



PROPOSAL TO THE SENATE EDUCATIONAL POLICY COMMITTEE (final 2/7/09)

PROPOSAL TITLE: Illinois Integrated Veterinary Professional Curriculum (IIVPC)

SPONSOR: Dr. Jonathan H. Foreman, Associate Dean, Academic and Student Affairs
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COLLEGE CONTACT: Same as Sponsor

BRIEF DESCRIPTION:

The faculty of the College of Veterinary Medicine (CVM) has worked intensively for 3 years to develop the IIVPC. The proposal is to revise the entire veterinary professional core curriculum (leading to the DVM degree), focusing on the following goals:

- 1) To increase opportunities for clinical experiences during all 4 years of the DVM curriculum;
- 2) To improve integration of clinical experiences with basic science subject matter;
- 3) To provide adequate time for elective courses that foster student career paths;
- 4) To provide curricular flexibility to continually update and integrate subject matter;
- 5) To refresh clinical rotations; and
- 6) To institute professional development electives to help transition students into veterinary practice.

JUSTIFICATION:

During the past decade, the practice of veterinary medicine has changed significantly in response to societal expectations: to enhance medical care for companion and food animals; to ensure a safe food supply; to protect public health and animal welfare; and to create new medical devices and pharmaceutical products that will improve the health and well-being of animals and people. These expectations challenge the more traditional means of delivering veterinary curricula, particularly when combined with increases in medical information and technology available to students who have extensive computer skills and who expect web-based learning experiences. The IIVPC addresses these societal and technological challenges and responds to outcomes assessments in which Illinois CVM graduates repeatedly recommend increased integration of clinical experiences with basic science subject matter to improve medical relevancy throughout the curriculum. Revision and modernization of the DVM curriculum recently became requirements of the DVM program's accreditation agency, the American Veterinary Medical Association (AVMA) Council on Education (COE). Specifically, after a site visit to the College by the COE in 2006, the final accreditation report listed as the first priority that: **"The CVM is urged to complete the curriculum evaluation based on concept mapping and effect changes that are needed to ensure a contemporary (including non-traditional modes of delivery) science and clinical based education of the DVM students."** (*Bold added for purposes of this proposal.*)

BUDGETARY AND STAFF IMPLICATIONS:

- a. Additional staff and dollars needed: The Provost and the Dean have agreed that appropriate funding levels will be available to deliver this new curriculum in an appropriate and diligent



manner. The College is determined, despite the budget crisis, to continue to support its Number One mission in its Strategic Plan to “Ensure the excellence of the DVM program.” The budget crisis undoubtedly will affect the number of faculty that the College is allowed to hire in the near future. Currently the College has 96 FTEs (filled and open); approximately 84 faculty members currently are employed in three departments and two service units (Veterinary Diagnostic Laboratory (VDL) and Veterinary Teaching Hospital (VTH)). Some refill hires have already occurred this year in open positions (not included in the 84 currently-filled FTEs) with the approval of the Provost. We will continue the current searches which are in negotiation at this point, again with the approval of the Provost. When the budget crisis diminishes, any refills of open positions in the future will be directed toward fulfillment of curricular needs. All positions and searches must be justified by the department or service unit and approved by the Dean and the Provost before searches or hires may begin. Ultimately, we do not believe that current staffing levels will be a rate-limiting step to the success of this proposed curriculum, but when we hire new faculty in the future, we will always consider how they fit into plans for delivery of the new curriculum.

Additionally, we will continue our practice of allocating new tuition funds to areas of need in the professional curriculum.

- b. Internal re-allocations (class size, teaching loads, student-faculty ratio): Our class size is currently 120 students per class. We do not anticipate increasing class size substantially unless considerable new funding becomes available for facility remodeling or building.
- c. Effect on course enrollment in other units: The DVM program is self-supporting within the College of Veterinary Medicine. Departments outside of the College will not be affected adversely by this curriculum revision.
- d. Impact on the University Library: The College houses a branch of the University Library. It will not be affected by this curriculum revision (letter from University Librarian is attached).
- e. Impact on computer use, laboratory use, equipment: All DVM students are required (beginning with the Class of 2011; optional prior to that class) to have laptop or tablet computers on which they receive all their course syllabi, notes, and updates. Current College or University computer use will not be affected by this curriculum revision. Some computers will be re-allocated to the Clinical Skills Learning Center to support the use of computer models for teaching in the new curriculum.

The use of teaching laboratory space in the College will continue as in the past (except for internal scheduling changes) and will not be affected by this curriculum revision.

We are in the process of developing a new student learning center – the Clinical Skills Learning Center – that will be an important educational resource throughout the new curriculum. This technician-operated learning center will be designed for independent learning and practice of basic and clinical skills outside the typical classroom and laboratory.

DESIRED EFFECTIVE DATE: The anticipated start date is Fall Semester 2009 for the entering 1st year class only. Each subsequent curricular year will be phased-in annually after the initial start date.



STATEMENT FOR PROGRAMS OF STUDY CATALOG:

The professional veterinary medicine curriculum is dedicated to the development of knowledge, skills, and aptitude required for successful entry into veterinary practice or related positions that promote optimal health and quality of life for animals and people.

Upon successful completion of the professional curriculum at the University of Illinois College of Veterinary Medicine, the Doctor of Veterinary Medicine (DVM) degree is conferred. This professional designation opens the doors to a wide array of careers in veterinary medicine, research, and public health. The four-year post-baccalaureate curriculum provides students with a theoretical and practical foundation in basic biological sciences and medicine and a broad range of clinical training and experience.

Veterinary students at Illinois work with outstanding clinical and research faculty who are leaders in their fields. The core-elective curriculum allows students to pursue areas of emphasis while achieving core competencies expected of all new veterinary graduates. Clinical rotations are interspersed throughout the curriculum and are particularly emphasized late in the third year and for the entirety of the fourth year.

During the first two years, students develop a sound foundation in basic sciences with modules such as veterinary anatomy, physiology, neurobiology, microbiology, immunology, parasitology, and pharmacology. In each of the first two years, there are 7- or 8-week blocks of time set aside for students to rotate through various portions of the Veterinary Teaching Hospital and the Veterinary Diagnostic Laboratory for clinical experience. Students in the third year enroll in medicine and surgery courses and learn diagnostic and surgical skills in laboratories.

In the final 14 months, fourth year students work with veterinary faculty, clients, and patients in the Veterinary Teaching Hospital and the Veterinary Diagnostic Laboratory. Rotations give senior students experience in small animal, food animal, and equine medicine and surgery, radiology, anesthesiology, and diagnostic medicine. Senior students are required to take a core series of rotations and then can select elective rotations taught both on- and off-campus, in public and private practices. The last two months prior to graduation are set aside for Professional Development capstone experiences in which students nearing graduation are encouraged to focus on specific species or curricular detail critical to their intended employment post-graduation.



CLEARANCES:

Signatures:

12/12/08

Dr. F. Zuckermann, Chair, College Courses and Curriculum Committee

Date

12-12-08

Dr. J.H. Foreman, Associate Dean, Academic and Student Affairs

Date

12-12-08

Dr. H. E. Whiteley, Dean, College of Veterinary Medicine

Date

Ms. K. Kuntz, Assistant Provost

Date

Dr. A. Aminmansour, Chair, Senate Educational Policy Committee

Date

Dr. L. Katehi, Provost

Date