credit Course FTE.....................837  
   Credit Course FTE (total).................12,547  
   Credit Course FTE (full-time).............7,973  
   Credit Course FTE (part-time).............4,574  

2. Number of students presently in program.  

   First-year Day..................................44  
   Second-year Day................................31  
   Continuing (i.e., 3rd year+)...............14  

   First-year Evening.........................20  
   Third-year Evening.........................11  
   Continuing Evening (i.e., 5th year+).......3  

3. Number of graduates for each of the past five years.  

   1996: 18  
   1997: 19  
   1998: 39  
   1999: 35  
   2000: 31  

4. College calendar  

   Date present academic year began:  
   August 31, 2000 (Start of Day Classes)  

   Date present academic year will end:  
   June 3, 2001 (Commencement)
5. What changes in student numbers are planned?

The VST program admits 48 day students every September and 24 evening students every other September, in even-numbered years. Within the structure of the present curriculum, these represent maximums that cannot be increased without increasing the size of classrooms and the number of qualified personnel to teach VST courses and those Natural Science Courses taken only by VST students. Therefore, no changes in student numbers are being planned.

6. Through what channels do students have input to the program’s policies and curriculum? As part of this report’s development process, did the student association have an opportunity to comment on the strengths and weaknesses of the program?

All VST students have opportunities to comment on VST courses and faculty by completing Course and Faculty Evaluations (See Appendix E) for all VST courses. The results of these surveys signify that VST students rate VST courses and faculty as being highly effective. However, evaluation of forms prior to their submission for formal analysis suggests that some students complete them with casual indifference, as evidenced by their selecting identical responses for all questions. The faculty also recognizes some correlation between certain negative responses and poor student performance in courses, as students are requested to indicate the grade that they anticipate receiving in each of the courses that they evaluate. These apparent anomalies have raised questions concerning the overall validity of these instruments as meaningful evaluation devices.

Students occasionally express a desire to evaluate non-VST courses. We generally interpret this to suggest that students have issues with these courses, which they are unable to communicate in a formal manner. Note that the college is presently developing a universal system and instrument for student evaluation of all of its courses. This evaluation procedure will be in place in spring 2001. The VST faculty envision that this system will be burdened with the same inadequacies that we have experienced with our own. Nevertheless, we continue to support the value of student input.

Students and graduates occasionally report directly to their instructors and to the academic chair. Graduates, returning to visit, often report that certain courses proved especially helpful to them in their careers. This information affirms the soundness of the curriculum in preparing students for their work as veterinary technicians. Repeated student comments concerning the chaotic nature of the first-come-first-served registration
process, which was originally used by the program, have resulted in a refinement of this procedure. Consequently, students now receive copies of possible scheduling units to review for at least a week, after which they can voice their options in accord with a lottery procedure. This has effectively eliminated the inequities associated with the former system.

All VST students were anonymously polled concerning their opinions about the program’s strengths and weaknesses. (See Appendix C.) The results of this survey were discussed earlier in this report.
VI. LIBRARY AND LEARNING RESOURCE CENTER

A. Total number of books in the college library: 44,196 titles

B. Total budget of the college library: $713,543

C. Number of hours per week the library is open: 78

   Daily hours are:
   - Mon. - Thurs. 8:00AM - 10:00PM
   - Fri. 8:00AM - 9:30PM
   - Sat. 8:00AM - 5:00PM

   Library location: Sagtikos Arts and Sciences Center

   Seating capacity: 169

D. Number of books in library particularly designated for veterinary technician students:

   775

E. Number of periodicals regularly received by the library specifically for veterinary technician students:

   The Department of Veterinary Science Technology donates the following journals to the library:

   - American Registry of Professional Animal Scientists
   - American Scientist
   - Journal of Heredity
   - Laboratory Animal Science
   - Poultry Science
   - Veterinary Technician
   - World Poultry Science

F. Amount allocated in library budget for veterinary technician acquisitions and subscriptions:

   No specific amount of money is allocated for veterinary technician acquisitions and subscriptions. Over the last five years, the library has spent approximately $1,000 a year for books for the VST program.
G. Describe autotutorial and other learning resources available to the veterinary technology program, including space, personnel, equipment, and material available. Provide a listing of autotutorial and/or audiovisual programs presently in use.

LIBRARIES
Library information resources, instruction, and services are available at each of the three campuses. Among the campus libraries are book collections totaling 185,00 volumes with 659 unique periodical titles. In addition, wide assortments of audiovisual and electronic materials are available to support classroom and individual learning needs.

Library faculty are available to assist students with their research projects and classroom assignments. Students are taught various search strategies and critical thinking skills, which promote information literacy. A major goal is to help students gain proficiency in accessing, using, and evaluating information.

Intercampus and interlibrary loan services give students and faculty access to varied resources within the college, on Long Island, and throughout New York State. The college libraries participate in the State University of New York Open Access System, which allows students and faculty in-person borrowing privileges at any SUNY campus library in the state.

ACADEMIC COMPUTING
Academic computing labs provide a full range of computing services to students. Computer professionals and student assistants, who are available to assist lab users, staff these labs. Each facility contains an open lab for general student use as well as classroom space for instruction. Each facility maintains a software library, which contains the most current and relevant commercial software. Software for drill and practice, tutorials, and simulations is also available.

The Western Campus Computer Center is located in the Sagtikos Building within the library. It offers a network of over 60 Windows-PC computers, which provide open lab, instructional, and administrative services. The open lab is available to students from every discipline. The center is generally open Monday-Thursday from 8:30AM to 8:30PM and on Friday from 8:30AM to 1:30PM; the center is closed on Saturdays and Sundays.

In addition, the VST program has seven PC’s in Paumanok Hall that it maintains for use by VST students. These units were recently linked by a tower that allows them to have simultaneous access to a single CD-ROM. This networking will extend their usefulness for classroom instruction.
After establishing this network, it was discovered that three of the units function too slowly for this purpose. They will be replaced with faster models in the early part of 2001. Furthermore, these computers will ultimately have Internet capabilities, allowing students access to the worldwide web. Dr. Telloni, in his VS13: Comparative Anatomy of Domesticated Animals course, provides students instruction in the use of these computers.

ACADEMIC SKILLS CENTER
The Academic Skills Center, located in Room 100 of the Sagtikos Arts and Sciences Center, offers all students an opportunity to sharpen their skills in a relaxed, friendly atmosphere. Free one-to-one and small group tutoring is available in many disciplines. The tutors include classroom faculty and professional assistants. Tutoring schedules are available in the center.

The skills center is stocked with a variety of learning aids, including 57 Macintosh computers, which are used for word processing and application software representing various disciplines. Students may use the computers for writing term papers and essays as well as for reinforcing skills taught in the classroom. Audiovisual materials are also available in certain subject areas.

The center is open six days and four evenings a week each semester. Students are encouraged to visit the center early each semester to familiarize themselves with its resources and to maximize their academic potential.

AUDIOVISUAL AND AUTOTUTORIAL RESOURCES
See Appendix J for a listing of audiovisual and autotutorial resources used by the VST program.

H. Evaluation

1. Are adequate library facilities available?

The library facilities available to VST students are adequate. Students use these facilities for research, individual and group study, and for accessing reserve materials. The library program needs a larger facility, and the next building to be constructed on the Western Campus will be a freestanding learning resources center.
2. What methods are used to encourage students to use the library?

Some courses in the VST curriculum require research reports or term papers that necessitate using the library. Dr. Telloni routinely places assigned reading materials on reserve. Other instructors refer to references contained in the library as supplemental sources of material that has relevance to course work. These serve as means by which VST students are encouraged to use the library. David Quinn, Campus Head Librarian, reports that VST student use of the library is modest, but comparable to library use by students in other technical programs.

The Western Campus library maintains an attractive home page, which serves as a key access point to both printed and electronic resources. A veterinary science section of Internet resources is included in this home page. Students can access the library’s online databases from this site, and they can do so from their homes, if they choose. Dr. Telloni instructs all first-year VST students in the use of this home page.

3. Are library holdings of reference books and periodicals satisfactory?

Over the last five years, the library has regularly acquired new books for the VST program. Most of these acquisitions were generated by requests submitted by VST faculty. The library has ordered all of the requested materials.

<table>
<thead>
<tr>
<th>VST Book Acquisitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Titles</td>
</tr>
<tr>
<td>1995/96 16</td>
</tr>
<tr>
<td>1996/97 21</td>
</tr>
<tr>
<td>1997/98 7</td>
</tr>
<tr>
<td>1998/99 22</td>
</tr>
<tr>
<td>1999/00 33</td>
</tr>
</tbody>
</table>

The annual circulation of veterinary science books averages 1.64% of the library’s total book circulation.
4. **What changes in library service are needed?**

VST library holdings were transferred from SUNY Farmingdale to SCCC in 1994. At that time, the collection had been stagnant for a few years and was in need of updating. In an ongoing process, the SCCC library has continued to improve upon this collection.
VII. ADMISSIONS

1. Number of qualified applicants for present 1st-year class:

   Day Applicants.................. 83
   Evening Applicants............. 41

Number of students entering present 1st-year class:

   Day Students Admitted............. 48
   Evening Students Admitted........ 24

2. Describe procedure for selecting 1st-year students. Include minimal scholastic requirements, tests used, interview system, documentation required, and special provisions for out-of-state students.

   The college offers acceptance in an appropriate program to all applicants residing in Suffolk County who have graduated from an approved high school or who hold the New York State High School Equivalency Diploma, or its equivalent. Applicants over the age of 18 who do not meet these requirements can contact the Admissions Office for alternate admissions procedures under the Ability to Benefit program. These procedures include the testing of the applicant and counselor review of all testing data and credentials prior to the admissions process. Federal guidelines on testing cut-off scores are utilized for admission purposes. Students who wish to transfer to SCCC from another college are accepted if they have left their previous institution in good standing. Admission of international students requires the issuing of an I-20 AB form for F-1 student status.

   Applicants to the VST program must have successfully completed high school sequential mathematics II, high school laboratory biology, and high school laboratory chemistry, or their equivalents. Students applying directly from high school must also have a high school math and science average of 75 or higher. These applicants must also take college placement tests in mathematics and English. Scores on these examinations that place students in developmental courses result in deferred admission pending successful completion of these courses. These minimum requirements must be met by the date of application. It is recommended that students apply by January 1.

   The VST program is competitive, and meeting minimum criteria does not guarantee acceptance. The college reserves the right to make final
admission’s decisions based upon the composition of each year’s applicant pool. Neither college aptitude tests nor entrance interviews are required as components of the admission’s process. Nevertheless, preadmissions interviews with Carol Gilzinger, the admissions counselor assigned to the VST program, are encouraged as a means of personalizing the application procedure and expanding Mrs. Gilzinger’s ability to make better informed admission’s decisions. Applicants are also encouraged to meet with the academic chair so that they can better determine whether or not the program will meet their educational needs.

3. **What changes in admission requirements would benefit the program?**

Initially, students were admitted into the VST program on a rolling basis. That is, applicants meeting the minimum entrance requirements were admitted in sequence according to when they submitted their applications. This was changed to evaluate applicants competitively, based upon comparisons with other candidates within the pool. Furthermore, minimum entrance requirements were expanded to include two units of high school mathematics, instead of one, and a high school math and science average of 75 or higher. These changes were effected to enhance the overall academic proficiencies of VST students in order to augment the probability of their succeeding in a rigorous program and to graduate technicians who can function with greater competency. Thus, given these changes in admission requirements, some of which we enacted last year, no changes in the requirements are currently being considered.

4. **What provisions are made for equal opportunity of admission to the program?**

The college catalog indicates that SCCC is guided by the philosophy that all students should have the opportunity to realize their highest potential for individual human development —intellectually, socially, culturally, physically, and personally. The college believes in encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself. The college encourages students to act upon that understanding and enjoy an enlightened and fulfilling life.

In order to accomplish this mission, the college offers programs and comprehensive educational services that include the provision of access without regard to race, color, creed, gender, age, marital status, sexual orientation, national origin, or disability.
5. **Describe the student counseling system.**

Counseling, academic advising, transfer and development services, and special support services are available on each of the SCCC campuses.

a) **Academic Advising**

Academic advising services are available to guide students through their educational experiences. All matriculated day and evening students are assigned an academic advisor. For VST students, the VST academic chair and faculty have this responsibility. The academic chair and a member of the academic counseling center meet with all incoming VST students in small groups during the summer prior to their first semester to review their academic backgrounds and their placement tests scores. Students are encouraged to discuss their academic and professional aspirations at these meetings. This information is used to generate students’ schedules. Students are encouraged to maintain ongoing dialogues with the academic chair and with other VST faculty on matters concerning academic advising. These discussions are preliminary to the generation of future student schedules.

b) **Counseling**

Each campus offers comprehensive counseling services to help students derive the maximum benefit from their college experience. Educational counseling is available to assist students in clarifying their goals, planning a course of study, and selecting appropriate four-year colleges. Career counseling services help students explore their interests, values, and abilities. They assist students in making informed decisions regarding area of emphasis and career direction. As an aid in career counseling, interest and aptitude testing and computerized career exploration programs are also available. Personal counseling services are provided to help students deal constructively with personal, social, and emotional concerns and difficulties that may be interfering with academic progress. Referrals are also made to community services and agencies when appropriate.

c) **Transfer Information**

A current collection of catalogs for four-year colleges, two-year colleges, and vocational schools is available on microfiche or CD-ROM in the reference area of each library.
Further transfer assistance and related materials, including information about transfer scholarships at many of Long Island’s private and public colleges, may be obtained from the Counseling Center at each campus.

Each semester, Transfer Days are held on each campus so that students can meet with representatives from dozens of four-year colleges and universities in order to obtain information about admission requirements and program offerings.

d) Career Services

Career services are available to help currently enrolled students and alumni learn about part-time, full-time, summer, and temporary employment opportunities. Students also have access to a computerized job-matching program as well as Internet-based and other career resources designed to help in the career planning process. Additional services include career counseling, career exploration workshops, career fairs, on-campus recruitment, and assistance with job search skills, interviewing, and resume writing.

e) Disability Services

The college is committed to maximizing educational opportunities for students with disabilities by minimizing physical, psychological, and learning barriers. Special counseling is available on each campus to help students achieve academic success through the provision of special services, auxiliary aids, and reasonable program modifications. Examples of services and accommodations include registration and scheduling assistance, use of tape recorders, sign language interpreters, special testing conditions, notetakers, reader services, taped text books, and specialized library equipment.

Students with disabilities must document the nature of their disability and request services from the disability services counselor designated on each campus.
VIII. FACULTY

Salary:

<table>
<thead>
<tr>
<th>RANK</th>
<th>MAXIMUM</th>
<th>MINIMUM</th>
<th>AVERAGE PAID CURRENT YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time DVM Instructor</td>
<td>$93,995*</td>
<td>$45,000**</td>
<td>$72,498</td>
</tr>
<tr>
<td>Non-DVM Instructor</td>
<td>84,419</td>
<td>72,849</td>
<td>78,664</td>
</tr>
<tr>
<td>Graduate Veterinary Tech.</td>
<td>49,146</td>
<td>45,250</td>
<td>47,198</td>
</tr>
<tr>
<td>Other Teaching Tech.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Part-time DVM Inst.</td>
<td>8,986</td>
<td>2,244</td>
<td>6,397</td>
</tr>
<tr>
<td>Part-time Non-DVM Inst.</td>
<td>9,153</td>
<td>9,153</td>
<td>9,153</td>
</tr>
<tr>
<td>Part-time Vet. Tech.</td>
<td>9,914</td>
<td>4,343</td>
<td>7,129</td>
</tr>
</tbody>
</table>

(Salaries except for minimum full-time DVM are based on last year’s figures because accurate numbers will not be available for part-time personnel and for overload salaries for full-time personnel until the end of this academic year.)

*This salary is somewhat higher than usual due to additional pay for faculty substitution last year.

**Represents base salary; accurate figures for overload pay will not be available until the end of the academic year.

A. Number of faculty, in full-time equivalents (FTE), devoted to the veterinary technology program, and source of salary. Include faculty from other departments who teach veterinary technology students.

<table>
<thead>
<tr>
<th>RANK</th>
<th>NUMBER</th>
<th>SOURCE OF SALARY BY PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HEAD COUNT</td>
<td>FTE</td>
</tr>
<tr>
<td>DVM Instructional Staff</td>
<td>7</td>
<td>2.7</td>
</tr>
<tr>
<td>Non-DVM Instructional Staff</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Graduate Veterinary Technician</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Teaching Technicians</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Natural Science Faculty</td>
<td>5</td>
<td>3.0</td>
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</tbody>
</table>

(Federal funds are filtered through state funds. Misc. = 33.3% from county and 33.3% from tuition.)
B. Non-academic staff assigned to the veterinary technology program.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NUMBER</th>
<th>% Of Time Assigned To Program</th>
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</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td>1</td>
<td>17 hours per week</td>
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<tr>
<td>Technical</td>
<td>3</td>
<td>2 full-time/1 part-time</td>
</tr>
<tr>
<td>Animal Caretaker</td>
<td>2</td>
<td>Part-time</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>2 full-time/4 part-time</strong></td>
</tr>
</tbody>
</table>

E. Provide a statement of college and program policy for:

1. Are written job descriptions on file for all faculty and support personnel?

   Responsibilities for faculty and support personnel are delineated in the *Faculty Handbook* and in the *Agreement By and Between The County of Suffolk and the Faculty Association of Suffolk County Community College* (union contract).

2. Are salaries adequate?

   Policies regarding salaries are established by contractual agreements between the County of Suffolk and the faculty and guild unions. They are adequate.

3. Describe the policy and financial provision for part-time faculty and the number currently employed.

   The program currently employs four part-time teaching faculty.

   The academic chair initiates requests for the hiring of part-time (adjunct) instructors. The minimum educational qualification for hire is a master’s degree in the discipline. Appointments to adjunct positions are made through the Office of Instruction, which are approved by the college president and the Board of Trustees.

   The following process outlines how adjunct faculty become certified:

   1. Adjuncts are initially hired to teach a course or courses based on academic and experiential preparation as determined by the Office of Instruction.
2. Within the first year of hire, academic chairs meet to review adjunct credentials to determine additional course eligibility.

3. At the discretion of the Dean of Faculty, adjuncts may be observed each time they teach a new course. Adjuncts may not be eligible to teach that course if the evaluation is not positive.

4. If there is a disagreement at the level of the academic chair, the appropriate assistant dean will be consulted.

Adjunct appointment is tentative and is contingent upon such variables as student registration for particular courses and the right of full-time faculty to select courses. Conditions of employment are described in the *Agreement between the County of Suffolk and the Faculty Association of Suffolk County Community College.*

4. **Who is responsible for hiring and dismissal of faculty members and support personnel?**

(The following statements concerning the hiring and dismissal of faculty members and support personnel are directly quoted from the *Faculty Handbook*)

**Appointment of Full-time Professional Staff**

a) **Method of Appointment**

The President shall be elected by the Board of Trustees in accordance with the provisions of the Education Law. All other appointments shall be made by the President subject to confirmation of the Board of Trustees.

b) **Types of Full-time Appointment**

i. **Continuing Appointment**

A continuing appointment shall be a full-time appointment to a position of full academic rank for an indefinite period, which, once granted, shall not be affected by changes in such rank and shall continue until terminated in accordance with these policies.

ii. **Term Appointment**

A term appointment shall be an appointment shall be an appointment in the professional staff for a specified period of one year or one semester, which shall
automatically expire at the end of that period, unless terminated earlier in accordance with these policies.

iii. Temporary Appointment

A temporary appointment shall be an appointment in the professional staff for a temporary, unspecified period, which may be terminated at will at any time.

iv. Persons appointed to the academic staff on a part-time basis during the day or evening shall serve for temporary appointments, which may be terminated at will.

v. Persons holding academic rank and serving in other than an instructional capacity shall be granted term appointments with respect to such noninstructional administrative assignments.

Termination of Full-time Service

a) Temporary Appointments

The services of members of the professional staff having temporary appointments may be terminated at will by the board of Trustees on recommendations of the President of the College. There shall be no right of appeal from such a termination.

b) Termination for physical or mental incapacity

Members of the professional staff may be retired and their services terminated by the Board of Trustees, after receipt of the recommendation of the President and upon medical advice, for mental or physical incapacity, which prevents such persons from adequately performing their duties.

c) Voluntary retirement notice

Members of the professional staff who wish to retire at an age earlier than seventy under the provisions of the retirement system shall, prior to applying for such retirement, notify and consult with the President with respect to the effective date of such retirement.
d) Termination for just cause

The service of members of the professional staff who have completed their probationary period and have been awarded a continuing appointment may be terminated at any time for just cause, including but not limited to neglect of duties, personal misconduct, or physical or mental incapacity after such notice and opportunity to be heard are provided.

5. How is teaching effectiveness evaluated?

(The following information, concerning the evaluation of teaching effectiveness, is derived and partially quoted from the Faculty Handbook.)

Suffolk County Community College is dedicated to excellent teaching as an indispensable avenue to student learning. Therefore, every effort is made to recruit instructors who have already demonstrated their effectiveness as teachers, or who show promise of developing into excellent teachers. Once an individual has joined the faculty, the college strives to assist him or her develop into the most effective teacher that he or she is capable of being. Furthermore, the college attempts to retain excellent teachers on its faculty by reappointment and by conferring upon them continuing appointment and advancement in academic rank.

The following paragraphs describe the criteria and procedures for faculty evaluation as they have been developed over the years at Suffolk County Community College. The objectives and criteria for faculty evaluation are the same for all professional staff members, not just classroom teachers.

a) Scope and Criteria for Evaluation

At Suffolk County Community College, the primary emphasis in faculty evaluation is upon successful classroom performance. However, every teacher has certain responsibilities to his or her students, to the college outside the classroom, and for personal and professional growth, which will enhance his or her effectiveness as a teacher. Thus, the scope of faculty evaluation encompasses (1) teaching performance, (2) college and community service, and (3) personal and professional growth.
In the case of librarians, counselors, technical assistants, and administrators, the focus is upon the individual’s performance of assigned duties rather than classroom teaching performance.

b) Evaluation Procedures

**Full-time Faculty**

Faculty evaluation involves administrators and peers in classroom observations and conferences with a teacher’s classes as well as conferences between the teacher and his or her supervisors, which may include an academic chair, assistant dean, or dean of faculty. Forms have been developed that elicit judgments on various characteristics deemed to constitute excellent teaching. Recommendations for reappointment, continuing appointment, and promotion in academic rank are based in part upon this process of classroom evaluation. Positive or negative recommendations pertaining to classroom faculty are forwarded to the dean of faculty, the executive dean, and to the president of the college, who makes his or her recommendations to the Board of Trustees.

Professional staff members in non-teaching assignments, such as counselors and librarians, are also observed or evaluated by their peers and supervisors. Again, there are forms that assist in evaluating the performance of assigned duties.

Recommendations pertaining to non-teaching faculty are forwarded by their immediate supervisor through the levels of administration to the president of the college for his or her decision.

All faculty who hold academic rank and desire promotion in rank are subject to the evaluation process. This includes administrators whose duties include teaching (e.g. academic chairs) and administrators who teach on an overload basis. However, administrators who do no teaching may elect to hold administrative rank rather than academic rank. These individuals are evaluated on the basis of their performance of administrative responsibilities.

**Adjunct Faculty**

Adjunct faculty are usually observed in the classroom during their first semester of teaching and periodically thereafter. Observations are required during the semester in which they become eligible to be considered for promotion.
6. **Describe college support and retirements for professional education and self-improvement by faculty.**

The college maintains that every teacher has responsibilities for personal and professional growth, which will enhance his or her effectiveness as a teacher. Personal and professional growth are criteria included in faculty evaluations.

Funds are available to reimburse full-time faculty members for a portion of expenses for attending one or more professional conferences of their choice. Approval of the request for conference attendance must be obtained from the appropriate administrative officer, and an *Application for Conference Attendance* must be submitted. To insure sufficient time for processing and for obtaining the required county approval, professional staff members who plan to attend a conference should submit this application at least four weeks in advance.

7. **What changes in personnel policies are needed?**

Contractual policy that limits adjunct instructors to eight hours of teaching per semester has generated some difficulties for the VST program in the past. It occasionally compelled the VST program to have laboratory sections in one course taught by more than one instructor. This situation introduced inconsistencies in the manner in which courses were taught, which diminished the overall quality of educational delivery. It remains conceivable that this policy could create similar difficulties in the future.

**B. Provide a statement of college and program policy for:**

1. **Attendance at scientific meetings, explain financial arrangements**

Each professional staff member is encouraged to become a member of one or more learned societies or professional organizations relating to his or her discipline. Reading the journals of these societies and participating in their periodic conferences are considered useful means of keeping abreast of current developments in one’s field.

Suffolk County will reimburse full-time faculty members for expenses up to eight hundred and fifty dollars, every two years, for attending one or more professional conferences of his or her choice with the recommendation of the appropriate administrative officer from September 1 to August 31 each academic year. Expense reimbursement is in accord with the applicable county guidelines per
conference regardless of the location of the conference or the date of application for conference attendance. Recommendations will not be refused for a conference professionally connected to the faculty member’s discipline, professional responsibilities, or retraining program. Permission will not be refused for faculty members who do not have scheduled duties on the date of a conference that would otherwise be proper under the rules. If application for a conference is submitted at least six weeks in advance of the conference, the faculty member will receive at least two week’s prior notification from the administration concerning the application.

Faculty members have the option of taking a college car, their personal vehicle, or mass transportation. Mileage claims for the use of a personal vehicle or mass transit will be in accordance with county guidelines.

2. **Sabbatical or other educational leave**

A Sabbatical Review Committee of four members appointed by the president of the Faculty Association and four members appointed by the administration makes advisory recommendations to the president for those candidates who have identical seniority status, after seniority provisions have been applied. The Board of Trustees, upon recommendation by the president after receiving the recommendation of the review committee, will grant sabbatical leaves of absence for full-time faculty members, including professional assistants, in accordance with the following specific provisions:

a) The number of sabbatical leaves shall be limited to five percent of the full-time faculty each year. Any fraction shall be resolved to the nearest whole number. In the initial distribution, not more than one-half of the sabbatical leaves granted shall for a term of one semester. Seniority in service shall be considered in the granting of such leave.

b) Full-time faculty members, including professional assistants, on continuing appointments shall be eligible for sabbatical leave after each six years of continuous service.

c) Sabbatical leaves shall be allocated between faculty applying for first sabbaticals and faculty applying for second or later sabbaticals according to the following procedures:
i. The primary criterion shall be years of continuous service to the college, either since joining the faculty (for a first sabbatical) or since returning from a previous sabbatical (for a second or later sabbatical).

ii. If the application of the first criterion makes eligible more faculty of equal seniority than there are sabbaticals available, total sabbaticals shall be allocated in the following way: The number of faculty awarded first sabbaticals shall be in the ratio of faculty first sabbaticals to the total number of faculty eligible according to Criterion No. I, times the number of remaining awards.

iii. The number of faculty awarded second or additional sabbaticals shall be the ratio of faculty seeking second or additional sabbaticals to the total number of eligible according to Criterion No. I, times the number of remaining awards.

iv. College seniority, as defined in Article IV, section K of the Agreement shall determine precedence within the first and second sabbatical groups.

v. In the event that full-year sabbaticals are not awarded based on the criteria above, the following procedures shall apply: Every two full-year sabbaticals not awarded shall be converted into one half-year sabbatical. These converted sabbaticals shall be awarded on a competitive basis as determined by the Sabbatical Review Committee.

vi. All eligible faculty members who requested half-year sabbaticals by the deadline date, and who have not been awarded a half-year sabbatical are eligible to be considered for the conversion sabbaticals. These faculty members shall be given three weeks to revise, if necessary, their original sabbatical requests. The Sabbatical Review committee shall then review these applications and makes its recommendations to the president.
d) The sabbatical leave shall be for a period not to exceed two consecutive semesters.

e) The salary for the sabbatical leave will be at half pay for two semesters of leave or full pay for one semester of leave. Upon return from such leave, a faculty member shall be placed at the same position on the salary schedule that he or she would have been placed had he or she taught in the college during such period.

f) By September 15 of each academic year, the Sabbatical Review Committee shall publish a time line listing all relevant deadlines and decision dates that apply to the awarding of sabbaticals for the following academic year. The time line notwithstanding, applications for sabbatical leave for the following academic year shall be reviewed by October 15 and acted upon by the board of Trustees by March 1 of each year.

g) Applications shall include the submission of a statement of purpose that demonstrates individual professional growth or a benefit to the college program. Individual professional growth shall be defined as pursuit of knowledge related to the faculty member’s discipline or duties at the college, to the teaching profession (i.e., teaching methods courses), or to an approved retraining program. The Sabbatical Review Committee, by majority vote, may also require additional information from the applicant.

h) Sabbatical leaves may be deferred by the administration if, in the judgment of the president, the granting thereof would adversely affect a department or program of the college. However, if a department or program is staffed by only one full-time faculty member, the sabbatical leave shall not be deferred. If two or more faculty members in a department or program are eligible for sabbatical leave and one or more of the leaves must be deferred, the determination of whose leave is to be deferred shall be made according to seniority, or if seniority is equal, the determination shall be made by drawing lots. If a sabbatical leave is deferred beyond the end of an academic year under this provision, it shall be scheduled for the following academic year without reducing the total number of sabbatical leaves that would otherwise be available during the academic year.
i) Upon return from the sabbatical leave, the faculty member agrees to remain in a full-time faculty position for a minimum of one year. Prior to the commencement of a sabbatical leave, a faculty member shall be required to execute documentation to assure repayment of the college of all costs related to the sabbatical leave in the event the faculty member does not return to the employ of the college. Faculty members shall be relieved of the obligation to return in the event of long term illness as determined by the county Office of Medical Review or of death. At the conclusion of one year of full-time service following sabbatical leave, the documentation will be returned to the faculty member.

3. Leaves of absence

SICK LEAVE

a) At the beginning of each school year, each full-time faculty member shall be credited with a 13-day sick leave allowance to be used for absences caused by illness or physical disability of the faculty member. The unused portion of a faculty member’s sick leave allowance accumulates indefinitely. Upon retirement, one-half of accumulated sick days, up to a maximum of 180 days paid out of 360 days accumulated, will be paid at the prevailing salary rate.

b) A classroom faculty member out on sick leave for more than half a semester will be charged five sick days per week against accumulated time for a period of such absence. A classroom faculty member who has worked one half a semester or more, who is out on sick leave will be charged sick days only for his or her scheduled work days missed.

c) Faculty members are eligible to use up to five of their sick days per year for an illness in the faculty member’s immediate family (spouse, child, parent, legal guardian, or siblings) regardless of residence or for any relative living within the family member’s household.

d) If all accumulated sick leave has been used, extended sick leave for an illness that lasts longer than twenty days will be granted at the rate of one pay period at half pay for each year of continuous service completed. The career aggregate of such extended pay periods will not exceed the number of years of service.
Adjunct faculty are allowed to take two absences per course per semester without loss of pay for illness, disability, or personal reasons, unless the course meets only once per week, and, in such case, only one absence per course per semester will be paid for.

COMPASSIONATE LEAVE
a) On a case-by-case basis, as approved by the Faculty Association and the county, a full-time faculty member shall be permitted to contribute his or her unused sick days to another full-time faculty member on a catastrophic sick leave if he or she has exhausted his or her accumulated time.

b) Guidelines for this contribution are as follows:
   i. A catastrophic illness is defined as an illness of grave medical seriousness.
   ii. Any full-time faculty member is eligible to receive or contribute sick days under this provision.
   iii. Contributions of sick time by a faculty member are totally voluntary.
   iv. Sick days will be exchanged under this provision at the rate of one sick day contributed for one sick day received, regardless of the rank or step of either the contributing or receiving faculty member.
   v. Once a situation has been identified, the college will notify all full-time faculty members of the name and appropriate number of days needed by that faculty member and the date when such contributions can be made.
   vi. In the event that a faculty member on catastrophic sick leave exhausts the initial pool of contributed sick days, the Faculty association and the county may approve additional calls for sick day contributions. Subsequent catastrophic sick day pools are governed by the same procedures as the initial pool.
   vii. When a particular case has been approved, the college will then establish a pool of contributed sick days to be used solely by the faculty member to whom they were donated. The faculty member will be notified of the total number of sick days made available to him or her under this provision. In setting up a catastrophic sick leave pool, the college will maintain a confidential record of the
names of faculty contributors, the number of days each contributes, and the date on which the contributions are made. The college will make every attempt to charge contributed time equally among the contributors. For example, no one faculty member will be charged two days of his or her contributed time before all contributors are charged one day. Likewise, if contributed days are to be returned, the college will make every attempt to return unused contributed sick days on an equal basis. This procedures for this return process take into consideration the total number of sick days contributed by a faculty member in a particular case, the date(s) of the contribution(s), and the total number of contributed days left.

viii. Records of sick day contributions and disbursals are considered confidential, but the Faculty Association has the right to review the records.

ix. A faculty member may receive contributed time only as he or she needs it to continue as an active employee while he or she is on catastrophic sick leave, or until he or she is determined no longer eligible under this provision.

x. A faculty member who receives contributions under this plan will not receive salary in excess of what he or she would have received as base salary had he or she not been on catastrophic sick leave. Such a faculty member is not entitled to use contributed time after he or she returns to work from the extended sick leave or for his or her personal advantage, other than intended in this provision.

PERSONAL LEAVE

a) For full-time faculty, upon prior notification, personal leave is permitted for matters that cannot be cared for during times when they are normally on-campus. The faculty member will make the sole determination of the use of personal leave days. Unused personal days at the end of each year will be converted to accumulated sick days.

b) Full-time classroom faculty are entitled to four personal days per year. All other full-time
faculty are entitled to five personal days per year.

c) A full-time faculty member who is absent from a departmental or divisional meeting called upon proper notice and not excused for other professional obligations will be charge one-quarter day of the appropriate leave allowance. If other responsibilities were required during the day of the meeting, and were also missed, the charge of a full day’s leave time will cover the meeting as well.

d) On any occasion when a faculty member is absent from all or a majority of his or her normal teaching assignment, and when this absence is charged as a union business day, he or she will also be excused for a related absence on that day in either day or evening overload classes. This same rule applies when a faculty member is absent due to travel at the request of the college for college business purposes.

FACULTY DEVELOPMENT AND RETRAINING LEAVES

a) **Retraining.** Not later than December 1 of each year, the college will provide faculty members with a list of those disciplines or areas in which the college foresees the possibility of a future reduction in the overall work load or a list of those disciplines or areas in which the college anticipates an increase in overall work load. A faculty member who wishes to retrain in one of the disciplines or areas designated for growth may apply.

b) **Development.** Not later than December 1 of each year, the college will call for faculty to submit proposals describing a specific course of study or program of professional development designed to provide the faculty member with updated knowledge or skills in any emerging area of the faculty member’s discipline that the faculty members wishes to master. It is the responsibility of the faculty member to describe the advantage(s) in the field that make the development beneficial, and the use that the faculty member will make of it in the college and classroom context.
c) A faculty member who wishes to participate in the development/retraining program may apply for tuition assistance or release time. Release time granted for a faculty member under this program will not exceed 24 credit hours, for a maximum of four years. Faculty granted tuition assistance under this program will be reimbursed for the cost of tuition and related fees (less reimbursement through SUNY or any other tuition assistance or scholarship program) necessary to achieve minimum qualifications, up to 75 dollars per credit and 50% tuition above that amount, and up to 75 dollars per course for books.

d) A faculty member receiving release time under this provision is not eligible for day overload assignment.

e) An application for assistance under this program, which includes a statement of the courses to be pursued, will be submitted in writing to a joint committee, composed of an equal number of members appointed by the administration and the Faculty Association, not later than March 1 prior to the academic period in which the course(s) will be pursued. Faculty in areas of decline will be given preferential consideration for assistance under the retaining portion of this provision. The joint committee will meet, make its determinations, and notify applicants by May 30 of each academic year.

f) A faculty member will fulfill qualifications or satisfactorily complete the retraining development work no later than 48 months after the assistance commences and will thereafter continue in the employ of SCCC for the next four academic semesters, unless otherwise notified by the college. A faculty member granted such tuition assistance who fails to obtain the minimum qualifications or satisfactorily complete retraining or development work or does not continue in the employ of the college for the requisite four semesters is required to reimburse Suffolk county for all monies paid under this provision to the faculty member.

g) In accepting assistance through this provision, the faculty member agrees to accept assignment to a course or courses related to the expertise developed. The administration will make every effort to make such
assignment on the campus of the faculty member’s choice.

h) Twenty-four credit hours are the maximum release the college is obligated to provide under this provision in any one academic year. Additional release time can be awarded by the president on a case-by-case basis after consideration of the committee’s recommendation.

i) Funding for this development and retaining is provided. At the end of each award cycle (in any event, no later than July 30 of each academic year), the joint advisory committee will make a recommendation to the president regarding the application of any such funds to other faculty development or retraining programs, including but not limited to, accrual funds for subsequent cycles.

BEREAVEMENT LEAVE
A full- or part-time faculty member is granted four calendar days without loss of pay in case and at the time of death in his or her immediate family, which is defined as his or her spouse, child, stepchild, parent, legal guardian, or siblings; two calendar days without loss of pay in case and at the time of death of his or her parent-in-law, step-parent, grandparent, grand-parent-in-law, and grandchild. A faculty member is expected to notify the appropriate administrator as soon as possible regarding such leave.

PREGNANCY/MATERNITY DISABILITY and/or CHILD CARE LEAVES
a) General Rules
i. The Board of Trustees grants rules for maternity disability leave or child care in accordance with the following regulations.
ii. The employee gives reasonable notification of intent to take such a leave so that arrangements may be made by the department for necessary replacement of the employee during the period of leave.

b) Pregnancy/Maternity Disability Leave
i. Maternity disability includes any disability related to pregnancy prior to the birth of the child, disability related to childbirth, or any
disability to the mother originating from childbirth after the birth of the child.

ii. Employees absent from work due to a medically recognized maternity disability are entitled to receive such benefits as provided in the collective bargaining agreement with respect to any other non-occupational illness or disability.

iii. A pregnant employee is allowed to continue working for as long as she is physically (medically) capable of performing all of the duties of her position.

iv. Absences for the reasons of maternity disability and maternity-related illnesses, at the option of the employee, may be charged to the employee’s accumulated reserve (vacation, sick, personal, and comp. time) during the period of maternity disability. An employee seeking maternity disability leave may first utilize all accumulated sick leave. At the exhaustion of such ordinary sick leave accumulation, the employee has the option of using any and all accumulated vacation time, or if the employee is still medically unfit to perform the duties of her position and has been absent from work for at least 20 work days, the employee will then be entitled to extend sick leave at the rate of pay period at half pay for each year of continuous service completed, until such time has been exhausted, or until the disability ends, whichever first occurs. If the employee has not previously chosen to avail herself of accumulated vacation time, the employee then has the option, with the approval of the department head, to use such time upon completion of extended sick leave. This time may not extend beyond the time of the employee’s disability.

v. No accumulated leave payment of any type may be made for absences after the eight week after delivery, unless an employee, because of illness, either related or unrelated to maternity disability, requests additional leave. Such request for additional leave payments must be accompanied by a
certificate from the employee’s personal physician and must be approved by the Office of Employee Medical Review. The director of Employee Medical Review evaluates such certificates, and may, at his or her discretion, require the employee to submit to a physical or medical examination. When the director of Employee Medical Review and the employee’s physician disagree, the Office of Labor Relations will make a final decision, with the assurance of qualified medical personnel, which will be binding on both parties. The employee may request that the Office of Labor Relations state, in writing, the basis of its decision.

JURY OR COURT SERVICE
A full- or part-time faculty member will be excused from work for jury service, or if he or she appears as a witness in court. Such faculty member will be paid his or her regular salary less the fee he or she receives for acting as a juror or witness, except when serving during a week when he or she has no assigned duties.

EXTENDED LEAVE
The college, at its discretion, may authorize extended leave for any faculty for any of the above clauses in those cases where conditions warrant.

LEAVE DEDUCTIONS
In no case will leave be deducted from vacation days or holidays unless agreed to by the faculty member.

RETENTION OF FACULTY BENEFITS
Any faculty member on paid leave of absence, including sabbatical, will retain all accrued benefits without exception during their periods of leave.

5. Retirement

a)
### IX. CURRICULUM

#### A. Show current curriculum used in program.

<table>
<thead>
<tr>
<th>Day Program</th>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>EG11: Standard Freshman Composition</strong></td>
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<td></td>
<td>Mathematics Elective</td>
<td><strong>3-4</strong></td>
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<tr>
<td></td>
<td><strong>BY41: Zoology</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>CH21: Introduction to General, Organic, and Biochemistry</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>VS12: Introduction to Animal Technology</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>VS13: Comparative Anatomy of Domesticated Animals</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td><strong>EG13: Introduction to Literature</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
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</tr>
<tr>
<td></td>
<td><strong>BY42: Animal Parasitology</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>VS22: Veterinary Practice Management</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>VS23: Comparative Physiology of Domesticated Animals</strong></td>
<td>4</td>
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<tr>
<td></td>
<td><strong>VS34: Farm Animal Nursing</strong></td>
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<tr>
<td><strong>Third Semester</strong></td>
<td><strong>BY43: Animal Histology</strong></td>
<td>3</td>
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<tr>
<td></td>
<td><strong>VS21: Laboratory Animal Technology</strong></td>
<td>3</td>
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<tr>
<td></td>
<td><strong>VS24: Pharmacy and Pharmacology</strong></td>
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<td></td>
<td><strong>VS31: Animal Clinic Internship I</strong></td>
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<tr>
<td></td>
<td><strong>VS32: Clinical Laboratory Techniques I</strong></td>
<td>3</td>
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<td></td>
<td><strong>VS33: Veterinary Cardiology and Radiology</strong></td>
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<td><strong>BY44: General Microbiology</strong></td>
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<td><strong>VS41: Surgical Nursing and Anesthesiology</strong></td>
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<td><strong>VS42: Clinical Laboratory Techniques II</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>VS43: Animal Clinic Internship II</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits Required: 72-73**
Suggested Evening Sequence
(four years including summers)

Summer Semester I
EG11: Standard Freshman Composition………………3
Mathematics Elective………………………………………3-4

First Semester
VS12: Introduction to Animal Technology……………..2
BY41: Zoology………………………………………………..3

Second Semester
VS13: Comparative Anatomy of Domesticated Animals…………………………………………………………3
VS34: Farm Animal Nursing………………………………3

Summer Semester II
CH21: Introduction to General, Organic, and Biochemistry…………………………………………………………4
EG13: Introduction to Literature…………………………3

Third Semester
VS23: Comparative Physiology of Domesticated Animals…………………………………………………………4
BY42: Animal Parasitology…………………………………3

Fourth Semester
VS24: Pharmacy and Pharmacology……………………..2
VS22: Veterinary Practice Management…………………2
BY44: General Microbiology……………………………..4

Summer Semester III
Social Science Elective………………………………………3
Social Science Elective………………………………………3

Fifth Semester
VS32: Clinical Laboratory Techniques I…………………..3
VS33: Veterinary Cardiology and Radiology……………..4

Sixth Semester
VS42: Clinical Laboratory Techniques II…………………..3
VS21: Laboratory Animal Technology……………………3

Summer Semester IV
VS31: Animal Clinic Internship I…………………………3
Seventh Semester
VS41: Surgical Nursing and Anesthesiology………….3
BY43: Animal Histology…………………………….3

Eighth Semester
VS43: Animal Clinic Internship II…………………..3

Total Credits Required: 70-71

COURSE DESCRIPTIONS
VS12: Introduction To Animal Technology 2 credit hrs.
This course is designed to orient the student to the terminology and specializations of the animal technology field. Lectures and demonstrations will include the role of the animal health technician; career opportunities; information related to the different classifications and breeds of animals; principles and practices of animal care in clinics, hospitals, and research laboratories; animal house design; equipment; management; legal regulations, state and federal laws. Students are required to show proof of current tetanus vaccination and to provide their own transportation to off-campus field experiences. (1 hour lecture; 2 hours laboratory.) No prerequisite.

VS13: Comparative Anatomy Of Domesticated Animals 3 credit hrs.
This course covers the comparative anatomy of laboratory animals, large farm animals, and poultry in a systematic manner. The integumentary, muscular, skeletal, cardiovascular, respiratory, digestive, reproductive, urinary, endocrine, and nervous systems will be covered. The laboratories will involve the dissection of a cat, rat, and chicken. Also, specific organs of the cow, sheep, and horse will be dissected and studied. (2 hours lecture; 3 hours laboratory.) No prerequisite.

VS21: Laboratory Animal Technology 3 credit hrs.
The main objective of this course is to prepare students for careers as laboratory animal technicians. Course topics focus on theoretical and practical aspects of husbandry, restraint, and handling of commonly used research animals. Additional objectives include the preparation of students for more advanced course work in the Veterinary Science Technology curriculum. This is accomplished by emphasizing aspects of medical terminology and pathology and by accustoming students to the manipulation of living animals. Safety and humane treatment will be emphasized throughout the course. (2 hours lecture; 3 hours laboratory.) Prerequisites: VS12, VS13, or permission of the department.
VS22: Veterinary Practice Management 2 credit hrs.
This course will acquaint the student with the principles involved in operating a veterinary practice. The legal aspects of the practice will be 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 the forms currently in use. The computer and its impact and use in veterinary medicine are discussed. Hands-on experience is obtained. (2 hours lecture.) No prerequisite.

VS23: Comparative Physiology of Domesticated Animals 4 credit hrs.
This course covers the basic physiological systems and their interrelationships in mammalian and avian species. The lectures will compare and contrast the basic systems (neuromuscular, skeletal, cardiovascular, respiratory, digestive, urinary, reproductive, endocrine, and immune). The laboratories will focus on the quantitative measurement of physiologic parameters. (3 hours lecture; 3 hours laboratory.) Prerequisites: VS13 and CH21, or permission of department.

VS24: Pharmacy and Pharmacology 2 credit hrs.
The student will become familiar with the major drugs used in veterinary medicine and the maintenance and inventory of these drugs in the pharmacy. The action of the most important drugs will be discussed and the purpose of using or not using a drug taught. Calculation of various drug doses will be included. (2 hours lecture.) Prerequisite: VS13 or permission of the department.

VS31: Animal Clinic Internship I 3 credit hrs.
VS43: Animal Clinic Internship II 3 credit hrs.
This two course sequence provides the student with supervised applied training: one semester in an assigned veterinary hospital and one semester in a laboratory animal research facility. Throughout this supervised applied training, the student will develop his or her skills as an animal technician. Performance will be evaluated by the supervising veterinarian or adjunct professor. Registration in the course requires that students purchase liability insurance through the college. Students are required to provide their own transportation to off-campus field experiences. (1 hour lecture; 8 hours clinical experience.) Prerequisites: VS34 and BY42 or permission of the department.

VS32: Clinical Laboratory Techniques I 3 credit hrs.
This course explores various aspects of veterinary hematology which are of importance to the AHT. Lecture topics provide the background anatomy, physiology, biochemistry, and pathophysiology necessary for a
comprehensive understanding of the procedures covered in the laboratory portion of the course. Laboratory sessions are concerned primarily with the collection, storage, handling, and analysis of blood. (2 hours lecture; 3 hours laboratory.) Prerequisite: VS23 or permission of the department.

VS33: Veterinary Cardiology and Radiology 4 credit hrs.
This course prepares students for participation in two important areas of diagnostic technology. The radiology portion imparts a knowledge of x-ray machinery and its use, film processing, patient positioning, and safety. The cardiology portion is designed to enable students to understand and participate in the process of cardiovascular evaluation; emphasis is placed on electrocardiography. (3 hours lecture; 2 hours laboratory.) Prerequisite: VS23.

VS34: Farm Animal Nursing 3 credit hrs.
This course provides students with the necessary technical skills and knowledge to function as a farm animal nurse. This laboratory, hands-on course will familiarize the student with the proper handling techniques and procedures such as restraint, collection of specimens, and medication of farm animal species. Students are required to provide their own transportation to off-campus field experiences. (2 hours lecture; 3 hours laboratory.) Prerequisites: VS12 and VS13 or permission of the department.

VS41: Surgical Nursing and Anesthesiology 3 credit hrs.
This course is designed to familiarize students with the different forms and levels of anesthesia administered in practice. Students also assist in surgical procedures while learning the various instruments used. (2 hours lecture; 3 hours laboratory.) Prerequisites: VS24, VS32, and VS33 or permission of the department.

VS42: Clinical Laboratory Techniques II 3 credit hrs.
This course explores major topics of veterinary clinical pathology not covered in VS32. Areas discussed focus on urology, clinical chemistry, clinical enzymology, clinical serology, digestive function tests, laboratory microbiology, and laboratory parasitology. Laboratory sessions are concerned with the collection, storage, and handling of laboratory specimens, and the performance of analytical procedures. (2 hours lecture; 3 hours laboratory.) Prerequisites: VS32 and BY43 or permission of the department.

BY41: Zoology 3 credit hrs.
Evolutionary approach to a survey of the animal kingdom. Topics include the origin of life, cell structure and molecular biology. Emphasis involves a taxonomic study of the structure and function of representatives of the major phyla as well as their ecology and life history. The vertebrate is
covered in detail. Laboratory exercises parallel many of the lecture topics with emphasis on a vertebrate dissection. (2 hours lecture; 2 hours laboratory.) Prerequisites: MA07 or equivalent, high school biology and chemistry with laboratory.

**BY42: Animal Parasitology**  
3 credit hrs.  
Introduction to principles of basic parasitology with emphasis on identification, classification, life history, and prevention and control of internal and external parasites of economic importance to the animal industry. In the laboratory, students develop routine procedures and techniques necessary to deliver accurate laboratory results in parasite examination. (2 hours lecture; 3 hours laboratory.) Prerequisite: BY41 or permission of department.

**BY43: Animal Histology**  
3 credit hrs.  
Essentials of general mammalian histology and organology. Also introduction to some general pathologic processes. Laboratory sessions include examination of tissue and organ specimens. (2 hours lecture; 2 hours laboratory.) Prerequisite: BY41 or permission of the department.

**BY44: General Microbiology**  
4 credit hrs.  
Introduction to general microbiology by a survey of methods, tools, and techniques used in studying main groups of bacteria and other microorganisms and application of this knowledge in the physical and chemical control of microorganisms. Relationship of microorganisms to disease is discussed. (3 hours lecture; 4 hours laboratory.) Prerequisite VS23.

**CH21: Introduction To General, Organic, and Biochemistry**  
4 cr. hrs.  
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. (3 hours lecture; 2 hours laboratory.) Prerequisites: MA07 or equivalent and high-school chemistry with laboratory.
B. List species of animals and numbers of each available for teaching purposes.

Animal populations available for teaching purposes fluctuate in number throughout the year; we generally do not maintain animals when classes are not in session. The number of students using animals in their classes fluctuates periodically. The cycling of evening courses is responsible for the largest fluctuations in the need for animals. Thus, the numbers of rabbits, rodents, and companion animals, which the program maintains, vary accordingly. The Suffolk County Farm maintains domestic farm animals, and the number of these animals often reflects production demands. The following numbers reflect reasonable approximations, generally minimums or ranges:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equine</td>
<td>7</td>
</tr>
<tr>
<td>Bovine:</td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td>8+</td>
</tr>
<tr>
<td>Beef</td>
<td>70+</td>
</tr>
<tr>
<td>Ovine</td>
<td>20</td>
</tr>
<tr>
<td>Caprine</td>
<td>12</td>
</tr>
<tr>
<td>Porcine</td>
<td>100</td>
</tr>
<tr>
<td>Llamas</td>
<td>20+</td>
</tr>
<tr>
<td>Avian:</td>
<td></td>
</tr>
<tr>
<td>Chickens</td>
<td>30</td>
</tr>
<tr>
<td>Ducks</td>
<td>10</td>
</tr>
<tr>
<td>Geese</td>
<td>8</td>
</tr>
<tr>
<td>Turkeys</td>
<td>8</td>
</tr>
<tr>
<td>Peafowl</td>
<td>3</td>
</tr>
<tr>
<td>Canine</td>
<td>20+</td>
</tr>
<tr>
<td>Feline</td>
<td>30+</td>
</tr>
<tr>
<td>Mice</td>
<td>60+</td>
</tr>
<tr>
<td>Rats</td>
<td>48+</td>
</tr>
<tr>
<td>Hamsters</td>
<td>14+</td>
</tr>
<tr>
<td>Gerbils</td>
<td>20+</td>
</tr>
<tr>
<td>Guinea Pigs</td>
<td>2</td>
</tr>
<tr>
<td>Rabbits</td>
<td>3</td>
</tr>
</tbody>
</table>
C. Describe off-campus assignments (preceptorships, internships, externships, affiliations, practicums, field trips).

Off-campus assignments, termed internships, are scheduled through courses VS31 and VS43, Animal Clinic Internship I and Animal Clinic Internship II, respectively. These courses draw on the resources of the region’s veterinary and research industries, which offer students opportunities for rich, diverse, and rewarding practical experiences. Students select internship locations from over 50 contracted sites. These affiliations include research facilities, generalized companion animal practices, an equine/large animal practice, a marine mammal/turtle treatment and rehabilitation center, small animal emergency clinics, and specialty practices with board certified clinicians. These latter practices offer a range of specializations including surgery, internal medicine, imaging diagnostics, ophthalmology, dermatology, neurology, and exotic animal medicine. Students are permitted to select their own assignments. At the time of internship site selection, students unfamiliar with specific locations receive information from the department about the nature of individual facilities. In this way, students attempt to match their personal interests with an appropriate site.

Students enrolled in the day program generally take VS31 and VS43 in their third and fourth semesters; students enrolled in the evening program are scheduled to take these courses during their fourth summer semester and in their final semester. In both of these courses, students typically spend one day a week, for fifteen weeks (120 hours) at their selected internship site. Some flexibility in this scheduling is permissible if the student and the internship facility mutually agree to it. For example, emergency clinics only operate during the evenings and on weekends. Some students have found these times very attractive. Other students have opted to split their weekly eight-hour sessions into biweekly four-hour sessions. The internship course offered during the summer semester allows students to attend off-campus assignments on consecutive days. The department provides internship supervisors with attendance sheets, which they return to the college along with evaluation forms. For various reasons, students occasionally find themselves disappointed with their selection of a specific internship location. If this occurs within the first two to three
weeks of the semester, students are permitted to select an alternative site. This accommodation is based on the probable assumption that a significant level of dissatisfaction interferes with a student’s learning.

Performance of students at off-campus assignments is evaluated by supervising veterinarians or facility directors. Guidelines and forms are given to internship supervisors to assist them with their assessments. (Appendix B.) Students receive a copy of this information at the beginning of the semester so that they can become familiar with what will be expected of them. Internship affiliates are also provided with copies of CVTEA’s essential and recommended tasks, and affiliates are encouraged to expose students to as many of these tasks as possible. While enrolled in the VST internship courses and while fulfilling these courses’ requirements, students can legally perform the tasks of a licensed veterinary technician. Thus, internship sites are encouraged to utilize their interns in this manner and thereby maximize the value of the experience that the students receive.

In addition to the off-campus sessions, students attend weekly internship recitations during which they share information about their experiences. This exchange often provides a useful point of reference against which students can compare their own experiences. It also offers some insight into the variety of practice and work situations that exist. This perspective can be useful for students when they consider the selection of their next internship site, or when they consider employment options. Instructors who moderate these discussions find the information discussed – along with their periodic site visits– useful for assessing the overall educational value provided by specific internship locations.

D. **Append outline for each course designed specifically for veterinary technology students.**

See Appendix K
E. Student time involved in classes:

1. Hours per week:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Schedule</td>
<td>23-24</td>
<td>23</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Evening Schedule</td>
<td>6-7</td>
<td>8</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Summer Semester 1</td>
<td>10.5</td>
<td>10.5</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>2nd Semester</td>
<td>7.5</td>
<td>7.5</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>3rd Semester</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4th Semester</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>5th Semester</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>6th Semester</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>7th Semester</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>8th Semester</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

These figures are for students who are taking all courses. Many students have transfer credits and do not need to take all of the courses. Also, some students elect to complete the program over an extended period of time.

2. Weeks per term:

<table>
<thead>
<tr>
<th>Program</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day program</td>
<td>15</td>
</tr>
<tr>
<td>Evening program</td>
<td>14</td>
</tr>
<tr>
<td>Summer</td>
<td>6 to 8</td>
</tr>
</tbody>
</table>

3. Terms per year:

<table>
<thead>
<tr>
<th>Program</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day program</td>
<td>2</td>
</tr>
<tr>
<td>Evening program</td>
<td>3</td>
</tr>
</tbody>
</table>
4. Summer externship or preceptorship (hrs. required)

Students spend 120 hours at an externship site and 15 hours in recitation sessions.

F. Evaluation

1. What are considered the strongest features of the curriculum?

Courses in the curriculum were designed to concentrate on specific subject areas and sets of essential and recommended tasks. However, course contents purposefully overlap with that in other courses, thus it is not unusual for a subject area or a set of essential tasks to be covered in more than one course. (See sections G and H, following this one.) This was done with the intent of linking material among different courses, and we consider this linking to be the curriculum’s strongest feature.

This linking of material benefits our students in a number of ways. First, it provides for some repetition of material, which we consider important for promoting the retention of subject matter. Secondly, material is typically approached from different perspectives in different courses. By doing this, we intend to broaden our students’ abilities to utilize the information they learn in varying circumstances by not having students think of the material in a strictly compartmentalized fashion. Thirdly, the depth of coverage as well as attention to clinical applicability is augmented in sequence. We believe that this enhances the level of student understanding.

The following represents an example of how curriculum linking operates in the VST program. In their first semester, students learn the structure of the cardiovascular system in VS13: Comparative Anatomy of Domesticated Animals. In their second semester, they learn the function of this system in VS23: Comparative Physiology of Domesticated Animals. In this course, students are introduced to the fundamentals of electrocardiology and hematology. These areas are explored in greater depth and with more intensity during the students’ third semester. VS32: Clinical Laboratory Techniques I and VS33: Veterinary Cardiology and Radiology expand investigation of these topics and place them within a clinical
framework. Hematological evaluation and pathology and cardiovascular evaluation and pathology are taught in these courses. Finally, the applicability of this information within a clinical setting is established in the fourth semester when students take VS41: Surgical Nursing and Anesthesiology. In this course, students perform hematological and cardiovascular evaluations of animals assigned to them as a part of preoperative evaluations. Thus, by this repetition and building of material and by examining it from different perspectives, we strive to enhance our students’ abilities to grasp important information and competently perform essential tasks.

2. **What are considered the weakest features of the curriculum?**

The program was designed for graduates to obtain immediate employment. It was not designed for students who wish to transfer to four-year colleges. Students wishing to transfer often need to take courses in addition to those in the curriculum in order to effect a transfer as a junior to another college.

The fullness of the present curriculum, amounting to 71 or 72 credit hours of instruction, does not allow for the inclusion of any VST electives. Such courses would give students opportunities to explore areas of specific interest to them in greater depth.

3. **Is the program most oriented to companion animals, farm animals, horses, or laboratory animals?**

The VST program teaches topics and procedures that apply to companion animals, farm animals, horses, and laboratory animals. Somewhat greater emphasis is placed on companion animals than on the other groups. This is in keeping with the interests of the majority of our students who generally seek employment in the companion animal practices that predominate in this area.

4. **Are course goals, objectives, and syllabi available?**

Course goals, objectives, descriptions and outlines are available.

5. **What changes in the curriculum are being considered?**

At this, some consideration is being given to dropping BY43: Animal Histology from the curriculum in order to increase VS24: Pharmacy and Pharmacology from 2 credits to 3 credits, and to make room for some VST elective courses. Student opinion concerning
the value of histology to their overall understanding is mixed. Most students seem to feel that it doesn’t contribute much to their overall understanding; some, however, feel that it increases their overall understanding of material covered in their veterinary science courses.
APPENDIX A

Professional Attitudes Evaluation Form
APPENDIX B

Student Internship Evaluation Form
APPENDIX C

Student Survey Form Concerning Strengths and Weakness of VST Curriculum
APPENDIX D

Entering Student Profile Form
APPENDIX E

Student Instructional Report Form
APPENDIX F

Survey of Graduates Form
APPENDIX G

Employer Survey Form
APPENDIX H

Advisory Committee Minutes
APPENDIX I

USDA Inspection Report
APPENDIX J

Audiovisual and Autotutorial Resources
APPENDIX K

Course Outlines
APPENDIX L

Survey Summaries
Name: Allen R. Jacobs, DVM

Address: 251 Fairhaven blvd.  
Woodbury, NY 11797

Title/Rank: Academic Chair/Professor of Veterinary Science Technology

Date of Present Appointment: September 1, 1999

Date of Original Appointment: January 26, 1994

Education: Cornell University 1974 BS  
Cornell University 1978 DVM  
Hofstra University 1983-84 non-matriculated

Professional Activities  

Assistant Professor of Veterinary Science Technology, SUNY Farmingdale (1981-1987).

Associate Professor and Department chairperson of Veterinary Science Technology, SUNY Farmingdale (1987-1994).

Veterinary Clinician, Mobile Veterinary Unit, New York, NY (part-time, 1982-1987).

Veterinary Clinician, Bide-A- Wee Clinic, Wantagh, NY (part-time, 1982-present).

Adjunct Professor of Veterinary Science Technology, Mercy College, Dobbs Ferry, NY (1993-1997)

Other Related Experience:

Attending Veterinarian, Nassau County Medical Center, East Meadow, NY (1997-present).

**Teaching Responsibilities in Program:**
- VS24: Pharmacy and Pharmacology
- VS32: Clinical Laboratory Techniques I
- VS42: Clinical Laboratory Techniques II
- VS31 & VS43: Animal Clinic Internships I & II

**Scientific and Professional Organization Memberships:**
- American Veterinary Medical Association
- New York State Veterinary Medical Association
- Long Island Veterinary Medical Association
- Association of Veterinary Technician Educators
- American Association of Laboratory Animal Science
- International Society for General Semantics

**Service on Programmatic Advisory Committees:**
- Small Animal Program, Nassau BOCES
- Veterinary Assistant Program, Western Suffolk BOCES
- Animal Care Program, Eastern Suffolk BOCES
Name: Gary P. Campbell, PhD

Address: 339 Oakwood Avenue
West Islip, NY 11795

Title/Rank: Professor of Veterinary Science Technology

Date of Present Appointment: September 1, 1999

Date of Original appointment: September 1, 1994

Education:
- SUNY Farmingdale 1973 AAS
- Cornell University 1975 BS
- Cornell University 1976 MPS
- Cornell University 1987 MS
- Cornell University 1988 PhD

Teaching Experience:
- SUNY Farmingdale 1976-1994
- Suffolk County BOCES 1980-1991 (part-time)
- Cornell University 1986-1988 (part-time)
- Suffolk County Community College 1994-present
- LaGuardia Community College 1994-present

Other Related Experience:
- Babcock Poultry Farms 1973-1975
- Student Teacher 1975
- Internships- NYS College of Veterinary Medicine 1986-1988

Teaching Responsibilities in Program:
- VS12: Introduction to Animal Technology
- VS21: Laboratory Animal Technology
- VS34: Farm Animal Nursing
- VS31 & VS43: Animal Clinic Internship I & II

Scientific and Professional Organization Memberships:
- National Association of Biology Teachers

Public Service:

Advisory Committee, Suffolk County Farm (1988-1995).


West Islip Bicentennial Committee (1996-present).
Name: Elia Colón-Mallah, DVM
Address: 2071 Longfellow Avenue
East Meadow, NY 11554

Title/Rank: Instructor of Veterinary Science Technology

Date of Present Appointment: September 1, 2000

Date of Original Appointment: September 1, 1996

Education: Cornell University 1988 BS
Cornell University 1992 DVM


Associate Veterinarian, Amityville Animal Hospital, Amityville, NY (per diem, 1997-present).


Associate Veterinarian, Mid-Island Animal Hospital, Hicksville, NY (part-time, 1997-present).

Instructor of Veterinary Science Technology, Suffolk County Community College, Brentwood, NY (2000-present).

Teaching Responsibilities in Program:
VS33: Veterinary Cardiology and Radiology
VS41: Surgical Nursing and Anesthesiology

Scientific and Professional Organization Memberships:
American Veterinary Medical Association
??????????NYS?LIVMA????????????????
Name: Richard V. Telloni, PhD

Address: 795 Conklin Street
Farmingdale, NY 11735

Title/Rank: Professor of Veterinary Science Technology

Date of Present Appointment: September 1, 1999

Date of Original Appointment: September 1, 1994

Education: Rutgers College 1969 BS
Ohio State University 1972 MS
Ohio State University 1975 PhD

Professional Activities: Research and Teaching Associate, Ohio State University (1971-1975).
Professor, Department of Agriculture, SUNY Farmingdale (1977-1985).
Professor, Department of Veterinary Science Technology, SUNY Farmingdale (1985-1994).
Professor, Department of Veterinary Science Technology, Suffolk County Community College (1994-present).

Other Related Experience: Farm Worker on dairy, beef, and standardbred horse farms (1972-1976).

Teaching Responsibilities in Program:
VS13: Comparative Anatomy of Domesticated Animals
VS23: Comparative Physiology of Domesticated Animals
VS32: Clinical Laboratory Techniques I (laboratories)
VS42: Clinical Laboratory Techniques II (laboratories)

Scientific and Professional Organization Memberships:
Gamma Sigma Delta National Agriculture Honorary
Phi Kappa Phi
Sigma Xi National Research Honorary
Poultry Science Association
World Poultry Science Association
New York Academy of Science
American Association for the Advancement of Science
American Genetics Association
Council for Agricultural Science and Technology
American Registry of Professional Animal Scientists
Board Certification as Charter Member and Diplomate of the American College of Animal Genetics
Association of Veterinary Technician Educators
National Geographic Society
American Museum of Natural History
Wildlife Conservation Society
World Wildlife Fund
Name: Anthony J. Cuccaro, DVM

Address: 9 Pentagon Court
           Huntington Station, NY 11746

Title/Rank: Adjunct Instructor of Veterinary Science Technology

Date of Present Appointment: September 1, 1995

Date of Original Appointment: September 1, 1995

Education:
St. Francis College  1996  BS
Rutgers University  1969  MS
Michigan State University  1973  DVM

Professional Activities:
Veterinary Clinician/Proprietor, Amityville Animal Hospital, Amityville, NY (1975-present).


Adjunct Instructor of Veterinary Science Technology, Suffolk County Community College, Brentwood, NY (1995-present).

Other Related Experience: Executive Board, Canine Companions for Independence, Farmingdale, NY.

Teaching Responsibilities in Program:
VS22: Veterinary Practice Management
VS33: Veterinary Cardiology and Radiology
VS41: Surgical Nursing and Anesthesiology

Scientific Organization Memberships:
American Veterinary Medical Association
New York State Veterinary Medical Association
Long Island Veterinary Medical Association
American Animal Hospital Association
Name: Paolo Palone, DVM

Address: 575 Main Street
           New York, NY 10044

Title/Rank: Adjunct Instructor of Veterinary Science Technology

Date of Present Appointment: September 1, 1999

Date of Original Appointment: September 1, 1999

Education: University of Perugia, Italy  1991  DVM

University of Pennsylvania,
Large Animal Medicine Course  1994

LaGuardia Community College  1994  non-matriculated

Professional Activities: Veterinary Clinician/Practice Manager, Adige Veterinary


Practice Manager, Sunnyside Animal Clinic, Woodside,

Territory Manager, American Veterinary Laboratories, Port

Adjunct Instructor of Veterinary Science Technology,
Suffolk County Community College, Brentwood, NY
(1999-present).

Teaching Responsibilities in Program:
VS32: Clinical Laboratory Techniques I (laboratories)
VS42: Clinical Laboratory Techniques II (laboratories)
VS43: Animal Clinic Internship II

Scientific and Professional Organization Memberships:
American Veterinary Medical Society
Italian Cultural Institute of New York City
Name: John Salig, MS

Address: 2147 Post Street
East Meadow, NY

Title/Rank: Adjunct Instructor of Veterinary Science Technology

Date of Present Appointment: September 1, 1995

Date of Original Appointment: September 1, 1995

Education: SUNY Farmingdale AAS 1970
Downstate Medical Center BS 1973
St. John's University MS 1977

Professional Activities: Biomedical Research Facility Manager, Nassau County Medical Center, East Meadow, NY (1979-present).
Adjunct Assistant Professor, Veterinary Science Technology, LaGuardia Community College, Long Island City, NY (1987-present).
Adjunct Instructor, Veterinary Science Technology, Suffolk County Community College, Brentwood, NY (1994-present).

Teaching Responsibilities in Program:
VS21: Laboratory Animal Technology
VS22: Veterinary Practice Management
VS32: Clinical Laboratory Techniques I
VS42: Clinical Laboratory Techniques II

Scientific and Professional Organization Memberships:
American Association for Laboratory Animal Science
New York Metropolitan Branch of the American Association for Laboratory Animal Science
Association of Veterinary Technician Educators
**Offices Held:**  
President, Metro New York Branch of AALAS (1990)  
President, Metro New York Branch of AALAS (1999)

**Public Service:**  
Advisory Committee, Veterinary Science Technology Program, SUNY Farmingdale (1980-1993)

Advisory Board, Nassau BOCES, Small Animal Program, Westbury, NY (1982-present)

Institutional Animal Care and Use Committee, Winthrop University Hospital, Mineola, NY (1985-present)

Advisory Committee, Veterinary Science Technology Program, Suffolk County Community College, Brentwood, NY (1985-present)
Name: William R. White, DVM

Address: P.O. Box 250
Southold NY 11971

Title/Rank: Adjunct Instructor of Veterinary Science Technology

Date of Present Appointment: September 1, 1998

Date of Original Appointment: September 1, 1998

Education: University of Cincinnati 1973 BS
University of Pretoria 1983 BVSc
Yale University 1992 MPH

Professional Activities:
Veterinary Clinician, private veterinary practices: poultry, small animal, & mixed animal, South Africa (19983-1985).
Veterinary Clinician, Village Animal Hospital, Tampa, FL (1985-1987).
Veterinary Clinician, Mattituck-Laurel Veterinary Hospital (part-time, 1998-present).
Veterinary Clinician, Bide-A-Wee Clinic, Westhampton, NY (part-time, 1998-present)
Adjunct Instructor of Veterinary Science Technology, Suffolk County Community College, Brentwood, NY (1998-present).

Teaching Responsibilities in Program:
VS32: Clinical Laboratory Techniques I (laboratories)
VS33: Veterinary Cardiology and Radiology (laboratories)
VS41: Surgical Nursing and Anesthesiology (laboratories)

Scientific and Professional Organization Memberships:
American Veterinary Medical Association
New York State Veterinary Medical Association
Long Island Veterinary Medical Association
U.S. Animal Health association
Society for Tropical Veterinary Medicine
Royal College of Veterinary Surgeons

Public Service: Local church
Name: Michael Belanich, PhD

Address: 15 Herd Lane
East Setauket, NY 11733

Title/Rank: Instructor of Biology

Date of Present Appointment: September 1, 2000

Date of Original Appointment: September 1, 2000

Education: SUNY Stony Brook BS 1986
SUNY Stony Brook PhD 1997


Director, Howard Hugh Medical Institute Teaching Laboratory, Department of Biochemistry, SUNY Stony Brook (1998-2000).

Laboratory Director, BioPrep, SUNY Stony Brook Ligase Program for Minority Students (1998-2000).

Teaching Responsibilities in Program: BY41: Zoology
Name: Cheryl Blando-Coscia, MS

Address: Suffolk County Community College
Brentwood, NY 11717

Title/Rank: Associate Professor of Biology

Date of Present Appointment: September 1, 1996

Date of Original Appointment: September 1, 1990

Education:
St. John’s University 1966 BS
St. John’s University 1971 MS

Teaching Responsibilities in Program:
BY44: General Microbiology

Scientific and Professional Organization Memberships:
American Society of Microbiology
Empire State Association of Two Year College Biologists
Northeastern Association of Two Year Colleges
Name: George Fortunato, MS

Address: 4 Ramsy Lane
         Farmingville, NY 11738

Title/Rank: Associate Professor of Biology

Date of Present Appointment: September 1, 1994

Date of Original Appointment: January 23, 1990

Education:
- St. John’s University  1974  BS
- Adelphi University  1977  MS
- University of Aguila  1980  (human anatomy)
- University of Rome  1980  (med. microbiology)
- Long Island University  1997  (electron microscopy)

Professional Activities: Associate Professor of Biology, Suffolk County
                       Community College, Brentwood, NY (1990-present).

Scientific and Professional Organizations:
- Human anatomy and Physiology Society
- Empire State Association of Two-year College Biologists
- Metropolitan Association of College and University Biologists
- Northeast Association of Community Colleges

Teaching Responsibilities in Program:
- BY43: Animal Histology

Public Service:
- Order Sons of Italy in America
- Volunteer for St. Joseph’s School, Ronkonkoma, NY
Name: Ikram U. Hassan, PhD

Address: Suffolk County Community College
Brentwood, NY 11717

Title/Rank: Professor of Biology and Assistant Academic Chair of Natural Sciences

Date of Present Appointment:

Date of Original Appointment: September 1, 1975

Education:
Punjab University  1941  BS
Alijarh University  1943  MS
Philadelphia College  1958  PhD

Professional Activities: Instructor, Fordham University (1961-1968)

Instructor, Columbia University, College of Pharmaceutical Science (1968-1975)

Teaching Responsibilities in Program: BY44: General Microbiology

Scientific and Professional Organization Memberships: American Society of Pharmacognosy
American Pharmaceutical Association

Public Service: Teach children Pakistani and Arabic
SUFFOLK COUNTY COMMUNITY COLLEGE

Department of Veterinary Science Technology

PROFESSIONAL ATTITUDES EVALUATION FORM*

Instructions to Evaluators:
1. Leave spaces blank if your assessment is neutral or if you are unable to make
an assessment because you did not have the opportunity to observe a
particular aspect of professional behavior.
2. Mark spaces with an E if the person evaluated excelled in a particular area of
professionalism.
3. Use the letter I to indicate that improvement is suggested.
4. Specific comments are encouraged.

Name of Person Evaluated: __________________________________________
Course:   __________________________________________
Name and Title of Evaluator: __________________________________________
Signature of Evaluator:  __________________________________________

A. Professional Ethics

_____ Behaves honestly.
_____ Proves trustworthy.
_____ Treats other people fairly.
_____ Seeks truths and avoids spreading untruths.
_____ Shuns participation in gossip.
_____ Displays regard for patients’ welfare.
_____ Evidences respect for clients’ concerns.
_____ Does not discriminate among people on the basis of their gender, religion,
race, nationality, or sexual orientation.

B. Responsibility

_____ Does not rely on excuses.
_____ Refrains from shifting blame onto other people.
_____ Acknowledges own mistakes.
_____ Reports significant mishaps.
_____ Learns from own mistakes and those of others.
_____ Welcomes constructive criticism.
_____ Alters inappropriate behavior.
C. Attitude Toward Work or Class

[ ] Arrives on time.
[ ] Appears appropriately groomed and attired.
[ ] Evidences a desire to learn.
[ ] Participates actively.
[ ] Willingly expends extra effort, when necessary, to ensure that tasks are completed.
[ ] Freely offers assistance to other people.
[ ] Displays initiative; does not always have to be told what to do.
[ ] Completes assigned tasks without constant supervision.
[ ] Shows leadership abilities.
[ ] Follows orders from supervisors.
[ ] Expresses interest in new ideas and ways of doing things.
[ ] Supports the success of team efforts.
[ ] Considers alternative viewpoints.
[ ] Offers criticism of others privately and with tact.
[ ] Participates in professional organizations.

D. Integration of Knowledge and Skills in Execution of Tasks

[ ] Can explain tasks and situations.
[ ] Has ability to trace causes.
[ ] Constructs solutions to problems.
[ ] Explores creative approaches to problem solving.
[ ] Supports arguments with specific information and references.
[ ] Provides examples.
[ ] Employs useful and meaningful analogies.
[ ] Predicts consequences not immediately obvious.
[ ] Tests hypotheses.
[ ] Follows instructions.
[ ] Uses proper vocabulary, grammar, syntax, and spelling.
[ ] Develops ideas in a coherent, organized manner.
[ ] Listens with attentiveness.
[ ] Manipulates mathematic, scientific, and technical symbols.
[ ] Displays evidence of rational thought processes.

E. Comments:

*Based on a system devised by the Veterinary Technology Program at Purdue University.*
SOFTWARE

CD-ROMS
Avian Medicine: Principles and Applications
Blood and Immunity
Birds: Characteristics and Adaptations
Breeds of Cats
Breeds of Dogs
Cardiac Cycle
Cardiovascular System
Cardioviewer 3D
Cat Lab: Anatomy
Catworks: Anatomy
Cellular Respiration
Diagnostic Application of Avian Endoscopy
Discoveries in Small Animal Nutrition
Electrophysiology of the Heart
Feline Heartworm Disease
Fish Guts
Fluids and Electrolytes
Livestock Breeds
Meiosis
Mitosis
Molecular Cell Biology
Muscular System
Nervous System I
Nervous System II
Plasma Membrane and Fluid Transport
Respiratory System
3D Catlab
Urinary System
Vaccination
Veterinary Drug Calculations
What Is Your Diagnosis
**DISKS**
Calcuflow: Fluid therapy
Cardiovascular Function Laboratories
Cardiac Muscle Mechanics
Catlab: Genetics
ELISA MATION
IAMS Interactive Nutrition
Skeletal Muscle Mechanics

**VIDEOTAPES**
For VS21: Laboratory Animal Technology

A Challenge to Care: Careers in Laboratory Animal Science
Alternatives to Traditional Use
Animal ER
Animal Rights: The Threat to Research
Bacterial and Mycotic Diseases of Rabbits
Bacterial and Mycotic Diseases of Syrian Hamsters
Caring for Life
Common Procedures and Techniques
Infectious diseases of Guinea Pigs
Introduction and Use of Mice and Rats in Research
Laws, Regulations, and Guidelines
Mongolian Gerbils: Care, Diseases, and Use in Research
Noninfectious Diseases of Guinea Pigs
Noninfectious Diseases of Mice and Rats
Noninfectious Diseases of Rabbits
Parasitic Diseases of mice and Rats
Parasitic, Protozoal, and Viral Diseases of Rabbits
The Animal Care and Use Committee
Survival Surgery
Unnecessary Fuss
Use of Syrian Hamsters in Research
Viral Diseases of Mice and Rats
Viral, Parasitic, and Noninfectious Diseases of Syrian Hamsters
Will I Be Alright, Doctor?
For VS32: Clinical Laboratory Techniques
- Activated coagulation time and bleeding Time
- Bone Marrow Aspiration and Biopsy
- Crossmatch Procedures
- Microhematocrit Plus total Plasma Proteins
- Microscopic Examination of Peripheral blood smears
- Preparation, Staining, and Examination of Peripheral Blood Smear
- Red and White Blood Cell Counting – Utilizing the Unopette

For VS34: Farm Animal Nursing
- Administering bovine Oral Medication
- Artificial Insemination: Striving for Perfection
- Avian Physical Exam
- Basic Animal Microgenetics
- Beef Cattle Castration
- Beef Reproduction, Breeding, and Calving I, II, and III
- Bovine Caesarian Section
- Bovine Dehorning Techniques
- Bovine Parturition by C Section
- Bovine Restraint
- Embryo Transfer
- Equine Castration
- Equine Reproduction
- Examination of the Equine Digestive System
- Foaling
- Fundamental Livestock Parturition
- Live Cover Breeding
- Passage of the Stomach Tube in the Equine
- Poultry Reproduction
- Routine Dental Care in the Equine
- Shoeing the horse
- Stallion Management
- Swine Reproduction I and II
- The Foaling Process

For VS41: Surgical nursing and anesthesiology
- Aerrane
- Preparing the surgical Pack
- Small Animal anesthesia: Preparation and Use of Equipment
- Surgical Preparation
- Surgical Scrub, Gowning, and Gloving
FILMSTRPS
For VS12: Introduction to Animal Technology and
VS34: Farm Animal Nursing

Beef Cattle:
  Beef Cattle Castration
  Beef Cattle Identification
  Breeds of Beef Cattle
  Calving Management
  Dehorning Beef Cattle
  Embryo Transfer
  New and Exotic Breeds of Beef Cattle
  Preventative Health Care

Dairy Cattle:
  Artificial Insemination of Dairy Cattle – Procedures
  Breeds of Dairy Cattle
  Hoof Care
  Mastitis Treatment guide
  Prenatal Development of the Calf
  The Cow Udder and How it functions

Horses:
  Hoof Care
  The Brood Mare and Foal

Sheep:
  Breeds of Sheep
  Ewe and Lamb Management
  Sheep Castration

Swine:
  Breeds of Swine

For VS21: Laboratory Animal Technology
  Administration of Anesthesia to Dogs and Cats
  Blood From Deep Vasculature
  Blood From superficial Veins
  Euthanasia of Rodents and Rabbits
  Fecal Sampling
  Handling, Restraint, and Administration of Subcutaneous Injection to the
    Dog and Cat
  Handling, Restraint, and Gavage of the Hamster and Gerbil
  Handling, Restraint, and Gavage of the Mouse
Handling, Restraint, and Gavage of the Rat
Infraorbital bleeding
Injectable Anesthetics to Rabbits
Intravenous Injection of the Cat
Intravenous Injection of Rabbits and Rodents
Oral Administration to the Dog and Cat