

Instructional Faculty Consortium Committee (IFCC)

Veterinary Technology IFCC Minutes

Date: October 05, 2023

Time: 10:00am – 12:30pm

Location: WebEx

Meeting Facilitator: Sasha Kahiga

Attendees

- 1) Sasha Kahiga- Curriculum Program Specialist, Technical College System of GA (TCSG)
- 2) Deidre Tillman- Instructor, Ogeechee Technical College
- 3) Sharon Poitevint- Southern Regional Technical College
- 4) Dr. Amy Dorminey- Program Chair, Ogeechee Technical College
- 5) Dr. Jennifer Mason- Program Director, Southern Regional Technical College
- 6) Melissa Hunt- Instructor, Athens Technical College
- 7) Ryan Cheek- Health Sciences Dean, Gwinnett Technical College
- 8) Dr. Jeffrey Light- Clinical Instructor, Athens Technical College
- 9) Stefany Dixon- Program Director, Gwinnett Technical College
- 10) Dr. Lara Vaughn- Program Director, Athens Technical College

Agenda Topics/Discussion

Agenda Items	Discussion
<i>Welcome</i>	<p>Sasha Kahiga welcomed everyone present. OTC has a new faculty member, Deidre Tillman, who replaced Ms. Walker. Ms. Tillman graduated of OTC in 2016 and she has her Bachelor's in biology and chemistry. She is working on her Master's in Education.</p> <p>Sasha Kahiga is the curriculum program specialist at TCSG. Her primary goal and responsibility are to work with faculty to ensure their programs are aligned with their accrediting agencies and up to date. She has an open-door policy and has invited faculty to contact her if they ever need anything with email being the best way to do so.</p>
<i>TCSG Overview</i>	<p>Sasha reminded everyone to bookmark the academic affairs website. That is where faculty will find contact information for TCSG's academic affairs team, different peer groups, etc. Since Sasha started at TCSG 6 years ago, she has always wanted to have a Dean's meeting and will have the first one in about</p>

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	<p>two weeks. The hope is to make the minutes from that peer group available to faculty for review.</p> <p>Sasha continued to give faculty an overview of what they can locate on the academic affairs website, including articulation agreements, KMS information, faculty development center, IFCC information including upcoming meetings and minutes, and probes and information tickets.</p> <p>The academic affairs team has a few changes. The academic affairs department lies within the office of technical education division. This is overseen by Dr. Kathryn Hornsby, who is the assistant commissioner of technical education. The senior executive director is Dr. Sandra King. Steve Conway runs the KMS meetings and finalizes state board documents. Sasha and Dr. Natalie Dames are the ones who run the state board documents.</p> <p>Tammy Bryant is the new director of allied health curriculum and oversees Associate of Science in Nursing and Practical Nursing. She is from SRTC and serves as the president of the Georgia Board of Nursing.</p> <p>New CPS individuals include Dr. Barbara West, Owena Odoms, and Mike Howard.</p>
<p><i>Faculty Development</i></p>	<p>Faculty development has changed. There is still phase I and phase II training, but each phase has two parts. For the first part of phase I, there are online self-paced modules. The second part of phase I is an interactive online learning experience which gives a more in depth overview of part one including how to do lesson plans. For phase II part one, it is a self-paced module which discusses FERPA, harassment, Title IX, and other various student services. Phase II part two is a face-to-face component with faculty lesson presentations, presenters who provide classroom management strategies and online teach strategies.</p> <p>Dr. Dames is the CPS in general education, but she also runs the faculty development. The feedback from these changes has been positive. Sasha advises faculty they can always go through phase I and II again if they desire. The goal is to capture all new faculty prior to them getting too involved in the programs. Ideally, faculty need to complete phase I and II within the first six months of employment. Adjuncts are also invited to attend.</p>
<p><i>Artificial Intelligence (AI) Sharing Session</i></p>	<p>Sasha asked if anyone has experienced AI. Everyone should have received an email about GVTC providing generative AI training including webinars. If they have not already reviewed some of the webinars, they were encouraged to do so.</p>

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	<p>When AI was first discussed, it was talked about as more of an issue in education when it comes to the humanities areas; however, that is not the case. There is medical AI, photography AI, etc. One thing they want to do is embrace AI. If anyone has ever used Chat GPT or Open AI, it does not cost much for a student to get an account, so several IFCCs have taken the technology and used it within their courses and assignments.</p> <p>Sasha was curious to know how faculty felt about AI potentially being a source of plagiarism and whether it is used within the programs. No one in veterinary technology has currently adopted any AI.</p> <p>One of the attendees, when in school, had to have AI generate a paper where they, as students, would have to document accuracies versus inaccuracies. Some thought this would be a clever idea, but overall, Sasha encouraged faculty to consider innovative ways to include AI in their program.</p>
<p>IFCC OneDrive</p>	<p>Within the One Drive, there are three folders. One is an IFCC meeting minutes, which include the drafted minutes, agenda, and PowerPoint. Typically, the chair and co-chair will type the notes from the meeting and add it to the template. They want the minutes to be a collaborative task because it is difficult for the chair and co-chair alone to get it done in a timely fashion. It is important for everyone to review it to see if anything was missed or needs to be corrected. Once finalized, it will go on the TCSG website.</p> <p>The KMS standards are for drafted revisions, so the most recent version of the KMS standards will not always be in there because they will utilize KMS. Always pull standards from KMS. Sasha wants to make the standards in One Drive a word document so faculty can revise them if they want to.</p>
<p>Program Discussion</p>	<p>There has been some concern that the Veterinary Technology Program has too many skills in classes or that they consider their program to be a “marathon” program. The last time everyone met, they worked on individual courses to determine what could be done or how things could be reorganized. However, everyone believes they should choose one to three minor changes to make to the curriculum that would allow faculty to have more flexibility within the curriculum.</p> <p>In making changes, the program needs to remain within their 80-semester credit hour limit, which was allowed via a special approval as TCSG normally only allows 60-73 hours for associate degrees.</p> <p>The practice management course currently has three semester credit hours. The proposal is to take two hours away from practicing management because it does not feel necessary to have that many hours given the skills the course is associated with. There is some concern that doing this may impact full-time</p>

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	<p>course load since the program sites do not all teach their courses in the same semesters, which will affect grants.</p> <p>Since the assumption is that the two hours taken from practice management would then be applied to medical math, faculty wondered if it would be beneficial to add medical math as a component to practice management so help avoid changing credit hours around too much. Others teach medical math in every class every semester, but several want things to be more defined in where things must be taught. Overall, they agreed medical math is not best to be placed into practice management.</p> <p>Sasha suggested adding the medical math into the first semester, but every campus has their courses laid out differently where some have two courses, some three, and some four courses in the first semester or they start in different semesters including one college that starts in the summer. It was recommended to add more hours to the intro course with a lab and math.</p> <p>The intro course is mostly breed identification and a little introduction to organized veterinary medicine. It is also online. Faculty believe it will benefit the program more to have it come offline and include some basic skills in VETT 1030, which will give faculty more time in VETT 1030 to spend on dentistry and nutrition that are difficult to teach currently due to time constraints.</p> <p>There is one program site that teaches the courses in the fall and believes more students will fail because they will have math and anatomy in the same semester due to their impression that students can only have one hard course per semester.</p> <p>The consensus was there is not a logical place to put medical math where it will work for all campuses.</p> <p>Upon asking if faculty could do animal handling in their first semester, there was one program site that was concerned about the speed at which students submit their rabies vaccinations. Due to their difficulties, they don't require students to have their rabies vaccinations until the second semester. Most sites require it in the first semester. Two sites alert the students as of their orientation on what they need and require them to have their records (including at least the first rabies vaccination) submitted within a month.</p> <p>Some sites already have animal handling in the first semester, but others indicated they could make it work.</p>
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	<p>Another option for moving credit hours aside from practice management would be in exotics since there aren't too many CVTEA skills required, and programs could have difficulty getting exotic animals.</p> <p>It was mentioned that the program can get rid of all pre-requisites except for "program entry" so that everyone can teach their programs as they see fit and in whatever order they believe is more beneficial to students. Faculty were reminded that they can change their pre-requisites as they see fit according to how their program is laid out at their college so long as they meet the minimum requirements from TCSG.</p> <p>There was a suggestion that they add a VTNE preparation class because passage rates are slipping, and it is not unusual for health science programs to have a review exam. Some sites already do things to prepare their students for board passage but are not necessarily opposed to having a separate class for it. Ideally, that course would be in the last semester; however, students are doing their internships at the time which means they are not on campus. If they were to have the class, it would have to be online and there is some concern that it would not be any more beneficial to students than the current reviews that are done.</p> <p>When asked where faculty believe the biggest issue is with the curriculum, one site indicates that it is a trend in their area to send CBCs off to labs for veterinary work and the students have a lot of labs in their course work. Likewise, why do students need to have so many skills with large animals?</p> <p>Another question was why faculty must physically document every skill for the students to be able to review. They believe proof of the skills is in the VTNE. Several agree.</p> <p>Athens Tech wants to offer a course that includes anatomy and physiology and pathology of diseases all in one class taught over two semesters. To do this, they would need to add it as an "or" option in KMS.</p> <p>One site believes that VETT 2300 has too many hours assigned to it, but it has that many hours because that is the best way for students to be considered full time. There is a site that has a form that students can complete, and faculty can sign which could grant an excuse for not being a full-time student for the course being the only one offered in the semester, but that is not a fail-safe because it depends on the students' situation.</p>
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	<p>It was indicated that if they want to take hours from VETT 2300, it will give them room to create the VTNE prep course discussed previously. Everyone seems okay with this.</p> <p>One site would like to see medical math as a pre-requisite that could be offered to all health science programs that the programs could just reinforce once students are with them, but then that would potentially increase the hours of the programs.</p> <p>Sasha keeps having similar discussions with her IFCCs about medical terminology, but it is not possible to incorporate it back into programs because of the hours allotted. However, there is one college that embeds medical terminology in Blackboard, so students are required to complete assignments. She wonders if they can do something similar with medical math. Faculty were encouraged to review their “or” options in regard to their pre-requisites because that is what may help them better personalize their personal curriculum on their individual locations.</p> <p>No one has a problem adding the course mentioned by Athens Tech as an “or” option if it would benefit Athens Tech. There was some discussion about separating math into a separate class from pharmacology, stealing an hour from pharmacology so there could be a 1 credit hour math class, but several already have trouble covering pharmacology in the three hours that have been allotted.</p> <p>When it comes to competitive admissions into the program, Sasha encouraged faculty to consider not requiring all the classes as a requirement into the program. If faculty will be at full-time each semester to be able to get their financial aid, faculty were encouraged to review how their layout would look and is created to see that they are meeting their required hours. If not, faculty may need to review the competitive admissions requirements.</p> <p>It was recommended to review each class and compare them to current CVTEA standards, which is something that has not been done in many years. Once they get it to the CVTEA standards, then they can review it further. This will also give programs a chance to consider what they need to fit their more specific needs.</p> <p>They recommended setting up a workshop to sit in the same room and compare notes as they review the standards. If they try to break it up, there may be miscommunication or it may take longer to conclude whereas if they were in a workshop, they could address any issues or questions as they arise.</p>
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	<p>Faculty would like to review the courses individually and then meet to discuss them. They will email those assignments. Faculty would like to meet to discuss this further in the Spring semester. They agreed to meet again February 15, 2024 at Central Georgia Technical College. Sasha will send a save-the-date and then get the IFCC meeting approved. She will keep faculty updated on that progress.</p> <p>If faculty need help with any of their prep work for the next IFCC meeting, Sasha indicated they are welcome to ask her any questions.</p> <p>Ryan offered to have everyone send him their curriculum for the classes and what semester they are taught in so he can enter them into a spreadsheet. This will give everyone a better idea of how things line up.</p>
<i>Open Discussion</i>	Sasha asked the group if there were any additional discussions. There were none.
<i>Closing Remarks</i>	Sasha thanked the group for their hard work and adjourned the meeting.

Meeting adjourned at: 12:23 PM

Minutes submitted by: Jennifer Manson