# A.A.S. in Veterinary Technology To Be Offered by Caris College at Jeffersonville, Indiana

| Program Details | |
|---|---|
| Degree Award Level[2]: | Associate's degree |
| Mode of Delivery (In-person, Online, or Blended[3]): | Blended |
| Career Relevant/Out-of-Classroom Experiences[4]: | Clinical externship |
| Suggested CIP Code for Program: | 01.8301 |
| **Author Details** | |
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| Date the Form was Prepared (Use date last revised): | 11/05/2025 |

1 The "program name" should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term "program" refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's or a bachelor's, master's, or doctoral degree. Some institutions use the term "major" interchangeably with "degree program," in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term "program" does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

2 The "Degree Award Level" refers to the following categories (see Degree Award Level Definitions for additional detail.
1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate's Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor's Degree
6. Post-Baccalaureate Certificate
7. Master's Degree
8. Post-Master's Certificate

17. Doctor's Degree-Research/Scholarship
18. Doctor's Degree-Professional Practice
19. Doctor's Degree-Other

3 For Commission purposes, "online" includes two categories: 100% online and blended programs, i.e., 80-99% is online, with the remaining portion in-person.

4 Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. The National Association of Colleges and Employers (NACE) Career Readiness Competencies and Statewide Career Relevance Definition provide additional information about student engagement experiences with career relevance.

5 CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as a CIP family) represents the most general groupings of related programs, while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020.

# 1. Program Objectives

**a.** **Program Rationale**

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

This Veterinary Technician program is designed to equip graduates with the skills and knowledge needed to excel in animal healthcare, preparing them to support veterinarians effectively and successfully pass the Veterinarian Technician National Examination (VTNE) for state licensure. The program focuses on three key objectives: building a strong foundation in veterinary sciences, mastering essential nursing and technical skills through hands – on training, and fostering professionalism and ethical conduct. Students will gain a comprehensive understanding of animal anatomy, pharmacology, diagnostic imaging, and emergency care, ensuring they are well – prepared for diverse roles within the field.

Structured as a two-year Associate of Applied Science (AAS) degree, the program blends rigorous academic coursework with extensive practical experience. Classes cover topics like animal anatomy, veterinary pharmacology, small and large animal nursing, and diagnostic imaging. Each course includes dedicated lab sessions where students practice essential skills in a controlled environment. Crucially, the program mandates substantial clinical externships in various settings, including general practices, emergency clinics, and research facilities. These real-world experiences, supervised by credentialed veterinary professionals, are vital for students to apply their knowledge and refine their abilities.

Beyond technical skills, the program emphasizes critical thinking, professional communication, and ethical decision-making, all crucial for navigating the complexities of veterinary practice. An active advisory committee, comprising local veterinarians and industry experts, regularly reviews the curriculum to ensure it remains current and relevant to the evolving needs of the veterinary profession in Indiana. Continuous assessment and feedback from students, graduates, and employers, alongside VTNE pass rates, drive ongoing program improvement, ensuring graduates are not only ready for licensure but also for successful, compassionate careers in animal healthcare.

b. **Program Structure**
- List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

| Total Course Hours: | Check one: | | |
|---|---|---|---|
| | **Quarter Hours** | **Semester Hours** | **Clock Hours** |
| 117 credit hours | ☒ | ☐ | ☐ |
| **Tuition:** $35,100 | **Length of Program:** | | |
| **Special Fees:** none | 24 months | | |

| **SPECIALTY COURSES:** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Course Hours** |
| VET 210 | Anatomy & Physiology I | 3 |
| VET 210L | Anatomy & Physiology I Lab | 2 |
| VET 200 | Introduction to Veterinary Technology | 4 |
| VET 310 | Anatomy & Physiology II | 3 |
| VET 310L | Anatomy & Physiology II Lab | 2 |
| VET 215 | Veterinary Medical Terminology | 4 |
| VET 220 | Small Animal Husbandry | 4 |
| VET 250 | Veterinary Communication | 4 |
| VET 240 | Veterinary Diagnostic Imaging | 4 |
| VET 225 | Small Animal Nursing | 5 |
| VET 235 | Small Animal Diseases | 3 |
| VET 320 | Large Animal Husbandry | 4 |
| VET 300 | Veterinary Safety & Public Health | 3 |

| VET 325 | Large Animal Nursing | 5 |
|---------|---------------------|---|
| VET 335 | Large Animal Diseases | 3 |
| VET 260 | Veterinary Pharmacology | 4 |
| VET 315 | Veterinary Emergency & Critical Care | 3 |
| VET 255 | Exotic Animal Husbandry | 3 |
| VET 245 | Animal Nutrition | 3 |
| VET 340 | Veterinary Parasitology | 3 |
| VET 250 | Veterinary Microbiology | 3 |
| VET 330 | Veterinary Clinical Pathology | 3 |
| VET 355 | Exotic Animal Nursing | 3 |
| VET 285 | Veterinary Dentistry | 3 |
| VET 270 | Veterinary Surgical Nursing | 4 |
| VET 270L | Veterinary Surgery & Anesthesia Lab | 2 |
| VET 275 | Veterinary Anesthesia | 3 |
| VET 230 | Veterinary Laws & Ethics | 3 |
| VET 290 | Veterinary Technician Capstone | 3 |
| VET 280 | Veterinary Technician Externship | 6 |

| **GENERAL EDUCATION / LIBERAL ARTS COURSES:** | | |
|---|---|---|
| **Course Number** | **Course Title** | **Course Hours** |
| MAT 115 | Applied Mathematics | 3 |
| COM 105 | Communication Skills | 3 |

| CHEM 200 | Fundamentals of Chemistry | 3 |
| BIO 100 | Biological Science | 3 |
| BUS 115 | Professional Development | 3 |

Number of Credit/Clock Hrs. in Specialty Courses:    102    /    1353    Percentage:    87%/ 89%

Number of Credit/Clock Hrs. in General Courses:    15    /    165    Percentage:    13%/ 11%

If applicable:
Number of Credit/Clock Hrs. in Liberal Arts:    0    /    0 Percentage:    0%

## 2. Library
### a. **Library Rationale**
- Please provide information pertaining to the library located in your institution
  - **Location of library; Hours of student access; Part-time, full-time librarian/staff:**

    Caris College has a virtual Learning Resource Center that is housed on the Caris College website, as well as a small physical Learning Resource Center located on campus. Students are able to access the virtual LRC 24 hours per day. Thy physical Learning Resource Center is open to students Monday through Thursday from 8a-5p and Friday from 8a-4p. Due to majority of resources being housed in the virtual LRC, library staff are not necessary at this time. Resources available in the physical LRC are able to be self-checked out by the student without needing assistance or can be assisted by Caris administration.

  - **Number of volumes of professional material:**

    The electronic Learning Resource Center is a compiled listing of free education resource databases to serve faculty and students in their educational needs while at Caris College, providing access to thousands of resources and professional materials.

    These databases include the following: BioMed Central Provides open access research from more than 290 peer-reviewed journals in the fields of biology, clinical medicine, and health. You can browse these journals by subject or title, or you can search all articles for your required keyword. ERIC Institute of Education Sciences The Education Resource Information Center is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences of the United States Department of Education. *When searching, be sure to check the 'Full text available on ERIC' box to find results with the full text.

    Google Scholar A freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.

Inspire INSPIRE is Indiana's Virtual Online Library, and is a collection of online academic databases and other information resources that can be accessed by Indiana residents. To Log in, use the following account information: Username: CarisCollege Password: student2780!

JAMA Network The Journal of the American Medical Association is a peer-reviewed medical journal published 48 times a year by the American Medical Association. It publishes original research, reviews, and editorials covering all aspects of biomedicine. *When searching, be sure to check the 'Free and Open Access' filter boxes to find results with the full text.

Medscape Provides access to medical information for clinicians and continuing education for physicians and health professionals. Medscape references medical journal articles, CME, a version of the National Library of Medicine's MEDLINE database, medical news, and drug information. Most content will require a Medscape account for full access. Faculty and students can sign up for a free membership/account for complete content accessibility.

PLOS One PLOS One is a peer-reviewed open access scientific journal published by the Public Library of Science covering primarily research from any discipline within science and medicine.

PubMed PubMed is of the National Center for Biotechnology Information is a very well-known research platform in the fields of science and medicine. It offers access to "more than 26 million citations for biomedical literature from MEDLINE, life science journals, and online books." You can filter your search to view free full texts only.

- o **Number of professional periodicals subscribed to:**

  In addition to the professional periodicals included within the electronic Learning Resource Center, Caris subscribes to several veterinary – specific resources to support the Veterinary Technology program. These include:
  - **VETgirl** (online CE and clinical resources for veterinary professionals)
  - **Fear Free** (resources and continuing education focused on reducing fear, anxiety, and stress in patients)
  - **Feline Friendly Practice** (materials from the American Association of Feline Practitioners (AAFP))

  These resources ensure that students and faculty have access to current, evidence – based information that supports both clinical excellence and compassionate animal care.

- o **Other library facilities in close geographical proximity for student access:**
  - There are 15 public libraries within a 10- mile radius of Caris College.

# 3. Faculty

**a. Qualifications**

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.),
  **Attach completed Instructor's Qualification Record for each instructor.**
  **\*\* Include** <u>all required documentation</u> **pertaining to the qualifications of each instructor.**

| Total # of Faculty in the Program: 3 | Full-time:3 | Part-time:0 |
|---|---|---|
| **Fill out form below:  (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)** | | |

| List Faculty Names (Alphabetical Order) | Degree or Diploma Earned (M.S. in Mathematics) | # Years of Working Experience in Specialty | # Years Teaching at Your School | # Years Teaching at Other | Check one: Full-time | Check one: Part-time |
|---|---|---|---|---|---|---|
| Burton, Stacia | B.S. in Applied Science | 10 | 2 | 0 | X | |
| Cole, Kaitlin | B.S. in Science | 7 | 5 | 0 | X | |
| Zirilli, Talise | B.S. in Science * Grad date in 2026 | 6 | 1 | 0 | X | |
| TBD | B.S. in Science | | | | X | |
| TBD | DVM | | | | X | |
| | | | | | | |

**b. Occupational Outlook: Projected Employment Trends**

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

Employment opportunities for veterinary technicians are strong at the national, state and regional levels. According to the U.S. Bureau of Labor Statistics, jobs in this field are projected to grow 21% from 2022 to 2032, much faster than the average for all occupations. Growth is being driven by increasing pet

ownership, advancements in veterinary care, and the expanding role of technicians in the areas such as anesthesia, diagnostics, and emergency medicine.

In Indiana and surrounding regions, veterinary employers consistently report difficulty in filling open veterinary technician roles due to a shortage of credentialed professionals. The Veterinary Technology program at Caris College directly addresses this workforce gap by preparing students to sit for the Veterinary Technician National Examination (VTNE) and pursue state licensure as Registered Veterinary Technicians. The program is aligned with labor market demand and ensures graduates are well-positioned for stable and meaningful employment across a wide range of veterinary care environments.

## 4. Rationale for the Program

a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**
   - Why is the institution proposing this program, and how does it build upon institutional strengths?

*Caris College is proposing a Veterinary Technology Associate Degree program to address the growing demand for credentialed veterinary professionals in the region. This initiative supports the college's mission to provide high-quality, career-focused education that prepares students for meaningful roles in healthcare and animal science. The proposed Veterinary Technology program builds upon Caris College's existing strengths, such as:*

1. **Veterinary Education Foundation**: Caris College already offers a successful Veterinary Assistant program. This existing foundation provides relevant curriculum development experience, access to veterinary-specific facilities, and a pipeline of students who are motivated to advance their education in animal healthcare.
2. **Experienced Faculty**: The institution employs faculty with real-world experience in veterinary medicine and animal care. These instructors are equipped to deliver both foundational and advanced coursework in veterinary technology, ensuring that students receive practical and industry-relevant education.
3. **Clinical and Externship Partnerships**: Caris College has established partnerships with local veterinary clinics, hospitals, and shelters that already support the Veterinary Assistant program. These relationships can be expanded to offer clinical and externship experiences required for Veterinary Technology students.
4. **Student-Centered Culture**: Caris College is known for fostering a supportive and hands-on learning environment. The personalized instruction and mentorship available to students will be especially beneficial in a rigorous program like Veterinary Technology, where academic success and technical skill development are closely linked.

This new program represents a natural progression for both the institution and its students, allowing Caris College to meet industry needs while continuing to invest in high-quality, specialized healthcare education.

This Veterinary Technology program aligns with Caris College's overall goal to equip students with the skills and training needed for high – demand roles in the veterinary and animal health fields, contributing to the broader animal care workforce in the community.

   - How is it consistent with the mission of the institution, and how does this program fit intothe

institution's strategic plan (please provide a link to the strategic plan)?

The addition of the Veterinary Technology program fits well into Caris College's strategic plan by:

● **Meeting Community Needs**: The college is responding to the increasing demand for credentialed veterinary technicians in both urban and rural animal care settings. Veterinary practices, shelters, and specialty hospitals across the region report difficulty hiring qualified staff. This program directly supports the community by preparing skilled graduates ready to meet those workforce needs.

● **Expanding Academic Offerings**: The Veterinary Technology program allows Caris College to broaden its suite of health science and animal-related programs, reinforcing its position as a leading provider of career-focused education in specialized healthcare fields. This expansion is consistent with strategic goals to diversify offerings while upholding academic excellence.

● **Enhancing Career Pathways**: The new program builds on the existing Veterinary Assistant certificate, giving students a clearly defined educational and professional ladder. Students can enter the veterinary field at the assistant level and seamlessly progress to an associate degree with eligibility for credentialing—supporting long-term career growth in a high-demand field.

● **Strengthening Industry Partnerships**: Caris College already collaborates with local veterinary clinics and animal care facilities. The Veterinary Technology program deepens those relationships by offering more advanced externship experiences and helping clinics meet staffing needs with well-prepared graduates. This aligns with the college's strategy to foster employer partnerships that benefit both students and the regional workforce.

The proposed Veterinary Technology program at Caris College strengthens its mission of delivering high-quality, career-focused healthcare education and represents a strategic advancement in addressing community needs, enriching academic programs, and supporting student success in the growing field of veterinary medicine.

b. **State Rationale: General**
   - How does this program address state priorities as reflected in the Commission's most recent strategic plan, the [HOPE (Hoosier Opportunities & Possibilities through Education) Agenda](#)?

   The proposed Veterinary Technology program at Caris College aligns directly with the HOPE Agenda's key pillars of increasing access, completion, and retention in post-secondary education. By offering a structured pathway to credentialing as a Registered Veterinary Technician, the program expands post-high-school training and education opportunities for both youth and adults – this supporting the HOPE goal of elevating Indiana's training and education going – rates.

c. **State Rationale: Economic and Social Mobility**

- How does this program address the mobility initiative [6. Measurable distinction in economic and social mobility and prosperity outcomes of the HOPE (Hoosier Opportunities & Possibilities through Education) Agenda?

The Veterinary Technology program at Caris College supports the HOPE Agenda's goal of increasing economic and social mobility by preparing students for a high – demand, high – skill profession. The program leads to licensure as a Registered Veterinary Technician, providing a direct path to meaningful employment with opportunities for advancement and specialization.

It also improves mobility from underserved or rural backgrounds by offering an accessible, career – focused degree supported by hands-on training, externship, and academic guidance. This helps students overcome barriers to postsecondary success and contributes to measurable improvements in long-term career and prosperity outcomes.

d. **Evidence of Labor Market Need**
- National, State, or Regional Need
  - Number of volumes of professional material:

According to the U.S. Bureau of Labor Statistics, employment of veterinary technologists and technicians are projected to grow 21% from 2022 to 2032.

At the state level, Indiana mirrors this trend. Veterinary practices across the state are experiencing a shortage of credentialed veterinary technicians, particularly rural and underserved areas. Employes often report challenges in finding trained professionals who meet licensure or credentialing requirements. By offering a Veterinary Technology program, Caris College will help fill this critical workforce gap and support the continued growth of Indiana's animal care sector.

Regionally, within the local area served by Caris College, there is a strong network of veterinary clinics, emergency hospitals, and animal shelters in need of skilled technicians. These employers rely on credentialed staff for both routine and emergency animal care. Currently, many local veterinary employers are limited in their ability to hire due to a lack of available graduates from accredited programs.

e. **Placement of Graduates**
- Please describe the principal occupations and industries in which the majority of graduatesare expected to find employment.

  All graduates will sit for the VTNE and upon successful completion, will become credentialed as Registered Veterinary Technicians in Indiana. The majority of graduates are expected to find employment in the veterinary and animal care industry, including but not limited to: Veterinary clinics and animal hospitals, emergency and specialty practices, animal shelters/humane societies, and laboratory research facilities.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

  The Veterinary Technology program is primarily designed to prepare students for immediate entry

into the workforce as credentialed Registered Veterinary Technicians (RVTs). While it is not structured as a direct feeder program for graduate education, some graduates may choose to pursue additional certifications or advanced degrees in related areas such as:

- Veterinary Technology Bachelor's Degrees (BAS or BS completion programs)
- Veterinary Practice Management certification (e.g., CVPM)
- Specialty certification through NAVTA-approved academies (e.g., anesthesia, dentistry, emergency and critical care)
- Pre-veterinary coursework or veterinary school (DVM), though this requires additional prerequisites and is outside the scope of this program

These pathways are typically pursued after gaining field experience and may be supported by the student's employer or pursued independently

f. **Job Titles**
- List specific job titles and broad job categories that would be appropriate for a graduate of this program.

  Registered Veterinary Technician (emergency technician, surgical technician, laboratory animal technician, veterinary dental technician, anesthesia technician)

# 5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**
- List the significant competencies or learning outcomes that students completing this program are expected to master.

| Definition of Standard | Veterinary Technology Program Goal |
|---|---|
| Patient Safety and Animal Welfare: To reduce risk and ensure humane treatment through knowledge of animal behavior, restraint, and appropriate handling techniques. | Provide safe, ethical, and compassionate care that protects the health and welfare of animal patients, clients, and the veterinary team. |
| Clinical Reasoning and Evidence – Based Practice: Apply current veterinary science knowledge and clinical reasoning to make informed decisions in patient care. | Utilize evidence – based resources and clinical knowledge to assess, plan, and implement veterinary medical procedures. |
| Technical Proficiency: Demonstrate mastery of essential technical skills and procedures required in veterinary practice. | Competently perform clinical, surgical, radiologic, laboratory, and pharmacologic procedures under the supervision of a licensed veterinarian. |
| Communication and Collaboration: Effectively communicate with clients, veterinarians, and interprofessional team members. | Exhibit clear, compassionate, and professional communication with clients and colleagues to support optimal patient outcomes and client education. |

| | |
|---|---|
| Professionalism and Ethical Practice: Exhibit integrity, accountability, and adherence to the veterinary technician code of ethics and legal scope of practice. | Demonstrate ethical behavior, cultural competence, and commitment to lifelong learning within the scope of veterinary technology. |
| Practice Management and Patient Care Support: Assist in efficient and effective veterinary practice operations, including inventory, scheduling, and record – keeping. | Support practice efficiency through organizational, administrative, and patient care coordination responsibilities. |
| Public Health and Client Education: Understand the role of veterinary technicians in public health, zoonosis prevention, and community education. | Promote animal and public health by educating clients and contributing to disease prevention and control strategies. |

b. **Assessments**
- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The Veterinary Technology program at Caris College utilizes a comprehensive, outcomes-based assessment system that aligns with the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA CVTEA) accreditation standards. Student learning and competency mastery are evaluated through a variety of formative and summative methods to ensure proficiency in cognitive, psychomotor, and affective domains.

Didactic and Theoretical Knowledge Assessment:
Students are assessed on foundational veterinary technology knowledge through written exams, quizzes, projects, case studies, and presentations. These assessments evaluate critical thinking, application of veterinary principles, and understanding of concepts such as anatomy and physiology, pharmacology, radiology, anesthesia, parasitology, nutrition, and medical nursing. Exams may include multiple choice, short answer, scenario-based, and critical thinking questions to ensure alignment with AVMA CVTEA essential skills and learning objectives.

Psychomotor Skills Assessment (Hands – On Skills):
Clinical and technical skills are assessed through skills checklists, laboratory practical's, and instructor-observed demonstrations. Skills include, but are not limited to, animal restraint, sample collection, medication administration, surgical assisting, anesthesia monitoring, diagnostic imaging, and laboratory procedures. Each skill is evaluated using rubrics aligned with the CVTEA Essential and Recommended Skills List, ensuring that all required competencies are met prior to graduation.

Simulated and Live Animal Scenarios:
To ensure safe and humane practice, students engage in simulations using models and mannequins, progressing to live animal handling and clinical procedures under supervision. Assessment during these sessions includes direct observation, adherence to animal welfare protocols, proper documentation, and demonstration of safety, asepsis, and communication skills.

Competency Tracking and Outcomes Documentation:
Students complete an individual competency checklist and may maintain a professional portfolio documenting completion of essential tasks and reflections on clinical experience. Faculty regularly review this data to monitor progression and ensure that students are meeting program benchmarks. Graduate

outcomes (e.g., VTNE pass rates, job placement) are tracked and analyzed as part of the program's ongoing outcomes assessment process, in alignment with CVTEA Standard 7.

These assessment practices ensure that all students achieve the program's learning outcomes and are prepared for entry-level veterinary technician roles, VTNE success, and ethical, professional practice in alignment with AVMA CVTEA standards.

# 6. Program Information on Composite Score, Licensure, Certification, and Accreditation

a. **Federal Financial Responsibility Composite Score**
   - Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

     2.8

b. **State Licensure**
   - Does a graduate of this program need to be licensed by the State to practice their professionin Indiana and if so, will this program prepare them for licensure?

     Yes

   - If so, please identify:

     Graduates of the Veterinary Technology program are required to pass the Veterinary Technician National Examination (VTNE) and apply for state credentialing to practice as a Registered Veterinary Technician (RVT) in Indiana. This program is designed to fully prepare students for licensure.

   - The specific license(s) needed:

     Registered Veterinary Technician

   - The State agency issuing the license(s):

     Indiana Professional Licensing Agency (IPLA) – Veterinary Medical Examining Board

c. **Professional Certification**
   - What are the professional certifications that exist for graduates of similar program(s)?

     Professional certifications are not required for graduation. Graduates of the Veterinary Technology program are eligible to sit for the Veterinary Technician National Examination (VTNE), which is a requirement for state credentialing as a Registered Veterinary Technician (RVT) in Indiana. In

addition to state licensure, veterinary technicians may pursue voluntary specialty certifications in specific areas of veterinary medicine including: Veterinary Technician Specialist (VTS) in Anesthesia & Analgesia, VTS in Emergency and Critical Care, VTS in Dentistry, VTS in Internal medicine, Behavior, Clinical Pathology, and Nutrition.

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in arelated job in Indiana?

  Yes, but professional certifications are not required for employment

- If so, please identify

  After gaining post – graduate clinical experience, registered veterinary technician's may pursue specialty certifications through NAVTA – recognized academies in focused areas of veterinary medicine.

- Each specific professional certification:

  Multiple certifications exist depending on veterinary specialty area

- The national organization issuing each certification:

  NAVTA

- Please explain the rationale for choosing each professional certification:

  o VTS in Anesthesia & Analgesia: This certification is ideal for technicians who work in surgical or specialty practices where pain management and complex anesthesia protocols are routine. Mastery in anesthesia ensures better patient safety, improves surgical outcomes, and aligns with advanced roles in referral and teaching hospitals.
  o VTS in Emergency & Critical Care: This specialty is suited for technicians in fast – paced emergency or ICU settings. The certification validates the technicians ability to manage critical care cases, triage, and provide life- saving interventions, which are vital in 24/7 emergency practices and specialty hospitals.
  o VTS in Dentistry: As veterinary dentistry becomes more common and complex, this certification demonstrates advanced proficiency in dental procedures, radiology, prophylaxis,

and client education. Dental health is a major component of preventive care, and certified technicians are highly valued in general and specialty practices.

- o VTS in Internal Medicine: This certification supports technicians working alongside veterinary internists. It focuses on managing complex diagnostic cases involving endocrinology, gastroenterology, cariology, and nephrology, helping technicians play a critical role in chronic disease management.
- o VTS in Clinical Pathology: For technicians interested in laboratory work, this certification enhances expertise in hematology, cytology, urinalysis, and microbiology. It is ideal for technicians in research, diagnostic labs, or teaching hospitals where lab accuracy is paramount.
- o VTS in Behavior: This certification is important for technicians interested in animal behavior modification, client education, and reducing fear, anxiety, and stress in clinical settings. It complements Fear Free practice models and supports improved patient handling and welfare.
- o VTS in Nutrition: Nutrition plays a critical role in preventive care and disease management. This certification prepares technicians to offer evidence – based nutritional counseling, formulate diet plans, and work closely with veterinarians to improve patient outcomes.

- o Please identify the single course or a sequence of courses that lead to each professionalcertification?

Caris College prepares graduates by providing comprehensive training in veterinary technology throughout the program curriculum. The core coursework integrates both didactic instruction and hands – on clinical training that aligns with the competencies required for Registered Veterinary Technician (RVT) credentialing via the VTNE.

d. **Professional Industry Standards/Best Practices**
- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
  Yes

- If so, please identify:

The Veterinary Technology program at Caris is fully aligned with industry – recognized standards and best practices as outlined by the American Veterinary medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA).

- The specific professional industry standard(s) and/or best practice(s):
  - *AVMA CVTEA Accreditation Standards*
  - *Veterinary Technician National Examination (VTNE)*
  - *NAVTA Code of Ethics and Scope of Practice*
  - *Fear Free Practice Standards*

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

  - o AVMA – Committee on Veterinary Technician Education and Activities
  - o American Association of Veterinary State Boards
  - o National Association of Veterinary Technicians
  - o American Animal Hospital Association

e. **Institutional Accreditation**
- Accrediting body from which accreditation will be sought, and the timetable for achieving accreditation.

Caris College is institutionally accredited by ABHES. The college is in good standing and maintains compliance with all ABHES accreditation standards. For the Veterinary Technology program, programmatic accreditation will be sought through the AVMA. The proposed timetable for achieving programmatic accreditation is as follows:
- Year 1 – Submit Application for Initial Accreditation,
  - Begin enrolling students under "initial accreditation" status

- Develop and implement the curriculum in full alignment with CVTEA Essential and Recommended Skills List and Standards
- Year 2 – Continue program delivery and complete the self – study report
  - Prepare for and host the initial site visit by CVTEA representatives
  - Receive feedback and submit any required documentation
- Year 3 – Achieve Initial Accreditation status by CVTEA
  - Once program becomes fully accredited, students will be able to sit for the VTNE

- Reason for seeking accreditation.

  To ensure the program meets nationally recognized standards for veterinary technician education and students will be eligible to sit for the VTNE.

f. **Specialized Program Accreditation**
   - Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?

     Yes

   - If so, please identify the specialized accrediting agency:

     In order for graduates to be eligible to sit for the VTNE and subsequently obtain state licensure as a RVT in Indiana, the program must hold programmatic accreditation from the AVMA CVTEA.

g. **Transferability of Associate of Science Degrees**
   - Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

   - Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

     No, we do not offer baccalaureate degrees.

- If so, please list the baccalaureate degree(s):

  N/A

## 7. Student Records  (Institutions that have Previously Operated)

a. **Are all student transcripts in a digital format?**

  Yes, PDF

- If not, what is the percentage of student transcripts in a digital format?

  N/A

- What is the beginning year of digitized student transcripts?
  2015

- Are student transcripts stored separately from the overall student records?

No – transcripts and student records are electronic, housed in our Student Information System [Populi]. Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

b. **How are student records stored?**

  Student Information System (Populi). Any additional copies of physical student records are kept together in the Registrar's Office in a fire-safe cabinet.

- Where is the computer server located?
    Populi's primary data center is located in Michigan, which also backs up to a cloud-based data center.

- What is the name of the system that stores the digital records?
  Populi

c.  **Where are the paper student records located?**

Any paper student records are kept in the Registrar's office in a fire safe cabinet.

d.  **What is the beginning year of the institutional student record series?**

2015

e.  **What is the estimated number of digital student records held by the institution?**
372

f.  **What is the estimated number of paper student records held by the institution?**
125

g.  **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?**

No

- If so, what is the most significant format?

    N/A

- If so, what is the estimated number of student records maintained in that format?

    N/A

h.  **Does the institution maintain a staff position that has overall responsibility and authority over student records?**

    Yes

    •   If so, what is the name, title, and contact information for that individual?

    Brittany Coffey, Registrar/Bursar
    bcoffey@cariscollege.edu
    812-258-9510

i.  **Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?**

    No

j.  **Approximately what is the average number of requests for student records or verification of attendance that the institution receives in a day and week?**

    Less than 5 per week

### This Section Applies to All Institutions

k.  **Is there anything that the Commission should consider with regard to the institutional student records?**

    No

l.  **What is the digital format of student transcripts?**

    None

m.  **Is the institution using proprietary software? If so, what is the name?**

    Yes, ATI

n. **Attach a sample transcript specifically for the program being proposed as the last page of this program application.**

## 8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistentwith the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered.

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number.

- If the program will take more than five years to be fully implemented and to reach steadystate, report additional years of projections.

| Projected Headcount and FTE Enrollments and Degrees Conferred | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date, 20XX | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Institution/Location:  Caris College Jeffersonville, IN | | | | | | | | | | | | |
| Program:  Veterinary Technology | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | Year 1 FY20XX | Year 2 FY20XX | Year 3 FY20XX | Year 4 FY20XX | Year 5 FY20XX | |
|---|---|---|---|---|---|---|---|---|
| Enrollment Projections (Headcount) | | | | | | | | |
| | Full-Time | | 50 | 100 | 100 | 100 | 100 | |
| | Part-Time | | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | |
| | Total | | 50 | 100 | 100 | 100 | 100 | |
| | | | | | | | | |
| Enrollment Projections (FTE*) | | | | | | | | |
| | Full-Time | | 50 | 100 | 100 | 100 | 100 | |
| | Part-Time | | 0 | 0 | 0 | 0 | 0 | |
| | | | | | | | | |
| | Total | | 50 | 100 | 100 | 100 | 100 | |
| | | | | | | | | |
| Degrees Conferred Projections | | | 0 | 50 | 100 | 100 | 100 | |
| | | | | | | | | |
| | | | | | | | | |
| Degree Level: Associate | | | | | | | | |
| CIP Code: - State – 51.3801 | | | | | | | | |
| | | | | | | | | |
| **FTE Definitions:** | | | | | | | | |
| Undergraduate Level: 30 Semester Hrs. = 1 FTE | | | | | | | | |
| Undergraduate Level: 24 Semester Hrs. = 1 FTE | | | | | | | | |

# CARIS COLLEGE
## PATIENT CARE CAREERS

Official Academic Transcript

RECIPIENT:

STUDENT:

Mouse, Mickey

Enrolled: Jan 6, 2025

Birthdate: Jan 01

Associates of Applied Science

In Veterinary Technology

Granted 07/27

Summa Cum Laude

### VET 10/25-12/25

| Course # | Name | Attempted | Earned | Grade | Points |
|---|---|---|---|---|---|
| MAT 115 | Intro to Math | 3 | 3 | A | 12 |
| COM 105 | Communication Skills | 3 | 3 | A | 12 |
| VET 210 | Veterinary Anatomy & Physiology I | 3 | 3 | A | 12 |
| VET 210 L | Veterinary Anatomy & Physiology I Lab | 2 | 2 | A | 12 |
| VET 200 | Introduction to Veterinary Technology | 4 | 4 | A | 16 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

### VET 01/26-03/26

| Course # | Name | Attempted | Earned | Grade | Points |
|---|---|---|---|---|---|
| CHEM 200 | Intro to Chemistry | 3 | 3 | A | 12 |
| VET 310 | Veterinary Anatomy & Physiology II | 3 | 3 | A | 12 |
| VET 310 L | Veterinary Anatomy & Physiology II Lab | 2 | 2 | A | 12 |
| VET 215 | Veterinary Medical Terminology | 4 | 4 | A | 16 |
| | TOTALS | 12 | 12 | TERM GPA: 4.0 | CUM GPA: 4.0 |

### VET 04/26-06/26

| Course # | Name | Attempted | Earned | Grade | Points |
|---|---|---|---|---|---|
| BIO 100 | Biology | 3 | 3 | A | 12 |
| VET 220 | Small Animal Husbandry | 4 | 4 | A | 16 |
| VET 250 | Veterinary Communication | 4 | 4 | A | 16 |
| VET 240 | Veterinary Diagnostic Imaging | 4 | 4 | A | 16 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

### VET 07/26-09/26

| Course # | Name | Attempted | Earned | Grade | Points |
|---|---|---|---|---|---|
| VET 225 | Small Animal Nursing | 5 | 5 | A | 16 |
| VET 235 | Small Animal Diseases | 3 | 3 | A | 12 |
| VET 320 | Large Animal Husbandry | 4 | 4 | A | 16 |
| VET 300 | Veterinary Safety & Public Health | 3 | 3 | A | 12 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

| VET 10/26-12/26 | | | | | |
|---|---|---|---|---|---|
| Course # | Name | Attempted | Earned | Grade | Points |
| VET 325 | Large Animal Nursing | 5 | 5 | A | 16 |
| VET 335 | Large Animal Diseases | 3 | 3 | A | 12 |
| VET 260 | Veterinary Pharmacology | 4 | 4 | A | 16 |
| VET 315 | Veterinary Emergency & Critical Care | 3 | 3 | A | 12 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

| VET 01/27-03/27 | | | | | |
|---|---|---|---|---|---|
| Course # | Name | Attempted | Earned | Grade | Points |
| VET 255 | Exotic Animal Husbandry | 3 | 3 | A | 12 |
| VET 245 | Animal Nutrition | 3 | 3 | A | 12 |
| VET 340 | Veterinary Parasitology | 3 | 3 | A | 12 |
| VET 350 | Veterinary Microbiology | 3 | 3 | A | 12 |
| VET 330 | Veterinary Clinical Pathology | 3 | 3 | A | 12 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

| VET 04/27-06/27 | | | | | |
|---|---|---|---|---|---|
| Course # | Name | Attempted | Earned | Grade | Points |
| VET 355 | Exotic Animal Nursing | 3 | 3 | A | 12 |
| VET 285 | Veterinary Dentistry | 3 | 3 | A | 12 |
| VET 270 | Veterinary Surgical Nursing | 4 | 4 | A | 16 |
| VET 275 | Veterinary Anesthesia | 3 | 3 | A | 12 |
| VET 270 L | Veterinary Surgery & Anesthesia Lab | 4 | 4 | A | 16 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

| VET 07/27-09/27 | | | | | |
|---|---|---|---|---|---|
| Course # | Name | Attempted | Earned | Grade | Points |
| VET 230 | Veterinary Law & Ethics | 3 | 3 | A | 12 |
| BUS 115 | Professional Development | 3 | 3 | A | 12 |
| VET 290 | Veterinary Technician Capstone | 3 | 3 | A | 12 |
| VET 280 | Veterinary Technician Externship | 6 | 6 | A | 16 |
| | TOTALS | 15 | 15 | TERM GPA: 4.0 | CUM GPA: 4.0 |

## CARIS COLLEGE
PATIENT CARE CAREERS

2780 Jefferson Centre Way Suite 103 | Jeffersonville, IN 47130
P: 812.258.9510 | F: 888.464.1293
CarisCollege.edu

### Release of Information
In compliance with the Family Educational Rights and Privacy Act of 1974, this information is released on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

Caris College and its individual programs have met the educational standards for accreditation, approval or licensure from the following national and state organizations:

Caris College is institutionally accredited by the Accrediting Bureau of Health Education Schools to award diplomas, and associate degrees.
7777 Leesburg Pike, Suite 314 N. | Falls Church, VA 22043

Caris College is regulated by the Kentucky Commission on Proprietary Education.
300 Sower Boulevard, 4th Floor | Frankfort, KY 40601

Caris College is regulated by the Indiana Board for Proprietary Education.
302 W. Ohio Street, Suite 300 | Indianapolis, IN 46204

### Former Name
Dental Careers of Southern Indiana became Caris College effective March 15, 2015.

### Official Transcripts
An official transcript bears the raised seal of the college and signature of the Registrar on physical transcripts, or a gold seal of the college and signature of the Registrar on electronic transcripts. A black and white copy of this document is not an original and should not be accepted as an official institutional document. If you have any questions about this document, please contact our office. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE.

### Re-Admission
The Director of Education will determine re-admission eligibility for any student having been suspended for attendance, grades or disciplinary problems. The decision regarding re-admission will be based upon factors such as grades, attendance, conduct and student account balance and the evidence presented by the student who seeks to be re-admitted on how the previous problem has been solved.

### Transcripts from Other Institutions
Caris College does not issue copies of transcripts (high school or university) or other documents received from other institutions.

### Academic Calendar
Caris College operates on a nonstandard quarter calendar. All quarters are ten (10) weeks in length, with the exception of the Comprehensive Dental Assisting program. Please refer to the term dates listed on Official Transcript, or contact the Registrar's Office.

### Academic Units of Credit
Completed academic units of credits are issued in quarter credit hours.

### Cumulative Grade Point Average
Cumulative Grade Point Averages are calculated by the number of grade points divided by the attempted hours excluding incomplete courses, audited courses, or remedial courses numbered below 100.

### Course Prefix/Number System
A course prefix is an abbreviation representing an area of study. All courses completed within a Diploma program are considered freshmen level. All Associate program students are considered sophomore level once they have completed 55 credits.

### Grading System

| Letter Grade | Range | Definition | Quality Points per Credit Hour |
|---|---|---|---|
| A | 90-100%* | Excellent | 4.0 |
| B | 80-89%* | Above Average | 3.0 |
| C | 70-79%* | Average | 2.0 |
| D | 60-69%* | Below Average | 1.0 |
| F | 0-59%* | Failing | 0 |
| I | — | Incomplete | 0 |
| P | — | Pass | 4.0 |
| W | — | Withdrawal | Not Computed |
| LOA | — | Leave of Absence | Not Computed |
| AUD | — | Audit Grade Review | Not Computed |
| — | — | Transfer Credit | Not Computed |

*Ranges may differ in the Diagnostic Medical Sonography program

A grade of a "D" is not available in certain programmatic courses. Please refer to the individual course syllabus for further details.

### Repeated Courses
Both grades remain on the record, and both letter grades are used in the computation of the grade point average.

### Withdrawal, Transfer and Bankruptcy
All attempted coursework appears on the transcript. Students may withdraw at any point within the quarter at their own discretion with a formal request to the institution. Course withdrawals are counted towards attempted credit hours but not completed hours. Transfer work must be at the collegiate level, unless through an approved alternative method (i.e. articulation agreement, or prior learning assessment). Incompletes, grades of "I", are only given for a temporary grade. Outstanding work must be completed and submitted by a specified due date at which time the grade will be changed to the grade earned. If the work is not finalized by the specified deadline, all outstanding work will convert to a zero "0" and will be averaged with all other coursework. The final grade is submitted to the Registrar and counts in the academic progress calculation. Students are unable to apply for academic bankruptcy at Caris College.

Academic Catalog can be accessed by visiting cariscollege.edu | Revised 09/2020

***** END OF OFFICIAL TRANSCRIPT *****

Registrar Signature:                                      Date: