

For Academic Affairs and Research Use Only	
Proposal Number	
CIP Code:	
Degree Code:	

## NEW OR MODIFIED COURSE PROPOSAL FORM

Undergraduate Curriculum Council

Graduate Council

New Course,  Experimental Course (1-time offering), or  Modified Course (Check one box)

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

	ENTER DATE...
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**Department Curriculum Committee Chair**

	ENTER DATE...
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**COPE Chair (if applicable)**

	ENTER DATE...
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**Department Chair**

Jennifer Bouldin 3/3/2023  
**Head of Unit (if applicable)**

	ENTER DATE...
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**College Curriculum Committee Chair**

	ENTER DATE...
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**Undergraduate Curriculum Council Chair**

Mary Elizabeth Spence 3/3/2023  
Office of Accreditation and Assessment  
**(new courses only)**

	ENTER DATE...
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**Graduate Curriculum Committee Chair**

Mickey Latour 3/3/2023  
**College Dean**

_Len Frey_	4/5/23
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**Vice Chancellor for Academic Affairs**

	ENTER DATE...
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**General Education Committee Chair (if applicable)**

**1. Contact Person (Name, Email Address, Phone Number)**

Jennifer Bouldin  
[jbouldin@astate.edu](mailto:jbouldin@astate.edu)  
870-972-3079

2. Proposed starting term and Bulletin year for new course or modification to take effect

Fall 2025

**Instructions:**

Please complete all sections unless otherwise noted. For course modifications, sections with a "Modification requested?" prompt need not be completed if the answer is "No."

3.

	Current (Course Modifications Only)	Proposed (New or Modified) <i>(Indicate "N/A" if no modification)</i>
Prefix		DRVM
Number*		7424
Title (include a short title that's 30 characters or fewer)		CR-Specialty Practice
Description**		This course consists of supervised clinical instruction in a selected, high quality, specialty practice (canine, feline, lab animal, exotic, zoological, equine and/or large animal). Instruction will take place in practices with board certified internists, radiologists, surgeons, anesthesiologists, or other specialists.

\* Confirm with the Registrar's Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9.*

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

4. Proposed prerequisites and major restrictions [Modification requested? Yes/No]

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

- a. Yes Are there any prerequisites?
  - a. If yes, which ones?  
Successful completion of previous years
  - b. Why or why not?
- b. YES Is this course restricted to a specific major?
  - a. If yes, which major? Doctor of Veterinary Medicine

5. Proposed course frequency [Modification requested? Yes/No]

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, "irregular.") *Not applicable to Graduate courses.*

Enter text...

**6. Proposed course type** [Modification requested? Yes/No]

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one. |  
practicum

**7. Proposed grade type** [Modification requested? Yes/No]

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])  
Pass/fail

**8. NO** Is this course dual-listed (undergraduate/graduate)?

**9. NO** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b. – Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

**10. Yes** Is this course in support of a new program?

**a.** If yes, what program?  
Doctor of Veterinary Medicine

**11. NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

**a.** If yes, which course?

Enter text...

## Course Details

**12. Proposed outline** [Modification requested? Yes/No]

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) |

General Information: Course length is 28 days (4 weeks) consisting of being physically at the clinical site for a minimum of 35 hours per week or the amount of time as specified by the clinical site (whichever is more). Fifty hours or more per week may be expected. Ten to twenty hours of self-directed study and investigation per week is also expected.

**A. Day 1 - Orientation**

1. Practice history
2. Practice philosophy – practice mission
3. Appropriate clothing – business casual unless otherwise noted

- a. Name Tag
  - b. Radiation Monitoring badge
- 4. Introduction of staff
- 5. Safety procedures - OSHA
- 6. Hours of operation – expected dates and hours of attendance shared
- 7. State Veterinary Practice Act
- 8. Overview of practice management/record management system
  - a. Confidentiality
- 9. Overview of facility
- 10. Tour of facility
- 11. Critical contact review
- 12. Learning contract completion and approval
- 13. Review and complete E\*Value information on rotation
- 14. other

**B. Daily from Day 1-28**

- 1. Observation of clinical workflow including communication, history taking, examinations, diagnostics and treatment planning and delivery.
- 2. With the approval of the clinical supervisor, active participation in communications, history taking, examinations, diagnostics and treatment planning and delivery.
- 3. At the appropriate time, discussion with the clinical supervisor and staff concerning the cases presented, course of care and prognosis.
- 4. Log cases and procedures into E\*Value.
- 5. Reflective journaling in E\*Value electronic portfolio.
- 6. Feedback from the clinical course coordinator that may include quizzes, request for reports and other items.

**C. Weekly**

- 1. More in depth reflective journaling in E\*Value Electronic portfolio on what was experienced during the preceding week. Include observations on how the practice fulfills its mission. This may include: discussion on economics of practice, community outreach, practice advertising/web site, social media, inventory management, discussion of selection of products to carry, demographics of clientele, etc. Include what was learned in the past week(s) and hands on experience.
- 2. Feedback from the clinical course coordinator that may include tests, request for reports and other items.

**D. Weeks 1-4**

- D. Supervising clinician at the site, with other veterinarian and staff input, will evaluate the student. It is the student's responsibility to seek out feedback regarding their performance.
- E. Student will complete the Week One Self-Evaluation and electronically submit.
- F. Student will propose a capstone project to the Clinical Course Director. After approval by the clinical course director, the student will work on the capstone project and submit as previously described.

**DI. End of the rotation**

1. Supervising clinician at the site, with other veterinarian and staff input, will evaluate the student. The student should work with the supervising clinician to ensure that an evaluation occurs at the end of the rotation. It is the **responsibility of the student** to ensure that evaluation forms are completed and submitted online or turned into the Office of Clinical Relations and Outreach at the completion of the rotation. Students should inform the Office of Clinical Relations and Outreach of any difficulty in obtaining an evaluation by the preceptor at the end of the rotation.
2. Student will complete and electronically submit their capstone project to the clinical course director. The clinical course director may share the project with the supervising clinician at the site.
3. Student will evaluate the clinical site & staff.
4. Student will evaluate the supervising clinician.
5. Student will evaluate themselves.
6. Student will provide approximate expenses for their rotation

**13. Proposed special features** [Modification requested? Yes/No]

(e.g. labs, exhibits, site visitations, etc.)

Clinical

**14. Department staffing and classroom/lab resources**

College of VM new staffing and resources

- a. Will this require additional faculty, supplies, etc.? |  
DRVM Faculty & supplies

**15. NO** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

## Justification

### Modification Justification (Course Modifications Only)

#### 16. Justification for Modification(s)

Enter text...

### New Course Justification (New Courses Only)

#### 17. Justification for course. Must include:

- a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course consists of supervised clinical instruction in a selected, high quality, specialty practice (canine, feline, lab animal, exotic, zoological, equine and/or large animal). Instruction will take place in practices with board certified internists, radiologists, surgeons, anesthesiologists, or other specialists.

- b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

General education for DRVM students

- c. Student population served.

DRVM students

- d. Rationale for the level of the course (lower, upper, or graduate).

Graduate only to fulfill requirements of DRVM program

## Assessment

### Assessment Plan Modifications (Course Modifications Only)

- 18. YES** Do the proposed modifications result in a change to the assessment plan?  
*If yes, please complete the Assessment section of the proposal*

### Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)

- 19.** What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

AVMA Standards

1. Comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management;
2. Comprehensive treatment planning including patient referral when indicated;
3. Anesthesia and pain management, patient welfare;
4. Basic surgery skills, experience, and case management;
5. Basic medicine skills, experience and case management;
6. Emergency and intensive care case management;
7. Health promotion, disease prevention/biosecurity, zoonosis, and food safety;
8. Client communications and ethical conduct; and
9. Critical analysis of new information and research findings relevant to veterinary medicine

- 20.** Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

Comprehensively, the Doctor of Veterinary Medicine program will be assessed through successful completion of licensure/board examinations. Formatively, this program’s assessment plan will be constructed by the school’s Dean and faculty with the assistance of the Office of Assessment and Accreditation.

<b>Program-Level Outcome 1 (from question #19)</b>	Type outcome here. What do you want students to think, know, or do when they have completed the course?
<b>Assessment Measure</b>	Please include direct and indirect assessment measure for outcome.
<b>Assessment Timetable</b>	What semesters, and how often, is the outcome assessed?
<b>Who is responsible for assessing and reporting on the results?</b>	Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans?

*(Repeat if this new course will support additional program-level outcomes)*

### Course-Level Outcomes

**21. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?**

By the end of this course:

1. The student will be able to accurately produce a differential diagnosis list, diagnosis and treatment plans, and prognosis for a variety of common (and uncommon) cases in their care and for cases to which they have been exposed to. Students will be able to prioritize the clinical problem list from the most significant to the least significant clinical finding.
2. The student will gain increased confidence by actively contributing and administering to the care and management of cases as well as through interaction with clients, the health care team, and staff veterinarians and veterinary technicians.
3. Students will demonstrate appropriate problem-oriented medical record keeping by documenting the history, physical exam findings, laboratory results of the patient and the medical care both advised and received by the patient (or animal group where applicable).
4. The student will investigate career opportunities in small animal general practice, compensation, and career paths, including ownership, additional educational options (internships, residencies), corporate veterinary medicine, academia, and the business model(s) of general practice.
5. Students will demonstrate effective, professional and appropriate communication skills through interactions with A-State DVM faculty, the public, clients, staff and veterinarians. It is expected they will continue to build on these skills throughout their clinical year.
6. Students will become familiar with the veterinary practice act of the state(s) where the clinical rotation occurs.
7. Students will learn to collaborate with and to delegate tasks to appropriate individuals and recognize and demonstrate the importance of team healthcare delivery.
8. Students will apply concepts and demonstrate familiarity and understanding with various guidelines that MAY include the following:
  - a. AAHA Nutritional Evaluation
  - b. Vaccination Guidelines – AAHA/AAFP/AAEP/AABP

- c. VECCS Cardiopulmonary resuscitation
- d. ACVIM Canine Valvular Disease Consensus Statement
- e. ACVIM Hypertension Consensus Statement – canine & feline
- f. AAHA-AVMA Partnership for Healthy Pets Preventive Healthcare guidelines – canine & feline
- g. AAEP Senior Care Guidelines
- h. Compendium of Animal Rabies Prevention and Control
- i. Calgary-Cambridge & FRANK communications for client communications
- j. AABP Guidelines -[http://www.aabp.org/about/AABP\\_Guidelines.asp](http://www.aabp.org/about/AABP_Guidelines.asp)
- k. AAEP Guidelines & Recommendations <http://www.aep.org/info/guidelines>
- l. Exam room management
- m. Other guidelines as identified

The course outcomes described above will be measured by direct means such as written exams and rubrics (assessing papers, presentations, oral exams, etc.) Final measurement instruments will be determined by course faculty.

## Bulletin Changes

Instructions
<p><b>Please visit <a href="http://www.astate.edu/a/registrar/students/bulletins/index.dot">http://www.astate.edu/a/registrar/students/bulletins/index.dot</a> and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.</b></p> <p><b>*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.</b></p>

Paste bulletin pages here...