School of Health Professions
Faculty Handbook

DOWNSTATE
HEALTH SCIENCES UNIVERSITY

2025-2026

DOWNSTATE
HEALTH SCIENCES UNIVERSITY

Policy Name: SOHP Faculty Handbook		**Program**:	All SOHP Programs
Prepared by: Shushawna DeOliveira, DHA Associate Dean, Program Operations & Quality and Evaluation Assessment Workgroup		**Date**:	May 2025
Reviewed by: Program Chairs		**Date**:	November 2024
Approved by: Committee on Faculty & Professional Staff		**Date:**	May 2025
Last Revision Date: May 2025			
Distributed to: Faculty and Staff			

Annually, we conduct a formal review and update as needed of our program policies and processes to ensure their ongoing relevance and for purposes of continuous improvement of our curricula and the overall educational experience. As part of our annual review and update, feedback from students, faculty, the accrediting body, and other stakeholders is utilized to inform these changes and to make data-driven decisions.

The contents of the SOHP Faculty Handbook were reviewed and approved by the Committee of the Faculty and Professional Staff. This manual is to be used in conjunction with the University Faculty Handbook, the SUNY Board of Trustees Policies, and (for purposes of faculty) the UUP collective bargaining agreement. In the event of any conflict between the terms of this handbook and those contained in the referenced documents, the terms of those documents shall control and supersede any inconsistency, conflict, or ambiguity found herein."
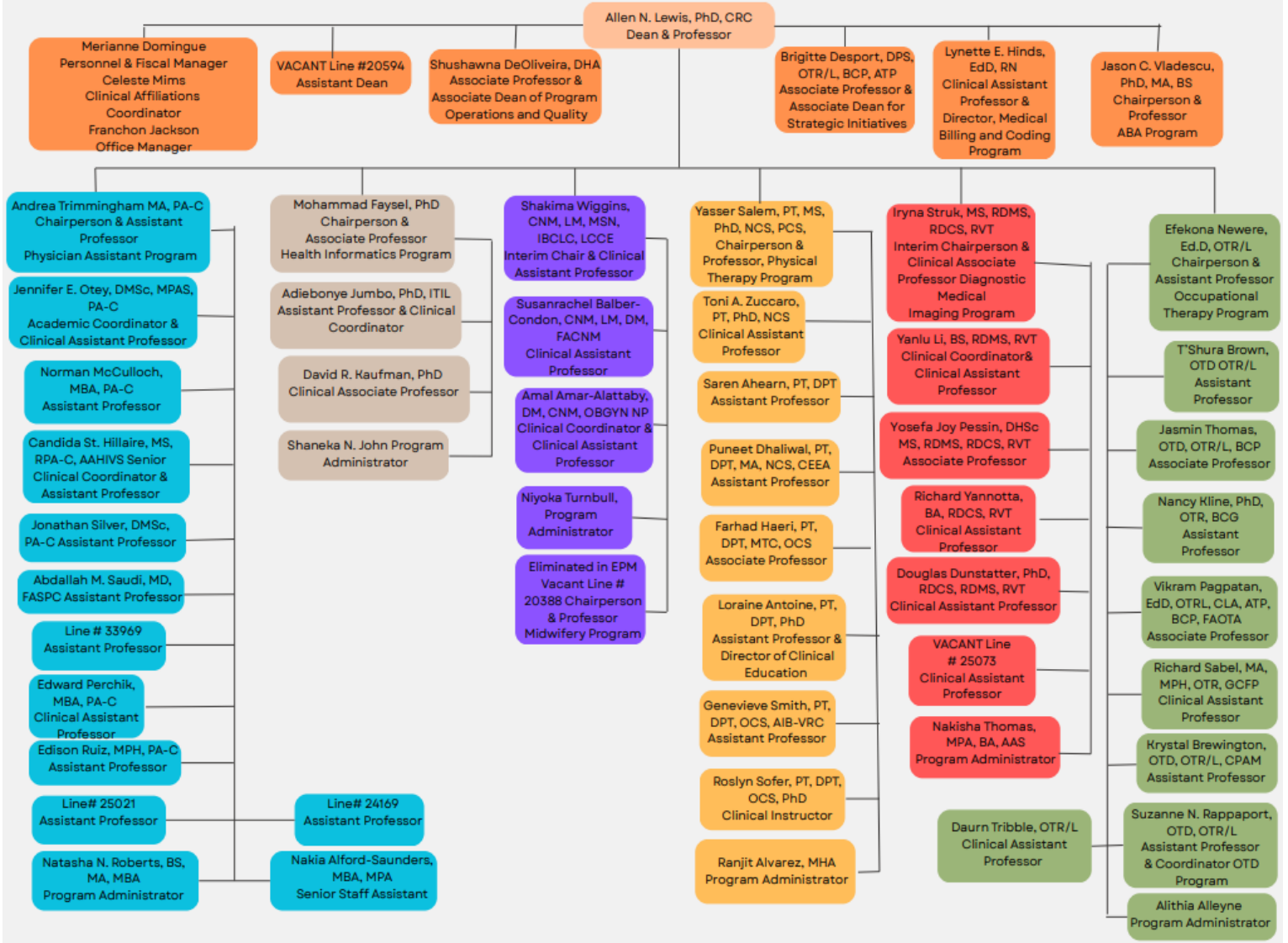
_____
All policies are subject to amendment. Please refer to the Downstate Health Sciences University SOHP Program Policy website (https://www.downstate.edu/education-training/school-of-health-professions/administration.html) for the official, most recent version.

Table of Contents

SCHOOL OF HEALTH PROFESSIONS ORGANIZATION CHART

Allen N. Lewis, PhD, CRC — Dean & Professor

Reporting to the Dean:

- **Merianne Domingue** — Personnel & Fiscal Manager; **Celeste Mims** — Clinical Affiliations Coordinator; **Franchon Jackson** — Office Manager
- **VACANT Line #20594** — Assistant Dean
- **Shushawna DeOliveira, DHA** — Associate Professor & Associate Dean of Program Operations and Quality
- **Brigitte Desport, DPS, OTR/L, BCP, ATP** — Associate Professor & Associate Dean for Strategic Initiatives
- **Lynette E. Hinds, EdD, RN** — Clinical Assistant Professor & Director, Medical Billing and Coding Program
- **Jason C. Vladescu, PhD, MA, BS** — Chairperson & Professor, ABA Program

Physician Assistant Program

- **Andrea Trimmingham MA, PA-C** — Chairperson & Assistant Professor, Physician Assistant Program
- **Jennifer E. Otey, DMSc, MPAS, PA-C** — Academic Coordinator & Clinical Assistant Professor
- **Norman McCulloch, MBA, PA-C** — Assistant Professor
- **Candida St. Hillaire, MS, RPA-C, AAHIVS** — Senior Clinical Coordinator & Assistant Professor
- **Jonathan Silver, DMSc, PA-C** — Assistant Professor
- **Abdallah M. Saudi, MD, FASPC** — Assistant Professor
- **Line # 33969** — Assistant Professor
- **Edward Perchik, MBA, PA-C** — Clinical Assistant Professor
- **Edison Ruiz, MPH, PA-C** — Assistant Professor
- **Line# 25021** — Assistant Professor
- **Natasha N. Roberts, BS, MA, MBA** — Program Administrator
- **Line# 24169** — Assistant Professor
- **Nakia Alford-Saunders, MBA, MPA** — Senior Staff Assistant

Health Informatics Program

- **Mohammad Faysel, PhD** — Chairperson & Associate Professor, Health Informatics Program
- **Adiebonye Jumbo, PhD, ITIL** — Assistant Professor & Clinical Coordinator
- **David R. Kaufman, PhD** — Clinical Associate Professor
- **Shaneka N. John** — Program Administrator

Midwifery Program

- **Shakima Wiggins, CNM, LM, MSN, IBCLC, LCCE** — Interim Chair & Clinical Assistant Professor
- **Susanrachel Balber-Condon, CNM, LM, DM, FACNM** — Clinical Assistant Professor
- **Amal Amar-Alattaby, DM, CNM, OBGYN NP** — Clinical Coordinator & Clinical Assistant Professor
- **Niyoka Turnbull** — Program Administrator
- **Eliminated in EPM Vacant Line # 20388** — Chairperson & Professor, Midwifery Program

Physical Therapy Program

- **Yasser Salem, PT, MS, PhD, NCS, PCS** — Chairperson & Professor, Physical Therapy Program
- **Toni A. Zuccaro, PT, PhD, NCS** — Clinical Assistant Professor
- **Saren Ahearn, PT, DPT** — Assistant Professor
- **Puneet Dhaliwal, PT, DPT, MA, NCS, CEEA** — Assistant Professor
- **Farhad Haeri, PT, DPT, MTC, OCS** — Associate Professor
- **Loraine Antoine, PT, DPT, PhD** — Assistant Professor & Director of Clinical Education
- **Genevieve Smith, PT, DPT, OCS, AIB-VRC** — Assistant Professor
- **Roslyn Sofer, PT, DPT, OCS, PhD** — Clinical Instructor
- **Ranjit Alvarez, MHA** — Program Administrator

Diagnostic Medical Imaging Program

- **Iryna Struk, MS, RDMS, RDCS, RVT** — Interim Chairperson & Clinical Associate Professor, Diagnostic Medical Imaging Program
- **Yanlu Li, BS, RDMS, RVT** — Clinical Coordinator & Clinical Assistant Professor
- **Yosefa Joy Pessin, DHSc, MS, RDMS, RDCS, RVT** — Associate Professor
- **Richard Yannotta, BA, RDCS, RVT** — Clinical Assistant Professor
- **Douglas Dunstatter, PhD, RDCS, RDMS, RVT** — Clinical Assistant Professor
- **VACANT Line # 25073** — Clinical Assistant Professor
- **Nakisha Thomas, MPA, BA, AAS** — Program Administrator

Occupational Therapy Program

- **Efekona Newere, Ed.D, OTR/L** — Chairperson & Assistant Professor, Occupational Therapy Program
- **T'Shura Brown, OTD OTR/L** — Assistant Professor
- **Jasmin Thomas, OTD, OTR/L, BCP** — Associate Professor
- **Nancy Kline, PhD, OTR, BCG** — Assistant Professor
- **Vikram Pagpatan, EdD, OTRL, CLA, ATP, BCP, FAOTA** — Associate Professor
- **Richard Sabel, MA, MPH, OTR, GCFP** — Clinical Assistant Professor
- **Krystal Brewington, OTD, OTR/L, CPAM** — Assistant Professor
- **Suzanne N. Rappaport, OTD, OTR/L** — Assistant Professor & Coordinator OTD Program
- **Alithia Alleyne** — Program Administrator
- **Daurn Tribble, OTR/L** — Clinical Assistant Professor

4

I.   INTRODUCTION

The School of Health Professions (SOHP) Faculty Handbook is a supplement to SUNY Downstate Health Sciences University's Faculty Handbook. This handbook is consistent with the University's policies and procedures and contains more specific detail regarding certain matters pertaining to faculty in SOHP. Matters of personnel policies for faculty that are not addressed in this supplemental handbook are covered in the collective bargaining unit and Human Resources policies. The current University Faculty Handbook and policies supersede the SOHP Faculty Handbook.

The SOHP is committed to preparing high-quality health professionals in physician assistant services, occupational therapy, physical therapy, midwifery, diagnostic medical imaging, health informatics, medical billing & coding, and applied behavior analysis. This includes offering an educational experience that sets the standard for discourse, intellectual rigor, and creativity. Throughout our six disciplines, we are committed to a single mission "to educate health professionals and analysts/informaticians in the delivery of excellent health-care services by developing their scientific competence and fostering their humane spirit."

This handbook is intended to serve as a supplement to:
- The SUNY Downstate Health Sciences University Faculty Handbook and
- The School of Health Professions Faculty and Professional Staff Assembly Bylaws
- Collective Bargaining Union agreement, and policies outlined by the SUNY Board of Trustees

The SUNY Downstate Faculty Handbook is comprehensive and contains information regarding faculty rights, such as academic freedom. It also contains the formal grievance procedure for faculty.

Every effort has been made to include all pertinent information in this SOHP Faculty Handbook; however, if there are questions that are not addressed in this document or the other referenced resources, faculty should contact their appropriate program Chair or the SOHP Dean. We hope that the faculty will reference these resources to answer questions as they arise during employment. Additional information is available on the School's website.

Mission Statement

The mission of the School of Health Professions is to educate health professionals in the delivery of excellent health-care service by developing their scientific competence and fostering their humane spirit. The School seeks to accomplish this by providing a challenging and supportive atmosphere for learning that offers opportunities for structured experiences as well as independent inquiry. Faculty contribute to knowledge in allied health through advancements in clinical practice, scholarly activities, and basic and applied research. Collaboration is emphasized among students, faculty, clinicians, and professionals in health care and related disciplines. Students are prepared for professional leadership roles through course

work and professional and campus activities. The School fosters ongoing professional growth by sponsoring continuing education opportunities in several disciplines. The School strives to serve the urban community in which it is located by providing health services and education to the population.

Vision

SOHP programs share the common goal of becoming nationally recognized, producing graduates who are leaders in advancing the practice of their respective fields. Every program aims to have graduates proficient at responding to the healthcare needs of diverse service recipients in different medical settings and the communities they serve.

Values

1. SOHP curricula are designed to support the needs and expectations of stakeholders including students, graduates, faculty, sponsor administrations, employers, physicians, and the public while meeting nationally accepted standards.
2. Respect for the rights and dignities of individuals is a critical characteristic of a competent healthcare professional and should be a central concern in the learning environment.
3. Programs urge students to adhere to the Codes of Ethics of their corresponding professions.
4. SOHP programs aim to have a diverse student body that includes underrepresented people.
5. SOHP programs commonly foster a sense of responsibility, professionalism and commitment to life-long learning in their students.

Diversity Statement

The School of Health Professions (SOHP) embraces a culture of diversity and inclusiveness throughout its educational community. We are committed to building and fostering a diverse workforce that reflects the community we serve. We value individual differences and work to ensure that an individual's difference and/or disadvantage does not impede intellectual or professional achievement regardless of gender/gender identity, sexual orientation, disability, religion, race, ethnicity, socioeconomic status, nationality, and other culture-influencing characteristics.

To promote diversity, equity, and inclusion, SOHP will:

1. Improve the cultural diversity of the matriculating student body, faculty and staff through the implementation of more culturally relevant recruitment and retention strategies,
2. Facilitate awareness by infusing cultural diversity and health inequities, as well as disability disparities content into all SOHP program curricula,
3. Infuse content on evidence-based care for culturally diverse populations in all SOHP program curricula, and

4. Improve interaction with culturally diverse Brooklyn communities through culturally humble and respectful community engagement strategies and interprofessional collaboration and partnerships.

II. PURPOSE

To promote the SOHP's mission, that aligns with and supports each individual program's mission, philosophy, goals, and objectives, and to facilitate faculty development.

The faculty and administration will participate together in the development of faculty, academic, and student-related policies concerning the SOHP.

This handbook contains information describing faculty roles and responsibilities, academic operations, and SOHP policies. It is the product of collaborative discussion among the faculty, academic leaders, and the administrative offices of the SOHP. All faculty members are expected to be familiar with the contents of this handbook, which is reviewed and updated annually by the Faculty and Professional Staff Committee for accuracy and relevance. Approved changes to the SOHP Faculty Handbook go into effect in June at the start of the next academic year, and all faculty members with ongoing appointments are subject to the provisions as amended.

III. STATEMENT OF FACULTY RIGHTS AND RESPONSIBILITIES

Faculty members are those employees who have been awarded faculty rank and who are employed for a defined appointment period within the SOHP for the expressed purpose of delivering our product, education, to students.

Recognizing that the mission of the SOHP is teaching, scholarly activity, service and interprofessional collaboration, the following will be provided for each faculty's appointment:
a. a thorough and proper orientation from Human Resources and the program Chair and/or the Dean's office
b. teaching assignments according to academic, clinical, research, and relevant work experience, need, and interest
c. a workload that allows sufficient time to meet the teaching demands and expectations placed on the faculty member,
d. sufficient time for scholarly activities, attendance at committee meetings, professional activities, and community service
e. evaluation via the Annual Faculty Development Plan and other methods of assessment.

Recognizing that the faculty provides the link between the curriculum and the students, the following are faculty responsibilities that assist in developing an efficient and effective educational atmosphere:

a. provide effective instruction
b. serve as a student academic advisor
c. encourage the use of problem-solving skills, including critical thinking, in students
d. encourage students to engage in evidence-based practice
e. inspire student self-expression
f. explore and utilize community resources for instructional purposes
g. maintain professional competency
h. maintain membership and participate in local, state, or national professional organizations
i. strive toward meeting the mission of the SOHP
j. be actively engaged in research
k. pursue community service

IV.   ACADEMIC RANK TITLES:

Non-tenure track: Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor

Tenure track: Assistant Professor, Associate Professor, Professor

The academic rank depends upon the appointee's qualifications, and the criteria established for each rank by the department and campus per SUNY policies. Appointments to these titles may be based on temporary, term, or continuing (tenure) appointments.

"*Part-time*" is considered "Qualified Academic Rank" and such service does not count towards tenure even if it is rendered in one of these titles.

Part-time faculty:
Appointed for a 12-month, non-tenure track. The faculty credentials must be in compliance with the accreditation body of the specific profession for the particular program in which the faculty works. They must be licensed to practice, if applicable, in New York State, and should be members of their profession's national association. Responsibilities of part-time instructors may include teaching in areas of expertise, clinical practice, scholarly activity and possible involvement in program governance, such as admission and accreditation activities. Faculty hours are according to the percentage of FTE that apply to the instructor, e.g., 0.5 FTE would include 20 hours per week, equivalent to 2.5 weekdays. The policy sections below that pertain to part-time faculty include *teaching in the area of expertise, the requirement for faculty hours, effort in conducting scholarly activities, and faculty evaluation*.

Full-time faculty:

Appointed for a 12-month, tenure or non-tenure track, which requires a faculty to demonstrate involvement in teaching, scholarly activities, and service. They must be licensed to practice if required by the profession in New York State and should be members of their professional associations. Faculty must also hold the appropriate credentials as required by the program's accrediting body.

Responsibilities:

a) **Teaching in the area of expertise:**

Faculty members will be assigned to teach course content that is in their area(s) of expertise. How expertise is defined will be determined by each program, according to the requirements of their accrediting body and profession as well as program needs. Expertise may be a concept that is relative to other faculty in the program and may not always be absolute.

   i.   The faculty member will be responsible for developing and revising the content in the courses they teach. They will be involved in curricular development and will work with the Chair and program faculty to ensure that the segments that they teach are consistent with the rest of the curriculum and meet accreditation standards.
   ii. The faculty member may also be assigned to act as program liaisons for interprofessional courses in areas related to their content expertise. In such a role, they will ensure the smooth operation of the interprofessional courses and will be responsive to the needs of the students in these courses.

b) **Actively conducting scholarly activities:**

   i.   Faculty members are expected to be engaged in scholarly activities. This is an important requirement for tenure and/or promotion as well as the program accreditation, if required.
   ii. Scholarly activities include conducting research, submitting papers and abstracts to peer-reviewed journals, submitting grant proposals, and presenting papers as posters or platform presentations at professional meetings, writing or editing books, and writing book chapters.
   iii. Each faculty is responsible for working closely with students as mentors on faculty-generated research that includes students. To facilitate the research process with students, the faculty may accompany the student groups to meetings with the statistician when working on research design and data analysis.

c) **Advising students**:

i.   Students are assigned to a faculty advisor upon admission to a SOHP program.
ii.   The advisor is available to the students for academic counseling and special concerns.
iii. The student generally should have an advisement meeting at least once per semester.
iv.   At meetings between a faculty advisor and student, the advisor will inquire about how the student is doing academically in the current semester and advise the student regarding registration for the upcoming semester.
v.   Students may make appointments with faculty to address any course-related or clinically-related matters.
vi.   The faculty member should post weekly office hours or otherwise advise students about their availability so that students will know when the faculty member is available.
vii. Faculty are responsible for mentoring students in their research groups.

d) **Participating in the governance of each individual program:**
Includes but is not limited to the program admission and recruitment activities, accreditation activities, curricular development, policy and procedure development, and clinical education activities:

i.   **Program admissions**:
   a. Faculty will be involved in the admissions process for their program.
ii.   **Accreditation:**
   a. Faculty will assist the program in preparing for an on-site accreditation visit, preparing tables and other data for the self-study report, and involvement with the preparation of the self-study report.
iii. **Curricular development**:
   a. Each faculty member is responsible for the development and revision of the curriculum within their course(s) or course modules.
   b. Faculty is responsible for discussing the curriculum as a whole at faculty meetings, to ensure that the curriculum a) covers all content areas for current entry-level practice, b) flows appropriately, from basic to complex with one-course building upon the next, and c) is consistent with the mission, philosophy, goals, and objectives of the program.
iv.   **Program policy and procedure development**:
   a. This is an ongoing activity that takes place during a faculty meeting, as well as annually reviewing the *Program Policies Manual*. Faculty must play an active role in discussing the policies and procedures of the program.
   b. Clinical Education:The program faculty are involved with the clinical education component of the curriculum.

e) **Governance in the School and University:**
All full-time faculty are involved with committee work at the school and/or university

level. Each program is represented on all standing and ad-hoc committees in the SOHP.

    i.   The faculty is expected to report back to their respective programs at faculty meetings on any matters from their committee meetings that are pertinent to program governance and functioning.

    ii.   The assigning of committee duties will be as evenly distributed among the faculty as possible.

    iii.   Faculty are strongly encouraged to attain positions of leadership in governance, such as Committee Chair, Presiding Officer, or Secretary for the school's Faculty and Professional Staff Assembly.

    iv.   Faculty attend the Faculty and Professional Staff Assembly, which meets three times per year unless they are excused by their program Chair.

f) **Clinical practice**:

If applicable, faculty may engage in some form of clinical practice to remain current as a clinician and to provide practical, clinical examples to students when teaching professional content in the curriculum. Clinical practice may be done on the faculty development day, after work, or on weekends.

g) **Professional development:**

Faculty may demonstrate their professional development by such things as reading, research, continuing education or other activities to keep abreast of current developments in their appropriate field(s) and being able to successfully handle increased responsibility.

h) **Rendering professional service to the community:**

This is one of the elements required for tenure and promotion. Involvement in community service allows the faculty member to perform positive role modeling for students. Encouraging the students to participate in such activities with the faculty member is also important.

i) **Clinical Coordinators**

    i.   The faculty in collaboration with the Program Chair is responsible for the program's compliance with the fieldwork/clinical internship/clinical experience as stipulated by their program's accrediting body. Sufficient release time is provided to ensure that the needs of the fieldwork/clinical internship/clinical experience are met.

    ii.   The faculty's teaching and additional responsibilities do not interfere with the management and administration of the fieldwork/clinical internship/clinical coordination program.

    iii.   The Clinical Coordinator's responsibilities include activities that relate to clinical placements/rotations.

j) **Program Chairs**
   Program Chairs serve as the academic and administrative leaders of their programs. The general responsibility of program Chairs is to promote the development of their respective programs in keeping with the academic standards, purposes and policies of the University, and accreditation standards. Additionally, program Chairs lead their programs and manage daily operations.

   The specific responsibilities of program Chairs in conjunction with the other employees of the program, where appropriate, shall include but not be limited to the following:

   1. Maintain general supervision of the program.
   2. Determine and periodically review curriculum for the program and the prerequisites for each course. The Chair shall do this in consultation with the faculty members responsible for particular courses, course coordinators, and any other core faculty members of the program.
   3. Oversee the content of courses offered by the program and consult with the faculty that teach the courses.
   4. Develop semester calendars for program students.
   5. Assign courses to faculty members, taking into consideration their qualifications, faculty needs and preferences, and accreditation standards.
   6. Meet with individual faculty as needed to consider and respond to their concerns, and to communicate to them if concerns arise about their teaching, scholarship, advisement, service or other matters related to the faculty member's performance.
   7. Develop and evaluate faculty and make recommendations with regard to their annual performance, rank and tenure. Meet with each core faculty member to discuss their annual performance evaluations. The annual faculty performance evaluation process will include submission of the Faculty Development Form and the Annual Review of Goals and Objectives from the previous year. The Chair will enter their comments and feedback on these forms.
   8. Interview prospective faculty and adjunct faculty for faculty appointments to the program and recommend their hire to the Dean. The Chair will work with program faculty in this process.
   9. Encourage faculty scholarly research and dissemination of research products.
   10. Plan and hold program faculty/staff meetings to consider all matters relevant to the efficient and effective operation of the program. Maintain copies of program meeting minutes.
   11. Make budgetary recommendations for the program, and work closely with program faculty to determine expenditures on classroom, research,and other necessary program equipment.
   12. Coordinate program operations, in consultation with program faculty, academic

advising and other student development efforts.
13. Lead recruitment and retention of students.
14. Oversee the program admissions process, in conjunction with the Office of Student Admissions, program faculty, program Administrator and the SOHP Admissions and Academic Standing Committee.
15. Oversee all program accreditation activities.
16. Promote community service and advocacy activities among program students and faculty.
17. Prepare reports, such as program report to the SOHP Faculty and Professional Staff Assembly, annual budget, and Student Enrollment report.
18. Oversee programmatic presence on social media.
19. Maintain communication with program alumni.
20. Oversee a variety of program events, which may include the Community Advisory Board meeting, White Coat Ceremony, student research presentations, and new student orientation activities.
21. Oversee all aspects of program assessment by program stakeholders, including students, faculty, clinical preceptors/fieldwork educators, and alumni.

Note: Full-time faculty work hours include 40 hours per week, including in-person, on-campus presence for teaching, student advisement, office hours, program assignments, School-wide and campus-wide activities, and meetings during the work week.

V.   DEPARTMENTAL RECORDS FOR FACULTY

a) The program Chair has the responsibility for maintaining a file for each faculty member in the program. The file should be updated at least once a year on the basis of information furnished by the program Chair and the faculty member.
b) UUP performance reviews for all faculty are to be completed in compliance with directions from Human Resources and submitted to the Dean. Additional reviews include the Faculty Development Form and Annual Goals and Objectives from the Previous Year.
c) A copy of the faculty credentials and valid licensure/certifications must be on file in the program's files and placed in the individual's faculty folder.

VI.   GUIDELINES FOR EVALUATION OF TEACHING EFFECTIVENESS

a) Student Evaluations
   Student Evaluations in the SOHP are administered as one method of measuring the effectiveness of the instructor and the quality of the course. Student feedback will not only contribute to the improvement of the student experience but may be used for tenure and promotion.
   i.   Evaluations will be processed and a summary of the results will be available to the faculty member, program Chair, and the Dean's office.

ii. Faculty should review their course evaluations at the eCourse evalnd of each semester so that they can use this feedback to improve their courses. When they begin to prepare their package for tenure and promotion, they will need to summarize the course evaluation findings over the last 3 years in which they taught their courses for inclusion in the package.

iii. The Program Chair reviews the course evaluation with the faculty per semester.

b) Faculty Peer Review

In addition to student ratings of instruction, peer review is another method for faculty to receive feedback regarding teaching effectiveness. Peer review can be used to assist faculty in designing strategies to improve teaching. Peer review also can be used to support mastery, excellence, and/or leadership in teaching for promotion and/or tenure applications and for nominations for teaching awards.

To emphasize the importance of the University's teaching mission, the SOHP supports a peer-reviewed development and assessment process to promote teaching effectiveness. The review process will document the effective instructional strategies faculty use in teaching. The process will provide a framework to examine the context of the individual faculty member's role and acknowledges the strengths of the faculty member to evaluate the learning environment and maximize the desired student learning outcomes.

i. At least once per year, the Chair will ask a fellow faculty member to sit in another faculty's classes to assess the lecture/lab and complete a peer assessment form. The Chair may also observe a faculty member's class.

ii. This form is to be kept as part of the faculty's record and will be included in the tenure and promotion package as evidence of effectiveness in teaching.

c) Faculty self-assessment

i. *Annual Faculty Development Process Overview*:
Each academic year, faculty member complete the Annual Faculty Development Form, which serves as both a planning and evaluation tool. The single form is used to set goal and objectives for the upcoming year and to reflect on progress made toward the previous yea's goals. It is completed once per year, typically at at the beginning of the academic cycle, and includes updtes to goals in five key areas: mastery of subject, scholarly activity, effectiveness in teaching, university service, and continuing growth.

ii. *Review and Discussion with the Chair*:
After the faculty member submits the form, the program Chair reviews it along with that faculty member's course evaluation data from the prior year. The Chair then meets individually with each faculty member to discuss their goals, performance, and development in the identified areas. This meeting provides an opportunity for dialogue and feedback, and for the Chair to offer comments and support aligned with the faculty member's professional growth and institutional expectations.

iii. *Purpose and Relevance to Tenure and Promotion:*
Through this annual process, faculty members engage in self-evaluation by establishing, tracking, and reviewing their own goals. The development form, with its emphasis on areas critical to tenure and promotion, helps faculty build a strong case for career advancement. Faculty are encouraged to include this completed form as part of their documentation when applying for tenure and promotion, as it reflects both goal setting and achievement across the core performance areas.

d) Faculty Input into Annual Chair Evaluations
The Dean has the discretion to seek feedback from the program faculty about the Chair's performance via an anonymous survey. The responses will provide valuable feedback to the Dean in gauging a Chair's effectiveness. Discussion of the feedback with the Chairs is at the Dean's discretion.

e) Time and attendance
   i. If a faculty member will not be working (on campus or remotely) due to vacation days or sick days, they must email the program Chair to inform them of these dates in advance. This is important so that the program Chair will know where faculty are when students and others are looking for them.
   ii. If a faculty member will be coming to campus late or leaving early, they must notify the program Chair about their plans.
   iii. The program Chair notifies the program administrator and faculty when one faculty will be late to campus or will be off-campus for the day, with instructions on how to contact the faculty who is out. This ensures that the program administrator and faculty are kept informed of the faculty's schedule if they need to be reached.
   iv. The program Chair also sends an e-mail to the Dean and other program Chairs to inform them when they will be absent and to designate an Acting Chair in their absence for vacation or sick time.
   v. If a faculty member or Chair will be working in another part of the Downstate campus, such as the clinic, or research lab, they will let the faculty and administrator know how they can be reached.

      vi.   Full-time faculty have a well-established faculty development day which they take each week, mainly to engage in clinical practice or do research and other scholarly activities.

     vii.   Faculty inform the Chair of planned vacation time or planned sick time during the development of the upcoming semester calendar.

Faculty Work Load:

The following policy on Faculty Workload has two purposes. First, it guides the Chairs in making teaching and other assignments to faculty. Second, it assists with the equitable distribution of faculty responsibilities in the SOHP.

This policy supports but does not replace judgment in determining the distribution of work for individuals or among faculty groups over time. It is the Chair's responsibility to strive for equality in faculty total effort over time.

Each program Chair and the Dean are responsible for ensuring, to the extent possible, an equitable workload distribution among faculty. The Dean is responsible for reviewing the distribution on a School-wide basis.

Faculty workload consists of all aspects of a faculty member's professional responsibilities, including teaching, advising, scholarly activity, and professional and School- or University-wide service.

Faculty workloads should permit sufficient time to participate in teaching, scholarship, service activities, academic governance, advising, research, professional development, and other designated responsibilities. This includes sufficient time for course preparation, teaching, and for frequent, timely, and careful assessments of students' progress, including the development of writing, analytic, and clinical skills.

A typical faculty workload is the following:

Teaching Expectations:

1. Two to three courses per semester in fall, and spring semesters for full-time faculty
2. One to two courses per semester in fall and spring for part-time faculty
3. One or more courses per semester in summer for all faculty
4. Occasional overview of an independent study course which is above the usual teaching expectations per semester

<u>Additional Expectations for all faculty</u> (divided evenly among faculty within the respective programs):

- scholarly activity
- participate in SOHP committees
- conduct information sessions/attend recruitment events
- participate in campus/community-based activities

- serve as faculty advisors and research advisors
- administer program-specific laboratory sessions and/or practicals
- lead or assist in lab sessions (fluctuate from year to year depending on adjunct availability)
- assume administrative responsibilities
- engage in program governance/curriculum review and program events

See CAPQ guidelines for requirements for promotion and tenure that include:

- Mastery of subject matter
- Effectiveness in teaching
- Scholarly ability
- Effectiveness of university service
- Continuing growth

Determining Teaching Workload:

- Total teaching workloads:
  - Consider teaching of laboratory courses in which contact hours are significantly greater than that of lecture courses, and the effect of class size and total student load on the quality of instruction.
  - Consider the faculty time in course coordination involving mentoring/co-instructor/co-facilitator/teaching of other courses.
- # of courses per semester:
  - No more than three separate course preparations per semester (full-time).
  - No more than two courses preparations per semester (part-time).
  - Occasional overview of an independent study course which is above the usual teaching expectations per semester.
- The program Chair may:
  - increase the faculty teaching assignment of a faculty member in the following instances:
    - when the faculty member is not involved in scholarly activities
    - when other professional activities are below expectations
  - decrease the teaching workload of faculty, given total workload, in instances where there are:
    - extraordinary commitments to research/creative activity and/or school, university, or community service
  - temporarily increase faculty duties across all faculty when a faculty member resigns or retires, until that line is filled

The program Chair will periodically review faculty workload. Of course, the priority of the school is the instructional needs of the students and no teaching workload reductions should be made unless it is clear that the instructional needs of the students can be met either by increasing workload of other members of the faculty or making suitable

modifications in the course offerings while at the same time providing adequate time for scholarly and service activities on the part of each faculty member.

i. Committee Work:
Full-time faculty members are required to serve on at least two committees, in addition to regular participation in the SOHP Faculty and Professional Staff Assembly. Membership on standing and ad-hoc committees shall include consideration of faculty preferences.

ii. Office Space:
No more than two (2) faculty members shall share the same office space. Office assignments may change for the comfort of faculty and as needed for the smooth functioning of the school and program.

iii. Faculty Attendance at School Functions:

Faculty interest and participation in school functions are appreciated by students as an indication of faculty commitment to the purpose and mission of this school. Faculty members are expected to attend the major functions. • Graduation • Convocation • campus-wide activities • At least one information session/open house per semester and • all program-related events.

iv. Outside Employment:
The term "outside employment" denotes any employment, which is not subsidized by SUNY Downstate Health Sciences University. Under the terms of the full-time faculty contracted agreement, the faculty's primary employment is with the SOHP. Faculty members may engage in outside employment provided such employment does not interfere with the faculty member's performance and responsibility to the school. The clinical/professional work done by faculty on their faculty development day will be agreed upon by the Chair and the faculty member.

v. Graduate/Continuing Education:
While SOHP is supportive of faculty advancing their education, faculty should only work on their graduate course work after they have fulfilled their obligations to the school. The school supports faculty development and attendance at educational events. Faculty responsibility after attending an educational event that is supported by the program includes documentation of attendance, and presentation of a summary of the event to peers.

Policies for Adjunct Faculty and Guest Lecturers

i. Review the course syllabus to ensure that it is up to date and has updated contact information.
ii. Provide email address to students for questions in between classes.
iii. Respond to students' questions in a timely manner.
iv. Post quiz/exam/assignment grades on Brightspace in a timely manner.
v. Submit final course grades to the Program Chair before due dates.

vi. Design exams to ensure that course learning outcomes are met in the course. Please remember this is an accreditation requirement.
vii. Provide exam questions and answer key to course coordinator at least one week before an exam.
viii. Review lab materials prior to lab session. Know how to explain lab activities to students.
ix. When providing a lecture, use time effectively. If session is scheduled for 2 hours, use the full 2-hour time period without going over 2 hours.
x. Give breaks every 90 minutes for lecture course.
xi. Please provide handouts/Powerpoints to course coordinator or directly post handouts to Brightspace at least 24 hours before lecture.
xii. Be familiar with assigned reading. If you don't have textbook chapter or Access Physiotherapy, please speak to course coordinator about obtaining materials.
xiii. Please provide students with evidence-based literature that supports your lecture
xiv. materials.
xv. Class environment- be respectful to various opinions of students. For matters
xvi. involving individual student, please speak with the student separately, not in front of
xvii. other students in class. It is important that you maintain student's privacy and
xviii. confidentiality. If needed, please notify the Program Chair about any issue that needs
xix. immediate intervention.
xx. Consider safety of students and environmental factors during lab classes.
xxi. Always demonstrate professionalism and maintain a positive learning environment in class.
xxii. Contact the Program Chair before deciding on any class cancellation due to emergency or inclement weather.
xxiii. If you identify any at-risk student, please discuss this with the Program Chair for possible intervention.
xxiv. If you have not gotten final paychecks within one month after end of course, please contact the Program Administrator so that she can follow up.

Faculty Evaluation and Development

Evaluation of your teaching is done via the course coordinator or PT faculty liaison, and through course evaluations by the students. If you are a new course instructor, please speak to the course coordinator or PT faculty liaison regarding faculty development (assistance with developing lecture materials or exam questions).

VII. ADMISSIONS & RECRUTIMENT

i. Privacy and Confidentiality Clause
Faculty may have access to information provided by or on behalf of the applicant (which may include the online application, transcripts, letters of recommendation, and personal documents). Regardless of whether the information comes to a faculty member's attention in written or verbal form, or

whether it is marked "confidential," and regardless of the medium of storage, all such information, including all discussions and deliberations of the Committee on Admissions, is deemed "Confidential Information." All faculty and staff are prohibited from using any information/Confidential Information pertaining to the student for any purpose other than admissions. This means that the information in the student information system should not be used for any other purposes, such as research or marketing, without proper authorization and consent by the student/Office of Student Admissions. This policy is meant to protect the privacy and confidentiality of the information stored in SUNY Downstate's Health Sciences University Student Information Systems and ensure that it is only used for the intended purpose, in compliance with the Family Educational Rights and Privacy Act (FERPA) and other applicable confidentiality regulations.

ii. Recruitment

Recruitment efforts by the School of Health Professions (SOHP) and each of the eight disciplines: Applied Behavior Analysis, Diagnostic Medical Imaging, Health Informatics, Midwifery, Occupational Therapy, Physical Therapy, Physician Assistant and Medical Billing and Coding in collaboration with the Office of Student Admissions address the breadth of SOHP's program offerings including undergraduate and graduate programs.

SOHP in collaboration with the Office of Student Admissions employs a full-cycle recruitment strategy to attract students and raise awareness of the SOHP's program offerings by providing multiple points of access for prospective students to familiarize themselves with the required prerequisites. These initiatives include, but are not limited to:

- Open House Events
- Information Sessions
- Application Assistance Workshops
- Admitted Student Day & School Tours
- On and Off Campus Events
- Program Webinars
- Virtual Events
- Diversity Recruitment
- High School/College/University Campus Visits to conduct targeted recruitment and information sessions

In collaboration with the Office of Student Admissions, each program is responsible for:

- Reviewing/creating printed materials: Materials or handouts developed during information sessions or Open Houses. Along with printed material, each program uses a parallel digital communication plan to prospective and admitted students. The prospective student email campaign primarily centers on monthly admissions social media print ad campaigns, covering upcoming deadlines and application information; links to campus visits; events; and recruitment calendar,

as well as pertinent SOHP news stories. Additional email campaigns to prospects include SOHP program-specific news, event, and application reminders

- Meeting quarterly to refine recruitment strategies and is reviewed program-specific publications, and websites used for recruitment activities for posting on the Downstate website all admissions requirements, information about the programs, and tuition and fees. All recruitment materials are accessible via the Student Admissions website, which is reviewed on an annual basis.
- Clearly posting relevant application procedures online, including deadlines, prerequisites, and required documents.
- Advising and counseling prospective students, and faculty involved in the admissions, promotion, and recruitment activities and educating them about the principles that guide the admissions process
- Being honest, accurate, and comprehensive in presenting the programs in the SOHP to school personnel, prospective students, parents, and the public
- Providing accurate admissions decisions and timely notification to candidates
- Monitoring each program's target enrollment to prevent over-enrollment
- Adhering to confidentiality

Admissions

Each program considers the total qualifications of each applicant without regard to gender, race, color, creed, national origin, religion, age, sexual orientation, marital status or disability. Decisions regarding admissions are based on multiple factors including prior academic performance; completion of the courses required for admissions; volunteer experience in health care, the potential for academic success including performance on standardized tests such as GRE (where applicable).

Special attention is given to communication skills, character, evidence of altruism demonstrated by community services, volunteer experience in health care, health-related experiences, and a clear motivation for a career in the applicant's interested field of study.

Admissions preference is given to USA citizens and permanent residents, although well-qualified out-of-country applicants are also accepted.

Throughout the selection process, the program looks for applicants with demonstrated abilities and competencies with special emphasis on personal attributes, including but not limited to community service, social skills, cultural competence, ability to work collaboratively, communication skills, ethical responsibility, reliability and dependability, resilience and adaptability, as well as capacity for improvement; the depth and breadth of involvement in life experiences including clinical, service, and leadership. Life experiences are not limited to traditional clinical activities. The program and Admissions and Academic Standing Committee (AASC)give weight to the "road traveled" (life challenges faced & conquered, disadvantaged background, socioeconomic status, military service, and underrepresented in the program's field of study to name a few examples).

Maintenance of Class Size and Prevention of Over-Enrollment

The program representative on the AASC in collaboration with the program chair and the Student Admissions Office ensures that the established student target enrollment is met and does not exceed the established number of entering student in an admissions cycle.

1. Never offer admission to more applicants than the program can accommodate at any given time.

2. Offer a Welcome Reception/Admit Student Day at least one month prior to the beginning of the program start for admitted students to encourage them to matriculate at Downstate.

3. Have student ambassadors who are currently in the program reach out to admitted students to answer their questions and encourage them to matriculate.

Link to Resources

University
Classroom Services
Employee Assistance Program:
> Work-Life Balance

Help Desk
Open SUNY
Medical Research Library of Brooklyn
New York State Education Department
> Department Expectations: Faculty

Professional Development:
> SUNY Professional Development
> NYS Training and Professional Development

Research Administration
Student Handbook
University Police

SOHP Resources

Bulletin
Committees
Bylaws
Faculty and Professional Staff Teams
Promotion and Tenure Guidelines
Strategic Plan

I. Accreditation timeline
II. Course Evaluations Core Questions
III. Dean's Office Course Evaluation Procedure & Review Schedule
IV. Faculty Development Form
V. Faculty Work Load worksheet
VI. Memorandum of Understanding Template
VII. Faculty Peer Review
VIII. Syllabus template
IX. Photo/Video Authorization
X. Policy on Retention of Academic Prorogam Documents
XI. Confidentiality Agreement Policy Statement

APPENDIX I: Accreditation Timeline

Accreditaiton Timeline prior to due date of self study & site visit		
18 Months	**Task**	**Completed**
	Program Chair to Initiate planning:	
	Review accrediting body procedures	
	Review Self Study Guide	
	Review data collection,appendicies, and evidence of compliance needed for self-study	
	Create self-study committee	
	Select members	
	Assign faculty to respective standards/subcommittees with assigned tasks	
14 Months		
	Request for proram evaluation	
	Notify accrediting body of substantive change within the Institution/School/Program	
	Confirm due date of self-study & site visit	
	Draft Plan	
	Name Subcommittees and /or individuals to be charged with tasks	
	Procedure/Timeline/Responsibilities	
12 Months		
	Faculty retreat	
	Review accrediting body procedures with all faculty and staff	
	Schedule bi-weekly meetings of self-study committee to begin writng self study/review progress	
6 Months		
	Review program outcomes and analyze data	
	Bi-weekly meetings to review progress with self study	
	Develop draft report	
	Bi-weekly all faculty staff meeting to review curriculum mapping & course syllabi	
	Hire Consultant	
4 Months		
	Final review of Self-Study	
	Initiate planning for on-site visit	
	Consultant to review final Self-Study report	
3 Months		
	Submit Self-Study	
	Consultant to begin prepping faculty & staff for site visit interviews	
2 Months		
	Create on-site schedule	
	Confirm all interviews with senior leadership/admins/faculty/staff	
1 Month		
	On-Site visit	

APPENDIX II: Course Evaluations Core Questions

Your responses are very important in helping to improve course content **and program services.** This survey is annoymous and responses are not identified by individual. All responses will be compiled and analyzed as a group to be shared with your program and the Deans in the school.

Proposed scale: 5 - 4 - 3 - 2 - 1	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable
Course Delivery						
Course syllabus with clear objectives, assignments, attendance policy, and grading policies and procedures were provided and explained.						
Readings, lectures, and other course activities supported stated course objectives.						
Lectures/Labs were clear and concise.						
Papers, reports and assignments were returned within a reasonable time and with constructive comments and/or errors explained.						
Examination questions reflect content and emphasis of the course.						
Assignments were useful for learning subject matter.						
Course technology was relevant to course objectives and logically integrated.						
Sessions were well planned and time was used efficiently.						
Learning Resources were adequate (library/learning resource center support).						
Instructor						
Started class meetings on time.						
Created an environment that was conducive to learning.						
Encouraged student to express their opinions or experience.						
Role-modeled professional behaviors.						
Explained abstract concepts to make them clear and understandable.						
Use of teaching aids was adequate.						
Was available for consultation during posted office hours.						
Provided adequate time for the students to ask questions and receive feedback.						
Seemed knowledgeable and well-prepared.						
Presentation of the subject matter was well organized.						
Exhibits non-discriminatory behavior regarding students.						
Allow for free form text response:						
What did the instructor do well in this course?						
What changes would you suggest to enhance the course?						
Please feel free to provide any further comments about this course						
Do you have any concerns regarding the course?						
**Making change in Qualtrics to change the scale for the "Strongly Agree" to equal 5 rather than 1						

APPENDIX III: Dean's Office Course Evaluation Procedure & Review Schedule

Procedural Guidelines

Goals:

- To conduct a coordinated, independent review of course evaluations that complements the existing program-level assessments, while maintaining that each program establishes its own benchmarks.
- To objectively analyze course evaluations, identify trends over time, and provide constructive feedback to programs.
- Ensure a thorough, independent evaluation that supports continuous improvement and enhances program effectiveness.

Objective: Establish a standardized process and timeline for reviewing course evaluations within the School of Health Professions (SOHP). This will ensure consistent assessment across all programs, timely feedback to the Dean, comprehensive trend analysis, and actionable insights for course improvements.

I. Initial Course Evaluation Submission and Staff Assignments

   a. Deadline for Programs to Share Course Evaluations:
- Spring Term: June 30
- Summer Term: September 30
- Fall Term: January 30

   c. Assigned Staff Responsibility:
- Dean's Executive Assistant:
  Occupational Therapy (OT & OTD) & Diagnostic Medical Imaging (DMI)
- Assistant Dean for Student Affairs:
  Physician Assistant (PA), Midwifery (MW), Applied Behavior Analysis (ABA)
- Associate Dean for Program Operations and Quality:
  Physical Therapy (PT), Health Informatics (HI), Medical Billing and Coding (MBC)

   d. Procedure:
- All course evaluations are shared with the CERT via Qualtrics.
- Each assigned CERT member completes the Course Evaluation Checklist in the SOHP OneDrive to ensure all evaluations are received and properly documented.
- If any course evaluations are missing, the assigned CERT member will follow up with the respective program and copy other CERT members.

II. Course Evaluation Review Process

   a. *First Review*:

i. The assigned CERT member independently reviews the course evaluations at the end of each term.

    ii. Threshold for identify areas of concern, strengths, and weaknesses:

1. Concern: an issue identified by at least 10% of respondents that may not yet have a significant negative impact but could become problematic if not addressed.
2. Weakness: an issue identified as problematic by at least 20% of respondents that negatively affects the student experience or learning outcomes in a course and are often recurring issues.
3. Strength: refers to course aspects consistently and/or repeatedly praised by at least 50% of respondents as being particularly effective or beneficial.

   iii. Document findings on the Course Evaluation Checklist Excel spreadsheet are dedicated to each program.

   iv. Targeted Meeting Dates: Spring Term: July 20, Summer Term: October 20, Fall Term: February 20

b. *Second Review*:
   i. The CERT collectively meets at the end of each term to discuss the reviewed course evaluations and to complete a Summative Report for each program.
   ii. The report summarizes findings and highlights critical areas that require attention, providing overall feedback and actionable recommendations.
   iii. Targeted Meeting Dates: Spring Term: July 30, Summer Term: October 30, Fall Term: February 28

III. CERT Meetings and Reporting

Annually, the CERT submits a report for further review by the Dean within two–four weeks following CERT's end-of-term meeting dates. The report will include a summary of findings and actionable recommendations for program improvement and development.

IV. Long-Term Trend Analysis

a. Three-Year Trend Analysis:
   i. The CERT conducts a Three-Year Trend Analysis to assess patterns across programs.
   ii. This analysis will include recurring issues and emerging trends.
      1. Recurring refers to issues/patterns that have been consistently present over multiple evaluation periods.
      2. Emerging refers to new/developing trends that may not have been previously identified or are only recently appearing in course evaluations.
   iii. Findings from the trend analysis will be compiled into a report, including actionable recommendations for program improvement and development.
b. Report Submission:
   i. The Trend Analysis report will be reviewed with the Evaluation Assessment Initiative (EAI) workgroup, submitted to the Dean, and shared with respective Program Chairs for course and curricula

improvements. If longer-term strategic planning is indicated, the Associate Dean for Strategic Initiatives will be pulled in.

V. Integration of Feedback

a. The Program Chair and faculty will meet at the end of each semester to review the CERT's reports and integrate relevant recommendations into the program change process.
b. During the program's end-of-semester meeting, the Program Chair and faculty will collaborate to ensure that proposed changes are feasible and aligned with accreditation standards and professional competencies and consult with the Associate Dean for Program Operations & Quality.

VI. Continuous Improvement

a. The effectiveness of course design and curricular changes will be assessed in subsequent course evaluation cycles.
b. The CERT will continue to monitor the impact of changes and gather feedback to inform future program adjustments.
c. Program changes based on feedback will be communicated to the Dean after the final report is shared with the Program Chair.
d. The Associate Dean for Program Operations & Quality will provide updates to the EAI workgroup and OACC (as needed) within 4–6 weeks after the term has concluded.

Note: The EAI workgroup will review these procedural guidelines annually and make updates as needed to ensure that the process remains effective and responsive to both student needs and program goals.

APPENDIX IV: Faculty Development FormFaculty Development Form

- Faculty indicate their plans for the upcoming year: Faculty will fill in all the columns except for the last one; the date develop will also be filled in.
- Faculty to review the previous year to indicate if the reached their goals: Faculty will fill in the last column; date revised will be filled in.

FACULTY/PROGRAM DIRECTOR PROFESSIONAL DEVELOPMENT PLAN

(Completed forms must be signed by both parties in order to be considered valid.)
(All information must be submitted in typewritten format.)

(Program Title): _____

Name: _____Title: _____

Number of Hours worked *(FTE equivalent)*: ____ Number of Credits Taught *(per academic year)*: ____

Designated Faculty Development Day: ___ Description of Activities on Faculty Development Day: ____

Supervisor's Signature: _____   _____
                                    (Signature required)   Date

Faculty/PD's Signature: _____   _____
                                    (Signature required)   Date

Date Developed: _____   Date Revised: _____

FACULTY/PROGRAM DIRECTOR PROFESSIONAL DEVELOPMENT PLAN (con't)

Connection to Program's Strategic Plan	Goals	Action Steps To Achieve Goal	Timeline	Outcomes/Revisions/Results
Mastery of Subject Matter (e.g., Clinical Practice, Presentations, Book Reviews, Certifications)				
Scholarly Ability (e.g., Publications, Research in Progress, Grant Proposals)				
Effectiveness in Teaching (e.g., Projected course responsibilities, New courses developed, New teaching methods, Revision of courses)				
University Service (e.g., Program, College, Centerwide, Community)				
Continuing Growth (e.g., Continuing education courses, Degree credits, Conferences attended, Service in professional organizations)				

APPENDIX V: Faculty Work Load worksheet (sample)

Category of Work	Program	Workload (list courses Lecture/Lab/Clinical)	Contact hours/workload assignment per work category	Workload percentage (time spent)
Teaching				
Professional Development				
Service to the University				
Scholarship				
Research				
Administrative				

APPENDIX VI: Memorandum of Understanding Template

MEMORANDUM OF UNDERSTANDING

Between SUNY Downstate Health Sciences University, School of Health Professions/ SOHP program and the interested institution.

This agreement establishes procedures to promote the easy transition of qualified students from the interested institution to the SOHP program at SUNY Downstate Health Sciences University (SUNY Downstate HSU), School of Health Professions (SOHP).

OBJECTIVES OF THE MEMORANDUM OF UNDERSTANDING

1. To identify the recommended prerequisite the interested institution courses required for SUNY Downstate HSU, SOHP program that are equivalent to the prerequisite courses listed on page #.

2. To attract qualified students at the interested institution to pursue a degree level degree in SOHP program at SUNY Downstate HSU.

3. To encourage qualified students to attend SOHP Open House and SOHP Program Information Sessions.

TERMS OF THE AGREEMENT

1. Up to five (5) students per year from **the interested institution** who meet the admission criteria for the SOHP program program listed on the Admissions website for the SUNY Downstate HSU.

(https://www.downstate.edu/education-training/school-of-health-professions/admissions/index.html) and meet the academic criteria listed on page # of this Agreement will be given early consideration and decision to the SOHP program program. Additional qualified applicants will be evaluated for admission with the applicant pool.

2. Each applicant for early consideration and decision must submit a complete application early in the process (by September for consideration for the following year), and participate in an interview. Accepted early consideration applicants will be notified of their acceptance by March 31st of their respective application cycle.

3. To qualify for conditional admission to the SOHP, candidates must have demonstrated academic credentials, motivation, and personal qualities which give evidence of their suitability for a career in the health professions, and particularly, success in **SOHP program**

4. the interested institution applicants for early consideration and decision must submit a letter of recommendation from the appropriate department chair, school dean, or designated program liaison attesting to the applicant's professionalism and commitment.

5. Students should be encouraged to seek advisement with their school's Office of Transfer Services. When an interested, qualified senior year student has been identified, the interested

institution will advise the chair of the Downstate SOHP program Program in the summer or early fall semester of the year the student is applying.

6. The chair of the Downstate SOHP program **Program will notify the faculty responsible for admissions.**

7. This person will offer information about the SOHP program Program and answer any questions.

8. The parties acknowledge that SUNY Downstate may from time to time modify or change its admission criteria. Nothing herein will limit or restrict SUNY Downstate's ability to do so.

9. Accepted applicants who have taken graduate-level courses which they feel are materially consistent with courses within the curriculum of the Downstate SOHP program Program may submit course descriptions and syllabi for these courses to the chair of Downstate' s SOHP program Program for review. If it is found that the course(s) in question covered the material and meets the standards of course(s) within Downstate's SOHP program Program curriculum it is possible that transfer credit may be awarded for the course(s) in question. This determination will be made on a case by case basis and the decision is solely at the discretion of the Downstate SOHP program Program.

10. **The interested institution** program and the SOHP agree that all admissions shall be without discrimination based on race, color, ethnicity or national origin, religion, sex or sexual preference, age, disability status, or any other prohibited basis. **the interested institution** program and the SOHP warrant that they comply with all applicable federal, state, and local non-discrimination laws.

RECRUITMENT
1) The interested institution and SOHP program at SUNY Downstate HSU will assign a coordinator to facilitate the collaborative student recruitment process. The two coordinators will keep in contact on a regular basis to ensure that the collaboration is administered in the spirit of this MOU.
2) The interested institution will arrange student communication, hold advisement sessions and events (virtual or on-campus information sessions with the prospective students and student ambassadors upon written request by SUNY Downstate HSU.
3) SUNY Downstate will provide the interested institution with flyers/brochures.

REVIEW/REVISION OF THIS AGREEMENT

1. Substantive changes in the courses of the program of either institution will lead to a discussion between the appropriate faculty and administrators at both institutions. At the request of either party, a review of the Memorandum of Understanding will be conducted by both institutions.

2. Any modifications to the program or changes or amendments to this agreement must be made in writing, and signed by both parties.

COURSE EQUIVALENCIES AGREEMENT

The faculty of SUNY Downstate, SOHP program Program, and **the interested institution** agree to maintain current listings of course equivalencies as they appear on page #.

TERM OF AGREEMENT

This Agreement will terminate on date and may be renewed for an additional five-year term by written agreement by the parties. Either party may terminate this Agreement, in writing, at least one hundred eighty (180) days from the effective date of termination by giving notice to the respective representative of the other party as identified below. **the interested institution** students who have been already accepted into the program shall not be affected by the termination of this Agreement.

FOLLOW-UP PROCEDURES

Tracking the students who are admitted and matriculated under the memorandum of understanding: After students are admitted and matriculated, SUNY Downstate will provide the names of **the interested institution** alumni who transferred and have completed the degree program.

APPROVALS

Authorized Representative from SUNY Downstate School of Health Professions

Name:

Title: Dean, School of Health Professions

Signature: _____

Date: _____

Authorized Representative from the interested institution

Name:

Title:

Signature: _____

Date: _____

Authorized Liaison from SUNY Downstate SOHP program

Name:

Title: Chair SOHP program

Signature: _____

Date: _____

Authorized Liaison from the interested institution

Name:

Title:

Signature: _____

Date: _____

<div align="center">

Memorandum of Understanding for the interested institution and

School of Health Professions (SOHP)/ SOHP program Program Academic Criteria

</div>

- **List the Admissions Criteria and requirements here**
- **List the Prerequisite Courses with their equivalent at the interested institution here**
- **List any recommended courses here**
- **Indicate whether any of the following applies:**
  - • Only science courses for science majors will be considered
  - • Online courses will be accepted for prerequisite courses, but we prefer a college laboratory setting (wet lab) for science courses that require labs
  - • All prerequisite science courses should have been completed within the past 10 years prior to the date of entry

Note that students should be encouraged to strive for higher than the minimum GPA requirement because this is a very competitive program.

APPENDIX VII: Faculty Peer Review (sample form)

SUNY Downstate Health Sciences University
SOHP - _____ Program
Peer Review of Teaching

Faculty Data

_____
Faculty Member Being Reviewed

_____   _____
Peer Reviewer   **Date & Time of Observation:**

_____   _____
Course Number & Title   **Class Size**

Part 1: GUIDELINES for PEER TEACHING REVIEW

Each of the categories listed below is to be addressed in the peer review of teaching in an attempt to provide feedback that will foster professional development.

3 = Excellent   2 = Good   1 = Poor   N/A = Not applicable

Organization	3	2	1	N/A
Begins class on time				
Appears well-prepared for class				
States clearly the aims/objectives/activities of the class session				
Engages in a variety of organizational and preparation activities aimed at maximizing time available for instruction and facilitating student learning *(e.g., materials/props readily available, prior class review, provision of internal summaries & transitions, preview of session content & activities, etc.)*				
Explains clearly directions, procedures, and intended activity outcomes				
Allows sufficient opportunity for student input, discussion, questioning, and interaction with instructor				
Provides individuals constructive feedback				

Properly paces instruction, allowing sufficient time for activity completion			
Provides clear modeling and demonstration to all students			
Engages in a variety of teaching techniques aimed at engaging students *(e.g., providing sufficient session time & "wait time" during questioning, answers student questions clearly and directly, encourages & cues student response, etc.)*			

Presentation	3	2	1	N/A
Uses a variety of appropriate techniques to maintain student interest and attentiveness *(e.g., maintenance of eye contact, etc.)*				
Recognizes and responds effectively to changes in student attentiveness				
Incorporates various instructional supports *(e.g., video, slides, etc.)* effectively				
Communicates a sense of enthusiasm toward and interest in course content				
Speaks audibly and clearly, and without distracting speech characteristics				

Feedback and recommendations of the instructor's organization & presentation:

Climate and Rapport	3	2	1	N/A
Knows students' names and responds to them as individuals				
Student Engagement and Interaction				
Responds to student wrong answers/misunderstandings constructively				
Demonstrates effective listening behaviors				
Encourages student thought, participation, feedback, & student-to-student collaborative interaction				
Treats class members equitably and respectfully				
Admits error and/or insufficient knowledge				
Uses humor constructively				

Feedback and recommendations on the instructor's ability to engage students & establish a positive learning environment:

Content	3	2	1	N/A
Makes course content relevant by using authentic, real-world applications				
Explains new/difficult terms and concepts clearly and in multiple ways				
Integrates text and other course resource material into class session				
Establishes clear context for instruction *(e.g., provides necessary conceptual background; relates session content to prior & future content covered, to course projects/assignments, & to other views and fields of study)*				

Background: relates session content to prior & future content covered, to course projects/assignments, & to other views and fields of study				

Feedback and recommendation s on the instructor's communication of course content:

Part 2: OVERALL CONCLUSIONS of the PEER REVIEW OF

TEACHING & COURSE MATERIALS

Considering both the classroom observation and the review of course materials, as well as any other information gathered including interviews or discussions with students, comment on the quality of instruction provided by the individual under review.

Comments:

I have reviews with the below faculty member my peer review of teaching.

_____   _____

Signature: Faculty Member   Date

_____   _____

Signature: Faculty Peer Reviewer   Date

Faculty Peer Review Procedural Guidelines

1) Prior to meeting with the faculty to review their annual professional development plan/annual evaluation, at the beginning of each calendar year (July) the Program Chair will meet with the faculty to create a schedule of which courses will be reviewed in the upcoming review period.
2) Each program is encouraged to complete a minimum of 1-2 peer evaluations per year. The faculty and program chair will also identify the faculty who will perform each peer evaluation.
3) Faculty conducting the peer evaluation can be within or outside an individual's department
4) It is recommended that the faculty peer evaluator not be a new faculty member.
5) Selected peer evaluators should have the same level of expertise in the content area in order to provide constructive and useful evaluative feedback on teaching.
6) The course instructor should decide upon the date and time the faculty peer reviewer could attend the class.
7) Program Chair to review the completed peer assessment results to determine subsequent course of action.

Faculty Reviewer should:

1) Arrive before the start time of the class and plan to stay for at least one hour of the session.

2) Observe the faculty as discreetly as possible and not physically interfere in any way with the faculty's academic freedom to teach

3) As soon as possible after the session, while everything is still fresh in mind, the reviewer should type up a

narrative review of the observed teaching using notes taken on the appended form as a guideline.

4). The reviewer should complete the review form and submit to the program chair and faculty member within two weeks of the observation

APPENDIX VIII: Syllabus Template

<mark>**Must Be on Letterhead**</mark>

<u>Course title</u>

<u>COURSE SYLLABUS:</u>
must include course <mark>*Name, number and credits of course and contact hours*</mark>
Contact hours we are still trying to locate how to calculate

<u>COURSE DIRECTOR:</u>

<u>Course Instructor/ Faculty:</u>

Email:
Office hours

When does course met?

<u>COURSE DESCRIPTION:</u> *Use published course description or the one listed in the College Bulletin*

<u>RELATION to the CURRICULUM DESIGN:</u> <u>See Program Policy and Procedure Manual p. #</u>
 Information that should be included
- **How does this course fit in with the curriculum**
- **What concepts might be emphasized or expanded?**
- **What curriculum threads are primarily included**
- **Pre and co requisites.**

<mark>**<u>OBJECTIVES</u>**</mark>**: Comments: If you chose to use this format, then be clear about what the table will indicate versus the course objectives.**

After completing this course, the participant will be able to:

Objective	Accreditation Standards	Instructional Method	Assessment Method

If you plan to use both Course objectives and Learning outcomes, then list learning outcomes here

Example: **Instructional Methods - This is the same as Teaching Methods below (can use term teaching or instruction methods)**

1. Lecture
2. Readings
3. Lab Practice
4. Assignment
5. Case study

Example: **Assessment Measures (This will correspond with graded assignments or course requirements below).**

1. Assignment
2. Lab Test
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment

ASSIGNED TEXT AND RESOURCES:

COURSE FORMAT: *in-person, hybrid, online, etc.*

COURSE REQUIREMENTS:

Any assignments, projects, papers, or exams should be included with this section with a description as warranted.
May want to include percentage of grade for each assignment also.

GRADING:
List all components of the course and their respective weightage. Note what the passing score is for the course.
Grading Scale

ie.

100-94	A	83-80	B-
93-90	A-	79-77	C+
89-87	B+	76-74	C
86-84	B	73-70	F

Pass/Fail: *need list of assignments/assessment used to determine P/F*

CLASSROOM EXPECTATIONS:
COVID

Conduct
Attendance policy
Statement on penalties for late work (if relevant or accepted)
Exam policy
Re-exam options if warranted AND criteria

ACADEMIC INTEGRITY POLICY:
Academic integrity is expected at all times. SUNY Downstate explicitly forbids cheating, plagiarism, and other forms of academic dishonesty. Students are responsible for familiarizing themselves with all academic policies stated in the SUNY Handbook, as well as the DMI Student Handbook. In this course, if plagiarism or cheating is discovered, it will result in a grade of "F" on a given assignment and will result in a presentation to the Program Chair.

STUDENT DISABILITIES: Students with documented physical, learning, psychological and
other disabilities are entitled to receive specific accommodation as needed. To receive these accommodations, students must first register with the Office of Student Affairs. See Student Handbook, appendix III: Protection and Accommodation for additional information
CLASS SCHEDULE: This should be a calendar of when classes are held during the semester . Need topic, readings or teaching strategies, any specific resource to the topic, and due dates for assignments, exams or whatever is appropriate.

Other Resources: Identify what is required and what is just recommended. If required, then move under required texts above.

The instructor reserves the right to modify this schedule. Any changes will be announced on Blackboard/email/in class.

APPENDIX IX: Photo/Video Authorization

SUNY Downstate Health Sciences University Model Release for

School of Health Professions

AUTHORIZATION TO RELEASE TO NEWS/OTHER MEDIA AND GENERAL PUBLIC

Student____(ex. 200900000) I,

_____   _____
FIRST NAME   **LAST NAME**

☐   GIVE PERMISSION

☐   DO NOT GIVE PERMISSION

- For my remarks, photograph, and/or video recording to be taken by suny downstate (and/or its agents) for the purposes of publicizing, promoting, marketing, or advertising suny downstate's activities, programs, or services.

- I understand that my statement, photograph, and/or video recording may be published on suny downstate's website and/or digital monitors, in the news media, or in social media.

- I understand that neither i nor suny downstate will receive any direct or indirect remuneration as a result of this authorization.

_____
Signature (If you do not have an electronic signature, please type your name in the space provided above)

Check your program:

☐ ABA	☐ DMI	☐ HI	☐ Midwifery
☐ OT	☐ PT	☐ PA	☐ MBC

APPENDIX X: Policy on Retention of Academic Program Documents

1- All administrative documents pertaining to program operations created by faculty and staff members for academic program operations should not be removed from the facility or deleted from any electronic database . This includes but is not limited to affiliate partners' contact information, and administrative documents, etc.

2- All course contentwork, including but not limited to course syllabi, lecture notes, assignments, exams, and instructional materials, created by faculty members for academic courses shall be archived within an electronic database (i.e. Brightspace, EXXAT, OneDrive, etc.) and maintained by the academic program.

3- All administrative documents created by faculty and staff members for academic program operations should not be removed from the facility or deleted from any electronic database without explicit authorization from the relevant academic authority (i.e... Dean, Assistant Deans, or Program Chair). This includes clinical sites, affiliate partners' contact information, administrative documents, etc. Faculty members are responsible for uploading and maintaining all documents related to academic program operation on the designated electronic platforms within a reasonable time frame determined by the Program Chair.

4- Access to archived course content work materials and administrative documents shall be maintained to facilitate future academic and administrative needs.

5- Authorized personnel, including faculty members, program administrative assistants (staff), and academic administrators (Program Chairs and Deans) shall have access to archived information as necessary for academic and administrative purposes.

6- Faculty and staff members retain full ownership of the intellectual property rights associated with the development of materials created in accordance with SUNY policy. Any use, reproduction, or dissemination in part or whole of faculty/staff materials by SOHP shall be conducted in compliance with intellectual property laws.
   a. Faculty members may grant permission for the use or the reproduction of their created content or "product". If such permission cannot be obtained, it is understood that work created for SUNY is considered to have an implicit permission for use. Appropriate acknowledgement or credit must be given to the content/ product creator.

7- SOHP acknowledges and respects the intellectual contributions of faculty members and shall not infringe upon their rights to their academic work as outlined in SUNY copyright policy (https://www.suny.edu/sunypp/documents.cfm?doc_id=539)

APPENDIX XI: Confidentiality Agreement Policy Statement

Purpose: Faculty and Staff in the School of Health Professions at SUNY Downstate Health Sciences University have access to sensitive information, including, but not limited to, financial, personal, employee records, identifiable research participants' data, and any other information deemed confidential by the University.

1. I understand that in my capacity as an employee of The State University of New York Downstate Health Sciences University (Downstate), whether as a full-time, part-time, work-study student, or otherwise, I may have access to sensitive information of students, faculty, staff, research participants and applicants for admission or employment.

2. I understand that I am not permitted to disclose, reproduce, or use such sensitive information with unauthorized individuals, including but not limited to students, friends, family members, or other employees who do not have the necessary clearance or job-related need to know.

3. I understand that under the policies of The State University of New York, as well as Federal and State privacy laws, these records are protected from disclosure to third parties unless pursuant to narrow exceptions. Student records are protected by The State University's Student Records Access Policy and the Family Educational Rights and Privacy Act (also known as "FERPA" and the "Buckley Amendment").

4. I understand that if my job responsibilities require me to release sensitive information, I will follow proper guidelines and protocols set forth within the program and school. I will seek guidance from my Program Chair, Dean, or other authorized personnel when necessary.

By signing below, I acknowledge that I have read and understand my responsibilities related to the protection of sensitive information. I acknowledge that failure to adhere to the guidelines above, intentional, or otherwise, may result in, a referral to the Office of Compliance and Auditing Services and/or the Office of Employee and Labor Relations for disciplinary action, and could subject me to other penalties under applicable law.

_____ _____ _____

  Print Name   Signature   Date

Index