**Self-Study Template**

This template is an **optional** resource and is not required for program approval or re-approval. Districts and BOCES may continue to document their self-study process in the way that best suits their programs (self-study report, self-study meeting minutes, self-study template). This template was developed to assist applicants seeking an effective way to document the self-study process and for others that may be looking for new approaches to documenting this information.

Please visit the [Self-Study webpage](http://www.nysed.gov/career-technical-education/self-study) for additional information on the self-study process.

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| Self-Study Meeting Dates and a Brief Meeting Summary (add more rows as necessary) | |
| Date | Brief Meeting Summary |
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| Provide a brief description of the self-study process used in preparation for approval/re-approval. |
| *[Provide description here]* |
| Describe how current labor market data has informed program design and choice of technical assessment. (For labor market trends, see the [federal Career One Stop website](https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx) and [NYS Long-Term Employment Projections 2018-2028](https://dol.ny.gov/statistics-statewide-and-regional-long-term-industry-projections).) |
| *[Provide description here]* |

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| Provide a description of the program of study and discussions/findings of the following program components. The descriptions provided below should be supported by program data, committee member feedback, and post-secondary alignment. | |
| Program of Study | *[Provide description here]* |
| [Program Data](http://www.nysed.gov/career-technical-education/program-data) | * How many students completing this program of study and earning the technical endorsement? If students are not completing the program, elaborate on some of the barriers to program completion and how they can be addressed. |
|  | *[Insert discussions/findings here]* |
|  | Of the students who have attempted all three parts of the technical assessment:   * Have all students attempted the technical assessment? If not, why not? * Do all special population students attempt the technical assessment? If not, what steps are being taken to improve attempt rates for these students? |
|  | *[Insert discussions/findings here]* |
|  | Of the students who have passed all three parts of the technical assessment:   * What is the student pass rate on the technical assessment compared to the number of students that attempted? What supports can be put in place to increase student success on the technical assessment? * Do students in special populations perform at the same rate as their peers on the technical assessment? If not, what steps are being taken to improve outcomes for these students? |
|  | *[Insert discussions/findings here]* |
|  | Of the students who have received a technical endorsement:   * How many students received a technical endorsement compared to the number of students that completed coursework and passed the technical assessment? If students are completing coursework, passing the technical assessment, and are ***not*** receiving the endorsement, what are some of the reasons this may be happening? What supports can be put in place to increase the number of students receiving a technical endorsement? * Do students in special populations receive technical endorsements at the same rate as their peers? If not, what steps are being taken to improve outcomes for these students? |
|  | *[Insert discussions/findings here]* |
| [Program Content](http://www.nysed.gov/career-technical-education/program-content) | Have industry standards changed or been updated? If so, what changes/updates occurred? |
|  | *[Insert discussions/findings here]* |
|  | What changes have taken place in the curriculum in the last five years? |
|  | *[Insert discussions/findings here]* |
|  | What new industry-related equipment has been purchased and/or added to the program in the last five years? |
|  | *[Insert discussions/findings here]* |
|  | Have crosswalks or documentation for integrated or specialized academics been updated to reflect new learning standards? |
|  | *[Insert discussions/findings here]* |
|  | Does the program have 108 hours of commencement level academics for the academic area in which credit is being sought? |
|  | *[Insert discussions/findings here]* |
|  | What changes, if any, were made through the submission of an amendment form during the last five years. |
|  | *[Insert discussions/findings here]* |
|  | Are updates to curriculum needed to match advances in industry? If so, when/how/where will these changes be reflected in the program? |
|  | *[Insert discussions/findings here]* |
| [Work Based Learning](http://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs) (WBL) | What types of WBL opportunities are students being provided? |
|  | *[Insert discussions/findings here]* |
|  | What has been going well and what can be improved? For reapprovals, what opportunities have been gained or lost over the last reapproval period? |
|  | *[Insert discussions/findings here]* |
|  | If you have CO-OP, CEIP, and GEWEP programs, are they currently registered with NYSED? |
|  | *[Insert discussions/findings here]* |
|  | Are students completing 54 hours of WBL to be eligible for CDOS Graduation 4+1 Pathway and to meet the Perkins WBL quality indicator? If not, what can be done to increase opportunities for students? (Please note that supervised clinical experiences in the health sciences are a minimum of 108 hours.) |
|  | *[Insert discussions/findings here]* |
|  | Explain the current process for recording WBL hours for this program. Do any updates need to me made to this process? |
|  | *[Insert discussions/findings here]* |
| [Employability Profile](http://www.nysed.gov/career-technical-education/employability-profile) | How has the employability profile been updated in the last five years? |
|  | *[Insert discussions/findings here]* |
|  | What updates to the curriculum or changes in technical assessment need to be reflected in the profile? |
|  | *[Insert discussions/findings here]* |
|  | Are any improvements to the instrument itself needed to make it easier to use? |
|  | *[Insert discussions/findings here]* |
| [Technical Assessment](http://www.nysed.gov/career-technical-education/technical-assessment) | Explain how the third party, industry-developed written and performance components of the technical assessment for this program were chosen. |
|  | *[Insert discussions/findings here]* |
|  | If there have been any changes to the program or the assessment, does the technical assessment still align to the program of study? |
|  | *[Insert discussions/findings here]* |
|  | Does the rubric for evaluating the locally developed project/portfolio need to be revised? |
|  | *[Insert discussions/findings here]* |
| [Articulation agreement and if applicable, affiliation agreement](http://www.nysed.gov/career-technical-education/postsecondary-articulation-agreement) | Does the post-secondary articulation agreement:   * Identify benefits to students including course credit, advanced standing, reduced tuition, or some other benefit in an area related to the approved program? * Specify the current approval period or include renewal language? * Contain signatures by both the district/BOCES and the post-secondary partner? |
|  | *[Insert discussions/findings here]* |
|  | * Has the self-study committee explored additional/other postsecondary articulation agreements for this program of study? |
|  | *[Insert discussions/findings here]* |
| [Faculty Certification and if applicable, professional licensures](http://www.nysed.gov/career-technical-education/program-faculty) | Are there new/additional faculty members since the program was last approved? |
|  | *[Insert discussions/findings here]* |
|  | Are all faculty certifications/professional licensures up to date?  [(Certificate Holder Lookup)](https://eservices.nysed.gov/teach/certhelp/CpPersonSearchExternal.jsp) |
|  | *[Insert discussions/findings here]* |
|  | Are all faculty registrations up to date? ([Registration Requirements](https://www.highered.nysed.gov/tcert/pdf/registrationtable.pdf)) |
|  | *[Insert discussions/findings here]* |
|  | Are faculty appropriately certified to teach the courses they have been assigned? |
|  | *[Insert discussions/findings here]* |
|  | If using a registered WBL experience, does the faculty member hold the appropriate WBL extension? |
|  | *[Insert discussions/findings here]* |
| Other/Misc. | *[Insert discussions/findings here]* |

Please list the Self-Study committee members below.  Please [reference Implementation Guide to CTE Program Approval](http://www.nysed.gov/career-technical-education/guidelines-cte-program-approval) for self-study committee composition.

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| The self-study committee should at a minimum be comprised of the following representatives: (add additional rows as necessary) | |
| Name | Title |
|  | District and/or building administrator(s) |
|  | Program faculty |
|  | Representatives of special populations (Example: special education teacher, ENL teacher) |
|  | Guidance counselors |
|  | Teachers of academic subject area(s) in which credit is being offered (where applicable) |

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| Additional members (add additional rows as necessary) | | |
| Name | Title | Organization |
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