CAAM-HP Nutritional Education Database

# Section V – Educational Resources

##

## [Name of School]

## [Date of submission]

**GUIDELINES FOR SCHOOLS**

This data base section has been prepared as an editable template in Microsoft Word format

Shaded text boxes and tables are provided as guidelines for entering text in response to each item.

Where additional documents are requested, a place has been provided for the school to indicate a reference to an appendix

In some cases, tables may need to be expanded or duplicated and column or row headings may need to be adjusted to conform to terminology used by the school

Schools should make every effort to be concise in their responses while ensuring that each required item is addressed adequately

##### Part A: Key Quantitative Indicators

For the most recently completed fiscal year

1. Total revenues (in millions, one decimal place)
2. Revenue from tuition fees

1. Revenue from research grants
2. Other revenue (contracts, professional fees, electives etc.)
3. Total expenditures (in millions, one decimal place)

(State currency)

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**Part B. Narrative Data and Tables**

1. **General Facilities**

**ER.1 The nutrition programme must have sufficient resources to fulfill its responsibility for the management and evaluation of the curriculum.**

*The kinds of resources needed to assure effective delivery of the educational programme include:*

* *Adequate numbers of faculty who have the time and education necessary to achieve the programme’s objectives;*
* *Appropriate teaching space for the methods of pedagogy employed in the educational programme;*
* *Appropriate educational infrastructure (computers, audiovisual aids, equipment, laboratories, etc.);*
* *Educational support services, such as examination grading, classroom scheduling, and faculty training in methods of teaching and evaluation; and*
* *Support and services for the efforts of the curriculum management body and for any interdisciplinary teaching efforts that are not supported at a departmental level.*

*The programme’s facilities should include offices for faculty, administrators, and support staff, such as;*

* *clinical skills and other laboratories;*
* *classrooms and lecture hall(s) sufficiently large to accommodate a full year's class and any other students taking the same courses;*
* *space for student use, including study space; and*
* *space for library and information access.*

*Appropriate security systems should be in place at all educational sites.*

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1. Check each of the following that are available to your institution’s or programme’s students:

|  |  |
| --- | --- |
| **Facility Name:**  |  |
|  | Staffroom (s) |
|  | Counselling Area (s) |
|  | Sick Bay |
|  | Library |
|  | Lecture/conference room(s) |
|  | Study area(s) |
|  | Student Lounge |
|  | Computers or terminals for educational use |
|  | Clinical skills and laboratories |

1. Comment on the adequacy of facilities and educational infrastructure.

**ER.2 The university should demonstrate an ongoing commitment and support for the nutrition programme by making available resources to enable the achievement of its mission, goals, objectives, strategies, and expected programme outcomes.**

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1. Comment on the adequacy of the resources made available for the achievement of the stated mission, goals, objectives, strategies and expected programme outcomes.

**ER.3 The institution or nutrition programme must have easily accessible current and relevant information materials, communication technology, and physical facilities, including but not limited to, offices, classrooms, clinical simulation laboratories, and various practice sites.**

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1. Comment on the adequacy of the physical facilities available for the implementation of the programme. Include currency and relevance of available resources.
2. **Finances**

**ER.4 The current and anticipated financial resources of the nutrition programme should be adequate to maintain a sound programme of nutrition education and to attain other institutional goals.**

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1. List the sources of the school’s income.
2. Provide documentation of financial reserves to maintain the educational programme in the event of unexpected revenue losses. This informational can be submitted under confidential cover.

**ER.5 The Head of the Department for the nutrition programme should be responsible and accountable for preparing a dedicated budget that meets the requirements of the programme, faculty, support staff, and students.**

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1. Describe the process through which the budget for library and educational resources is prepared. Include the stakeholders, timelines involved and the process of submission.

**ER.6 Pressure for institutional self-financing must not compromise the vision, mission, and quality of the educational programme, nor cause it to enroll more students than its total resources can accommodate.**

*The costs of conducting the nutrition programme degree should be supported from diverse sources, such as tuition, endowments, the parent university, covenants, grants from organizations and individuals, and appropriations by government.*

*Evidence for compliance with this standard includes documentation of adequate financial reserves to maintain the educational programme in the event of unexpected revenue losses, and demonstration of effective fiscal management of the school’s budget.*

*Reliance on student tuition should not be so great that the quality of the programme is compromised by the need to enroll or retain inappropriate numbers of students or students whose qualifications are substandard.*

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1. Provide a revenue and expenditure summary for the current fiscal year (based on budget projections) and for each of the past three fiscal years. *See also Part A this section.*

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. Provide the audited statements of account for the last three years.

|  |  |
| --- | --- |
| Appendix reference  |  |
| Not available |  |

1. **Information Resources and Library Services**

**ER.7 The nutrition programme must have ready access to a well-maintained library and information facilities, sufficient in size, breadth of holdings, and information technology to support its educational programme needs.**

*There is physical or electronic access to leading science and professional journals, periodicals, etc., the current numbers are available to faculty and students. The library and other learning resource centres are equipped to allow faculty and students to access information electronically, as well as to use self-instructional materials.*

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1. Complete the following table, as appropriate, for the library and information technology services.

|  |  |  |
| --- | --- | --- |
|  | Library | IT Services |
| Total user seating capacity |  |  |
| Photocopying facilities (yes/no) |  |  |
| Audio-visual services (yes/no) |  |  |
| Number of small group study rooms |  |  |
| Number of individual study carrels |  |  |
| Number of public workstations |  |  |
| Number of computer classrooms/labs |  |  |
| Total seating in computer classrooms/labs |  |  |
| Wired network connections (yes/no) |  |  |
| Wireless connectivity (yes/no) |  |  |

1. Complete the following table showing library holdings for the current and previous year:

|  |  |  |
| --- | --- | --- |
|  | **Current Year** | **Previous year** |
| Journal subscriptions (print) |  |  |
| Journal subscriptions (electronic) |  |  |
| Book titles (print) |  |  |
| Book titles (electronic) |  |  |
| Educational software titles |  |  |
| Electronic Databases  |  |  |
| Other holdings (specify) |  |  |
| Total expenditure on holdings |  |  |

1. Provide usage data, if available, for library study space, audio-visual resources, and public access computing equipment for faculty and residents.

**ER.8 The library and information services staff are responsive to the needs of faculty, support staff, and students.**

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1. Describe the methods utilized to investigate and respond to the needs of faculty and students.

**ER.9 Educational resources, including information technology and clinical facilities technologies should be selected by faculty and are relevant, comprehensive, current, and must be accessible to faculty and students.**

*Professional staff supervise the library and information services, and provides instruction in their use. The library and information services staff are familiar with current international, regional and national information resources and data systems, and with contemporary information technology.*

*Both institutional officials and library/information services facilitate faculty and students access to information resources, addressing their needs for information during extended hours and at dispersed sites***.**

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1. Provide the name and year of appointment of the chief librarian and director of IT services.

|  |  |  |
| --- | --- | --- |
| **Post** | **Name** | **Year****Appointed** |
| **Chief Librarian** |  |  |
| **Director of IT Services** |  |  |

1. Describe the mechanisms used to assure the ongoing professional skills of the library and information technology staff.
2. Complete the following table describing staffing for the library and information technology services units.

|  |  |  |
| --- | --- | --- |
|  | **Library** | **IT Services** |
| Professional staff |  |  |
| Technical staff |  |  |
| Regular Clerical/support staff |  |  |
| Student or hourly support staff |  |  |

1. Indicate the hours in which the library and public access computers are available to faculty and students during the academic year.

|  |  |
| --- | --- |
| Weekdays |  |
| Weekends |  |

**END OF SECTION V**