

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
PROFESSIONAL EDUCATION
SELF-STUDY GUIDE

TABLE OF CONTENTS	PAGE
SELF-STUDY PROGRAM INFORMATION	2
INTRODUCTION	3
RESOURCES	3
FACULTY	5
CURRICULA AND AWARDS	7
ADMISSIONS	11
ADMINISTRATION	13
INFORMATION TO BE PROVIDED TO STUDENTS AND PROSPECTIVE STUDENTS	14
RECORDS	16

SELF-STUDY PROGRAM INFORMATION

Institutional Information

Date of Visit:

Purpose of Visit: Re-registration of the < Practical or Registered > Nursing Program

HEGIS CODE:

Institution Name:

Campus: Main Address:

Branch Address:

Nursing Program Director/Coordinator:

Title:

Email Address:

Telephone Number

() -

New York State Education Department Approval Status

Date of Last Review:

Registration Re-Registered

Determination: Denied Registration

Progress Reports: Required

Date(s) Submitted:

Actions: Were there any interim registration actions since the last site visit?
If yes, please describe:

Is your school/program accredited by another accrediting body? If so, please list the Accrediting Agencies:

Send Completed Report to:

The Division of Professional Education
Professional Education Program Review
The State Education Department
Education Building-2nd Floor West
Albany, New York 12234
(518) 474-3817, ext. 360
E-mail: OPNURS@nysed.gov

CONSTITUENCIES INVOLVED IN THE WRITING/DEVELOPMENT OF THE SELF-STUDY REPORT

Please provide a brief description of how each of the following constituencies participated in the writing/development of this self-study report.

A. Administration

B. Faculty

C. Students

D. Administrative staff

E. Advisory Board.

INTRODUCTION

Please provide the following information for each program to be reviewed.

- A. Give a brief history of each program under review. Include events you consider significant in the development of the program.
- B. What are the learning outcomes for each program? How do these align with the mission vision and educational goals of institution?
- C. Provide a job description for each administrative position in the program(s).
- D. Identify all accrediting bodies that accredits the institution. Include the status of that accreditation and the dates of the last, and if scheduled, future site visits. Identify the specialized accrediting bodies that have accredited, or will in the near future accredit, each program under review. Include the status of that accreditation and the date of the last and future site visits. Also, include a copy or executive summary of the report resulting from the site visit.

RESOURCES

I. 52.2(a)(1)- The institution shall possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum.

- A. Provide a copy of the last three certified financial audit of the institution.
- B. Provide an institutional budget, revenue and expenses for the last three fiscal years, inclusive of these potential sources:
 - 1. State appropriations;
 - 2. Federal appropriations (including grants);
 - 3. Income (fees, services);
 - 4. Endowment/gifts;
 - 5. Student tuition;
 - 6. Regional (county, district, etc.) subsidies; and/or
 - 7. Other sources
- C. Provide a copy of the nursing education program's budget (revenue and expenses) for the past three years. The budget should show specific line items (personnel, postage, duplicating, etc.) and the percentage spent for each line item during each fiscal year.
- D. If a program is partially or fully grant funded, provide a copy of the award letter and the budget pages.
- E. Comment on the adequacy of expenditures available in the departmental budget for each program in relation to achieving program goals.

II. 52.2(a)(2)- The institution shall provide classrooms, faculty offices, auditoria, laboratories, audio-visual and computer facilities, clinical facilities, studios, practice rooms, and other instructional resources sufficient in number, design, condition, and accessibility to support the curricular objectives dependent on their use.

III. 52.2(a)(3)- The institution shall provide equipment sufficient in quantity and quality to support instruction, research, and student performance

- A. Describe the office space offices provided for the faculty and administration of each program.
- B. Describe the laboratories and classrooms space reserved for the use of the students in each program.
- C. Provide an inventory list of available equipment in the nursing laboratory. If student's purchase supplies, describe the supplies needed and the process for obtaining the necessary equipment.

- D. Comment on the process for maintaining and replacing inventory.
- E. What audio-visual/web enhanced resources are available to the programs instructional staff and students?
- F. In a table, list the clinical facilities by name, type, clinical learning experiences, faculty to student ratio at the agency. Provide copies of all affiliation agreements currently in use.
- G. What research facilities are available for students and faculty?
- H. Discuss the sufficiency of the physical resources and equipment allocated in relation to the purpose, goals and outcomes of the program.

IV. 52.2(a)(4)- The institution shall provide libraries that possess and maintain collections sufficient in depth and breadth to support the mission of the institution and each registered program curriculum. Libraries shall be administered by professionally trained staff supported by sufficient personnel. Library services and resources shall be available for student and faculty use with sufficient regularity and at appropriate hours to support the mission of the institution and the curricula it offers.

Provide the following information:

1. Describe the library's collection, print and electronic?
2. List the professional nursing journals available to students in print and electronically?
3. Discuss the adequacy of library resources in relation to the purpose, goals and outcomes of the program
4. What is the annual budget of the library for collection development?
5. What is each program's budget for collection development?
6. What other learning resources are available to the program's students?
7. What are the library's hours?
8. What is the seating capacity of the library?
9. Are there library privileges for students in the programs at other colleges, universities, public libraries or hospitals?
10. List the library staff by name, title and credential.
11. What is the involvement of faculty in the purchasing of library books and maintaining the currency of the collection?
12. Comment on the adequacy of the library resources as it relates to the needs of students and faculty to accomplish the goals of the program and the institution.

FACULTY

- I. **52.2(b)(1)- All members of the faculty shall have demonstrated by training, earned degrees, scholarships, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.**
- II. **52.2(b)(2)- To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.**
- III. **52.2(b)(3)- For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.**
 - A. In a table, provide the name, academic rank, date of first appointment, full-time or part-time status, academic credentials, nursing expertise and teaching responsibility of each faculty member who teaches a course required of students in the program.
 - B. Describe the diversity of the faculty by race, gender and ethnicity by percentage and the institutional policy. For race/ethnicity use the following five categories (American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, Hispanic, and White).
 - C. Give the name, academic rank, and teaching responsibility of each faculty member who teaches a course required of students in the program. Indicate the instructor as full-time or part-time status, program affiliation, and years of service in the institution and/or program. Regarding the faculty, give the percentage of each of the following groups: White, Black, Hispanic, other; male and female.
 - D. Describe the evaluation process for all full-time and part-time instructors in each program. Is this an institution-wide process? Provide evaluation forms if they are used. Describe student participation in the evaluation of faculty. Describe the grievance procedures for faculty.
 - E. Provide the position description for all faculty members full and part-time and the program Director/Coordinator?

- F. What is the full-time/part-time faculty ratio for the institution and for each program? What is the faculty/student ratio for the institution and for each program? What is the faculty/student ratio for clinical courses?
 - G. Describe the academic advising system for the students in each program.
 - H. List all committees specific to each program under review, their membership and responsibilities.
 - I. Discuss the adequacy of the faculty resources in relation to the program's purpose, goals and outcome?
- IV. 52.2(b)(4)- At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.**
- V. 52.2(b)(5)- All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated in other widely recognized ways, their special competence in the field in which they direct graduate students.**
- VI. 52.2(b)(6)- The teaching and research of each faculty member, in accordance with faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.**
- A. How are newly appointed faculty members evaluated? How are faculty evaluations used for purposes of reappointment, promotion, or tenure?
 - B. Is the faculty evaluation system sufficient to foster the growth and development of each faculty member?
 - C. Describe the process for mentoring new faculty for the initial period of appointment.
 - D. If policies for workload and the evaluation of faculty for appointment are contractual, provide the most current contract agreement.

VII. 52.2(b)(7)- Each member of the faculty shall be allowed adequate time, in accordance with the faculty member's responsibilities, to broaden professional knowledge, prepare course materials, advise students, direct independent study and research, supervise teaching, participate in institutional governance, and carry out other academic responsibilities appropriate to his or her position, in addition to performing assigned teaching and administrative duties.

- A. Describe the faculty development program at the institution or within each program. Comment on the adequacy of the program.
- B. In a table, list the faculty members and program or institutional committee membership and term of service.

CURRICULA AND AWARDS

I. 52.1(b)(3)- To be registered each curriculum shall show evidence of careful planning. Institutional goals and the objectives of each curriculum and of all courses shall be clearly defined in writing, and a reviewing system shall be devised to estimate the success of students and faculty in achieving such goals and objectives. The content and duration of curricula shall be designed to implement their purposes.

- A. What are the short and long-term plans for each program considering resources enrollment, curriculum? Describe the process used for the development of the plan and measure that will be used to evaluate the effectiveness.
- B. Provide copies of the results for the past three years of any licensing, certifying, or registration examinations that students or graduates of each program may have taken. Interpret these results.
- C. Does the institution conduct employer and satisfaction surveys and longitudinal employment studies of graduates, and if so, how are these data incorporated into the curricular planning process?
- D. Assess the weaknesses and the strengths of each program. How will the weaknesses be corrected, and the strengths enhanced?

II. 52.3(a)- Any educational program that is intended to satisfy the educational requirement for licensure in a profession regulated under Title VIII of the Education Law or that leads to a degree or certificate at the subprofessional or post-professional level in a professional area regulated under Title VIII shall have a curriculum that is adequate in breadth and depth to meet the objectives of the program and that is satisfactory to the Commissioner.

- A. Indicate what mechanisms are utilized by the institution to provide feedback from

the professional community and indicate how this feedback is incorporated in the curricular planning process.

- III. 52.2(c)(1) Objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.**
- A. Outline the educational goals and outcomes for the program and objectives each didactic and clinical component of each program.
 - B. Provide a program plan, by semester, for full and part-time programs. Provide the distribution of the credits for each nursing course, didactic, lab and clinical. Indicate the clock to credit hour ratio for each component. Is this consistent with institutional policy that describes the academic credit.
 - C. Outline the general educational requirements for the diploma/certificate/degree awarded to graduates of each program. Include electives.
 - D. Provide a course syllabus for each required course(s) in each program. The outline should include a weekly topical outline, course objectives, learning resources, and evaluation methods and assignments and distribution of the grades.
 - E. For clock hour programs: give the total number of clock hours and the clock hours for didactic, lab, and clinical for each course in the curriculum plan.
 - F. Is substance abuse education a required component of the curriculum of each program under review? Is substance abuse education available as an elective?
- IV. 52.2(12)- All registered programs intended to satisfy the educational requirements for professional licensure as a physician (including psychiatry), chiropractor, dentist, registered nurse, podiatrist, optometrist, psychologist, mental health counselor, marriage and family counselor, creative arts therapist, psychoanalyst, certified master social worker, or certified licensed social worker, or intended to satisfy the educational requirement for certification or licensure as a teacher, pupil personnel services professional, school administrator and supervisor, or school district administrator shall include two hours of approved coursework or training regarding the identification and reporting of child abuse and maltreatment. Such coursework or training shall include information concerning the physical and behavioral indicators of child abuse and maltreatment and the statutory reporting requirements set out in Social Services law sections four-hundred thirteen through four-hundred twenty, including, but not limited to, when and how a report must be made, what other actions the reporter is mandated or authorized to take, the legal protections afforded reporters, and the consequences for failing to report.**

- A. Indicate how and where courses or portions of courses concerning ethics and child abuse recognition have been integrated into the programs.
- V. 52.2(e)(4)- Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at stated intervals of their progress and remaining obligations in the completion of the program.**
- VI. 52.2(e)(5)- The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.**
- A. Describe the mechanism which provides students with information on individual course policies, course objectives and the methods of assessing student achievement.
 - B. How are curricular and program objectives developed and evaluated? Who participates in the development and evaluation?
 - C. Outside of classroom testing are there other methods of evaluating the achievement of the curricular objectives? If standardized testing is used in the curriculum, described how it is implemented.
 - D. Outline the academic advising system for students enrolled in each program.
 - 1. What personnel are involved?
 - 2. What is the ratio of faculty advisors to students?
 - 3. What are the office hour requirements?
 - E. How are students apprised of their progress within each program and of the remaining requirements for completion?
- VII. 52.2(c)(2)- For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion.**
- A. Cite the pages of the catalog or other publications which show the offering of all required courses in each program during the next academic year.
 - B. Have required courses been canceled within the past three years? If yes, explain why and how the students made up the course work.

- C. What is the institutional policy for closing sections of a course? Has this policy caused any problems for the program or individual students in the program?

VIII. 52.2(c)(6)- Associate degree programs shall normally be capable of completion in two academic years of full-time study, or its equivalent in part-time study, with an accumulation of not less than 60 semester hours.

IX. 52.2(c)(7)- Baccalaureate degree programs shall normally be capable of completion in four academic years of full-time study, or, in the case of five-year programs, five academic years of full-time study, or their equivalent in part-time study, with an accumulation of not less than 120 semester hours.

Provide cohort retention and completion statistics for the past three graduating classes for each program under review. Interpret and comment on these data.

X. 52.2(c)(8)- Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

Describe in detail the type of culminating activities required for each master's degree program under review.

XI. 52.2(c)(3)- Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students. Enrollment of secondary school students in undergraduate courses, of undergraduates in graduate courses, and of graduate students in undergraduate courses shall be strictly controlled by the institution.

XII. 50.1(o)- Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided...This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

- A. What is the length of each term at the institution? How many terms are offered in each academic year (including summer sessions, intersessions, etc.)?

- B. Is credit awarded for “life experience,” credit by exam, or other non-collegiate experiences? If so, what is the process for awarding such credit? Is this credit awarded in lieu of a required course(s)?
- C. For a graduate program, is there a mechanism by which undergraduates may take courses in each program?
- D. For each undergraduate program, is there a mechanism by which secondary school students may take course in the program?
- E. Is there a mechanism by which graduate students can take undergraduate courses?

ADMISSIONS

- I. **52.2(d)(1)- The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs.**
- II. **52.2(e)(3)- The institution shall establish, publish, and enforce explicit policies with respect to...(iii) requirements for admission of students to the institution and to specific curricula, requirements for residence, graduation, awarding of credit, degrees or other credentials, grading, standards of progress, payment of fees of any nature, refunds, withdrawals, standards of conduct, disciplinary measures and redress of grievances.**
 - A. Describe the process for recruitment.
 - B. Provide a list the personnel including all recruiters and admission counselors, include date first employed, academic credential, experience, membership in professional organizations.
 - C. Describe a position description for all recruiters and admission counselors and method of compensation.
 - D. Comment on the ethical standards used by recruiters and admission counselors.
 - E. List professional development and or continuing professional education activities of recruiters and counselors for the past three years.

- F. List the admission criteria used in the selection of students into each program. Cite the pages of all publications (catalogs, fliers, letters, etc.) that inform applicants of the selection criteria for each program.
- G. Describe admission criteria for prospective nursing students. If different from those for general admission to the institution, describe and justify variances.
- H. Are applicants who do not meet each criterion able to be admitted in an alternate way? If so, explain. What has been the percentage of such students graduating from the program?
- I. What efforts are made to recruit students from groups underrepresented in similar programs?
- What has been the year-by-year percentage of such students over the past five years using the five categories (American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, Hispanic, and White).
 - Are there other types of underrepresented or underserved groups that are recruited for nursing programs, e.g., by geographic location or socioeconomic status?
- J. Supply the information requested below for the current and the past two cohorts:
- Full-time and part-time students (each program & institution)
 - Full-time Equivalent (each program & institution)
 - Transfer students and first-time students (each program & institution)
 - Summary profile of the last three cohorts based on academic admission
 - Requirements, percent of traditional and not-traditional students and average age of each group
- III. 52.2(d)(2)- Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.**
- A. List the psychological, social, financial, health, and housing services available to students
- B. Describe the academic support services available on campus and at all off-campus sites/campuses

- C. Is there an office of career planning and placement (or the equivalent) available? What percentage of students in each program has made use of such a service?
- D. Are testing services available to students to determine the need for remediation efforts? If available, what testing is required for applicants to each program?
- E. Are there remedial courses that are offered exclusively to students in the program? If so, give a description of each course. How is the completed remedial course indicated on the students' transcripts?
- F. Are remedial courses available to students that are part of a campus-wide program? If so, give a description of the courses.
- G. Comment on the effectiveness of the remedial or developmental courses, as related to the students in each program under review.

ADMINISTRATION

- I. **52.2(e)(1)- Responsibility for the administration of institutional policies and programs shall be clearly established.**
 - A. What role does each program's administration play in the administration of institutional policies? Is this role sufficient or insufficient? Explain.
 - B. What role do non-program administrators or faculty members play in program planning, development, staffing, coordination, and evaluation? Is this sufficient? Explain.
- II. **52.2(e)(2)- Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed by each institution.**
 - A. To what extent is the faculty responsible for each program's and the institution's overall educational policy.
 - B. To what extent are the academic officers responsible for each program's and the institution's overall educational policy
 - C. Is there student membership on faculty and administrative committees?
 - D. Is there community membership on faculty and administrative committees?

- E. What role do the institution's faculty and administrative officers play in the overall governance of the institution?
- F. Is there a faculty senate or comparable body?
- G. Comment on the effectiveness of the faculty's role in implementing the overall educational policies.

III. 52.2(e)(3)- The institution shall establish, publish, and enforce explicit policies with respect to...each of the policies listed below:

(Provide the publication(s) or union contract that details each of the policies listed below. Reference each of the policies to the appropriate publication. Include page numbers.)

- Academic freedom
- Affirmative action
- Appointment and reappointments
- Faculty responsibility to the institution
- Rights and privileges of full-and part-time faculty
- Staff members
- Evaluation of teaching and research
- Opportunity for professional development
- Working conditions
- Workload
- Termination of appointment
- Redress of grievances
- Faculty and staff Code of Conduct
- Ethics

INFORMATION TO BE PROVIDED TO STUDENTS & PROSPECTIVE STUDENTS

- I. **53.3(a)- Information...shall be provided for...each program of financial assistance available to students at that institution, and for which student application is required, shall include: application, procedures, including a description of forms and their preparation, method of selection of recipients and allocation of awards, award schedule, and rights and responsibilities of recipients...current procedures and definitions related to emancipated student status...Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.**
- II. **53.3(a)(1-3)-Information shall be provided for those of the following programs for which students at the institution may be eligible.**

Provide the publication(s) and cite pages where the following may be found:

State programs:

- Tuition Assistance Program (TAP)
- Regents College Scholarships
- Guaranteed Student Loans
- Regents Nursing Scholarships
- Regents Awards for Children of Deceased or Disabled Veterans
- Special programs for the economically and educationally disadvantage (e.g., HEOP, EOP, SEEK, CD, WIN, etc.)
- State Assistance for Native Americans

Federal programs:

- Pell Grants (formally Basic Educational Opportunity Grants)
- Perkins Loans (formerly National Direct Student Loans)
- College Work Study Program
- Veterans Administration educational benefits
- Supplemental Educational Opportunity Grants
- Social Security payments to children of deceased/disabled parents
- Stafford Student Loan (formerly GSL)
- Federal Aid to Native Americans

Local Institutional programs:

- Waivers
- Deferrals
- Grants
- Work-study arrangements administered by the institution
- Scholarships
- Loans
- Financial aid programs involving awards of \$300 or more

III. 53.3(b)- Costs of attending the institution...shall be provided.

IV. 53.3(c)- The institution shall state its policy concerning refunds due to failure of students to complete an academic term for any reason. The policy shall include the percentage or amount of tuition, fees, institution-operated room and board, and other assessments to be refunded after specified elapsed periods of time.

- A. Provide copies of all publications that include information on any of the above policies, procedures, and programs. If a publication is about to be changed in format or content, outline the changes and give the anticipated date of printing.
- B. What percentage of students in the program receives State, Federal, or institutional financial aid? In what publication(s) and on what pages are the specific type of financial aid available to students in each program listed?
- C. List the staff for financial aid assistance who is available to students in each program. What are the office hours of the staff?
- D. In what publication(s) and on which pages can the details of the comprehensive costs of attending the institution be found? Describe the difference between each program's (if any) and the institution's refund policy. Where is this information published and on what pages?

V. 53.3(d)- The instructional programs of the institution shall be accurately described.

Provide a copy (or indicate pages) of all publications, catalogs, pamphlets, brochures, and flyers that describe each program, and if any publication is about to be changed or eliminated, please indicate.

VI. 52.2(e)(3)- The institution shall establish, publish and enforce explicit policies with respect to...each of the policies listed below:

(Indicate the publication(s) and give the pages that detail the policies listed below. If any publication is about to be changed or eliminated, please indicate.)

- Requirements for residence, graduation, awarding of credit, degrees, or other credentials
- Standards of progress
- Grading
- Withdrawals
- Standards of conduct
- Disciplinary measures
- Redress of grievances
- Title IX

RECORDS

I. 52.2(e)(6)- The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript of student achievement at the institution. This document will be the official cumulative record of the student's cumulative achievement. Copies shall be made available at the student's request, in accordance with the institution's stated policies, or to agencies or individuals authorized by law to review such records.

- A. What office is responsible for the maintenance and issuance of transcripts?
Provide the name, date of hire, academic credential, experience, professional affiliations of the person authorized to maintain the academic records. Provide a position description. Provide a sample of a student transcript and a guide to its interpretation.
- B. Who is responsible for evaluating transfer credit? What guidelines are used?
- C. Who advises applicants on the transferability of credits from other institutions?
- D. Who is responsible for auditing transcripts prior to graduation?
- E. What student records (originals or copies) are housed in each program office?

Include the following:

1. Program Evaluation Plan

REV:10/19; 6/19; 11/16; 1/08