

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PROFESSIONS
PROFESSIONAL EDUCATION PROGRAM REVIEW
Self-Study Guide

SELF-STUDY PROGRAM INFORMATION

Date of Visit:	
Institution Name:	
Program(s):	
HEGIS CODE:	
Award (e.g. Certificate, AAS, BS):	
Campus Address:	
Branch Campus/Extension Center Address:	
Nursing and Title of Program Director/Coordinator:	
Email Address:	
Telephone Number:	() -
<u>New York State Education Department Approval Status</u>	
Date of Last NYSED Review:	
Registration Determination:	
Progress Reports Required:	Yes No
Date(s) Submitted:	
Were there any interim registration actions since the last site visit?	
If yes, please describe:	
Institutional Accrediting Agency: Date and Outcomes of Last Visit: Date of Next Scheduled Visit:	

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

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

- A. Administration
- B. Faculty
- C. Students
- D. Administrative Staff
- E. Advisory Board

INTRODUCTION

Please provide a brief narrative history of the institution and each program under review.

RESOURCES

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

- A. Provide a narrative summary demonstrating how the institution provides the fiscal resources necessary to accomplish the mission and purposes of the institution and each registered nursing program.

Elaboration: Describe the financial health of the institution, budget planning processes and how the processes engage the faculty and staff in the program; the program administrator's role in budget allocations; and the adequacy of the departmental budget for each program in relation to achieving program goals including salaries and benefits for faculty and staff. Include citations from the supporting evidence (B).

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. Copies of the last three certified financial audit of the institution.
 - i. Revenue
 - ii. Expenses
 - iii. State appropriations
 - iv. Federal appropriations (including grants)
 - v. Income (fees, services)
 - vi. Endowment/gifts
 - vii. Student tuition
 - viii. Regional (county, district, etc.) subsidies
 - ix. Other sources
 - b. A copy of the nursing education program's budget and revenue and expense reports for the past three years. The budget and expense reports should show specific line items (personnel, postage, duplicating, etc.) and the percentage/amount spent for each line item during each fiscal year.

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

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

- A. Provide a narrative summary of the sufficiency of the material, human, technical resources, and equipment allocated to meet the purpose, goals, and outcomes of the program.

Elaboration: Describe the office space offices provided for the faculty, administration, and support staff of each program; available classrooms spaces and classroom seating capacity, audio-visual equipment, and curricular technologies; dedicated laboratory space,

equipment, supplies and personnel. If student's purchase supplies, describe the supplies needed and the process for obtaining the necessary equipment. Comment on the process for maintaining and replacing inventory. Describe the IT infrastructure, personnel, equipment, support services, and training. Make clear how the clinical agencies and experiences provided meet the minimum standards (across the lifespan and continuum of care) and developmental expectation. Include citations from the supporting evidence (B).

- B. Please include supporting evidence, including but not limited to the following appendices/attachments, to support the narrative summary:
- a. An inventory of standard audio-visual/web enhanced resources for classroom teaching
 - b. Schematic drawing or photo of the nursing laboratory space
 - c. An inventory of lab supplies and equipment
 - d. Job description of laboratory personnel
 - e. List of IT personnel, titles, and credentials
 - f. Clinical affiliations-in a table, list the clinical facilities by name, type, clinical learning experiences, faculty to student ratio at the agency
 - g. Provide copies of all clinical affiliation agreements currently in use
 - h. Criteria used by the institution to select clinical agencies to support clinical education
 - i. As applicable, describe the research facilities/resources available for students and faculty
 - j. List of administrative/support staff

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

- A. Provide a narrative summary of the library resources made available to support the mission of the institution and each registered program.

Elaboration: Describe the library space(s) including seating capacity, if applicable; describe library personnel, physical and electronic holdings, and services, including hours of operation, made available to students, faculty, and staff to support the mission of the institution and the curriculum/curricula. In particular, describe how the library personnel work with the program faculty to ensure the adequacy of holdings and informational support services to support the curriculum/curricula it offers. Indicate if students and/or faculty have library privileges at other colleges, universities, public libraries, or hospitals. Indicate the availability of reference librarians. Include citations from the supporting evidence (B).

- B. Please include supporting evidence, including but not limited to the following appendices/attachments, to support the narrative summary:

- a. A list of the library's holdings relevant to Nursing, include print, audiovisual, and electronic resources
- b. The annual library budget for nursing collection development
- c. A list of other learning resources (text resources, vendor supported resources) available to support students and faculty
- d. A list the library staff by name, title and credential
- e. Content outline and outcomes for the information literacy curriculum

FACULTY

52.2(b)(1)- All members of the faculty shall have demonstrated by training, earned degrees, scholarships, experience, and by classroom performance or other evidence of teaching potential, their competence to offer the courses and discharge the other academic responsibilities which are assigned to them.

52.2(b)(2)- To foster and maintain continuity and stability in academic programs and policies, there shall be in the institution a sufficient number of faculty members who serve full-time at the institution.

52.2(b)(3)- For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction.

52.2(b)(4)- At least one faculty member teaching in each curriculum culminating in a bachelor's degree shall hold an earned doctorate in an appropriate field, unless the commissioner determines that the curriculum is in a field of study in which other standards are appropriate.

52.2(b)(5)- All faculty members who teach within a curriculum leading to a graduate degree shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated in other widely recognized ways, their special competence in the field in which they direct graduate students.

- A. Provide a narrative summary of the teaching potential and sufficiency of the full-time faculty and how this assures depth and breadth of instruction and proper discharge of all faculty responsibilities.

Elaboration: Describe the number and mix (educational and experiential qualities) of full-time and part-time faculty in the nursing program in relation to the depth and breadth of the curriculum and other roles and responsibilities. Discuss whether this is sufficient to maintain continuity and stability in the program.

Describe the congruence or contrast between the demographic features of the faculty and students by race, gender and ethnicity -include percentages (for race/ethnicity use the following five categories: American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, Hispanic, and White). Discuss measures used by faculty to ensure non-bias and/or support diversity, equity, and inclusion in the curriculum/ methods of instruction.

Describe the roles and responsibilities/departmental expectations or requirements of the full-time and part-time faculty in relation to teaching effectiveness, scholarship, professional development, service/program governance, and practice. Describe the governance structures and processes faculty use to evaluate the program holistically and systematically, including the curricular objectives of the program.

Describe how the teaching methods used in the classroom and the teaching philosophy of the faculty influence/determine faculty to student ratios. Provide the faculty-to-student ratios in didactic, laboratory, and clinical settings.

Describe the faculty's role in student advisement.

If preceptors are used in the program as an extension of faculty, describe the academic and experiential qualifications required for the role. Indicate performance expectations with regard to teaching, supervision, and evaluation.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. Curricula vitae/resumes for all full-time, part-time, and adjunct nursing faculty
 - b. Official (or copies of) transcripts for all nursing faculty
 - c. Evidence of nursing faculty professional development activities
 - d. Verification of current NYS licensure for all nursing faculty
 - e. In a table, provide the name, academic rank, date of first appointment, full-time or part-time status, academic credentials, professional expertise, and teaching responsibility of each faculty member who teaches a course required of students in the program
 - f. Aggregate data demonstrating the diversity of the faculty
 - g. Position descriptions for all full-time and part-time faculty
 - h. For each departmental committee, provide the Bylaws, membership, meeting reports/minutes (i.e. documents that reflect faculty decision making or governance)
 - i. Faculty policies (e.g. faculty handbook, contract with a collective bargaining unit)
 - j. Preceptor Handbook or similar document that outlines qualifications/selection criteria, orientation to the role, responsibilities, and evaluation procedures (if applicable)
 - k. Schedule of courses in the program for the most recent three years with faculty assignments
 - l. Advising assignments; training provided for advisees
 - m. A list of professional development offerings provided to faculty to support diversity, equity and inclusion in methods of instruction

52.2(b)(6)- The teaching and research of each faculty member, in accordance with faculty member's responsibilities, shall be evaluated periodically by the institution. The teaching of each inexperienced faculty member shall receive special supervision during the initial period of appointment.

- A. Provide a narrative summary of the policy and procedure for evaluation of faculty and how those are operationalized. Provide a narrative summary of the onboarding, orientation, mentoring, supervision, and evaluation policies and procedures for inexperienced and/or newly hired faculty during the initial period of appointment.

Elaboration: Describe the individual(s) responsible for conducting evaluations of faculty (administration, peers, and/or students), the frequency of such evaluations, the content and context, setting(s), faculty rights, and grievance procedures. Discuss how faculty are made aware of the evaluative policies and procedures in advance of the evaluation.

Describe the hiring and orientation processes for the institution and department/program. Describe the mentoring process for newly hired faculty, including supervision, feedback, and evaluations.

Discuss how the evaluation process informs: (a) individual and aggregate nursing faculty professional development; (b) reappointment, promotion, and tenure decisions; and, (c) strategic planning or goal-setting.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. Relevant policies and procedures
 - b. Orientation or mentorship checklist,--policy, and materials
 - c. Evaluation forms (blank sample and evidence of completed evaluations, signed by both parties, in accordance with the institutional policy)
 - d. Course evaluation responses and data summaries
 - e. Evidence of the evaluation policies and procedures informing faculty professional development and performance improvement
 - f. If policies for workload and the evaluation of faculty for appointment are contractual, provide the most current collective bargaining agreement

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

- A. Provide a narrative summary of workload responsibilities/duties of the full-time and part-time faculty in the program.

Elaboration: Discuss allocation of time for meeting faculty role and responsibilities, including but not limited to: (a) student advisement; (b) teaching in the classroom, laboratory, and clinical setting; (c) course planning; (d) evaluation of student performance; (e) participation in institutional/program governance; (f) individual professional development, scholarship, and practice. Provide hours or percentage of time spent in each of these roles and responsibilities.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. In a table, list the faculty members and program or institutional committee membership and term of service
 - b. Policies and evidence demonstrating adherence to the policies regarding faculty workload, schedule, time off for professional development

ADMINISTRATION

52.2(e)(1)- Responsibility for the administration of institutional policies and programs shall be clearly established.

52.2(e)(2)- Within the authority of its governing board, the institution shall provide that overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers. Other appropriate segments of the institutional community may share in this responsibility in accordance with the norms developed by each institution.

A. Provide an overview of the governance structures of the institution and program.

Elaboration: Discuss the administrative structure and processes of the institution; discuss the process for creation and administration of institutional policies including the role of teaching faculty and staff, students, and the community/additional stakeholders. Comment on the sufficiency of the processes in ensuring that the implementation of educational policies is the responsibility of the faculty. Discuss the programmatic administrative structure and processes including supportive committees and groups. Discuss how faculty, students, and communities of interest are involved in program policy making, review, and revision.

B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:

- a. Organizational chart
- b. Listing of institutional and program committees, indicate faculty, student, and community representation
- c. Committee Bylaws/Charter
- d. Meeting minutes demonstrating the creation, review, and revision of policies
- e. Job descriptions for program administrators, instructional staff, and support staff
- f. CV of individual(s) who have administrative oversight of the program
- g. Roles and duties of the Title IX and Disabilities Officer

52.2(e)(3)- The institution shall establish, publish, and enforce explicit policies with respect to (i) academic freedom; (ii) the rights and privileges of full-time and part-time faculty and other staff members, working conditions, opportunity for professional development, workload, appointment and reappointment, affirmative action, evaluation of teaching and research, termination of appointment, redress of grievances and faculty responsibility to the institution; and (iii) requirements for admission of students to the institution and to specific curricula, requirements for residence, graduation, awarding of credit, degrees or other credentials, grading, standards of progress, payment of fees of any nature, refunds, withdrawals, standards of conduct, disciplinary measures and redress of grievances.

Provide the publication, policy, handbook, and/or contract that includes each of the policies listed below. Indicate the document and page number for each policy:

Policy	Publication/ Live Link	Page Number
Faculty		
Academic freedom		
Affirmative action		
Appointment and reappointments		
Faculty responsibility to the institution		
Rights and privileges of full-and part-time faculty		
Rights and privileges of staff members		
Evaluation of teaching and research		
Opportunity for professional development		
Working conditions		
Workload		
Termination of appointment		
Redress of grievances		
Faculty and Staff Code of Conduct		
Ethics		
Students		
Requirements for admission of students to the institution and to specific curricula		
Residency requirements		
Graduation Requirements		
Awarding of credit degrees or other credentials		
Grading		
Standards of progress		
Payment of fees		
Refunds		
Withdrawals		

Student Code of Conduct		
Disciplinary measures		
Redress of grievances		
ADA		
Community		
Title IX		

CURRICULA AND AWARDS

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

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

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

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

52.2(c)(1) Objectives of each curriculum and its courses shall be well defined in writing. Course descriptions shall clearly state the subject matter and requirements of each course.

- A. Provide a narrative summary demonstrating that the curriculum is adequate in breadth, depth, content, and duration; indicate how it was developed and is reviewed and revised to implement its intended purposes.

Elaboration: Describe the curriculum including: (a) format (length of term, number of terms, instructional format); (b) credits/clock hours, including allocations to didactic, laboratory, clinical and simulation-based instruction; and, (c) graduation requirements for degree/certification; length of instructional time and supplementary assignments.

Provide the mission, goals, and end of program objectives of the program; describe the organizational framework for the curriculum. List and cite the contemporary professional nursing standards and guidelines that serve as a framework for curricular design. Indicate how the professional nursing standards and guidelines that serve as a framework for curricular design inform the End of Program Student Learning Outcomes (EPSLOs) and course outcomes within the nursing curriculum (this may be done in table format).

Describe how the curriculum is logically and sequentially designed to guide students to meet the EPSLOs including a discussion of how the liberal arts and sciences inform and enhance nursing knowledge and practice.

Discuss how the curriculum is developed, regularly reviewed, revised, and evaluated in relation to knowledge-focused and/or problem-focused triggers; include a summary of the data that supports programmatic and curricular revision.

Discuss recently identified strengths and weaknesses of the curriculum. Indicate the mechanisms used by the institution to gather feedback from the professional community and indicate how this feedback is incorporated in the curricular planning or program improvement process.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. A table demonstrating the relationship and consistency between the institutional and programmatic goals and objectives
 - b. End of program student learning outcomes and program outcomes
 - c. Table demonstrating how EPSLOs are related to identified professional nursing standards and guidelines that serve as a framework for the curriculum
 - d. Table demonstrating how EPSLOs are related to general education outcomes
 - e. Table demonstrating how course outcomes relate to EPSLOs
 - f. General education and nursing syllabi. The outline should include a weekly topical outline, course objectives, learning resources, and evaluation methods and assignments and distribution of the grades
 - g. Systematic Plan for Evaluation with data and analysis for the most recent three years
 - h. NCLEX data and analysis for the most recent three years
 - i. Satisfaction and evaluation surveys for the most recent three years (program, course, employer, alumni, advisory board)
 - j. Meeting minutes that demonstrate how knowledge and/or problem focused triggers inform curricular changes
 - k. Provide a program plan, by semester, for full and part-time programs
 - i. Provide the distribution of the credits for each required or elective course, including credits allocated to didactic, lab and clinical instruction
 - ii. For credit bearing programs, indicate the clock to credit hour ratio for each component. Provide the institutional policy that defines the academic credit
 - iii. For clock hour programs: give the total number of clock hours and the clock hours for didactic, lab, and clinical for each course in the curriculum plan
 - iv. Indicate the courses in the curriculum that are considered general education/LAS/ and major requirements
 - v. Indicate the total number of clinical hours in the program as well as clinical hours in each required area, in the table below:

Population Groups	Indicate Clinical Education Hours in the Existing Program	
	In-person Patient Care	Simulated Patient Care Experience
adult patients in an acute care setting		
pediatric patients		
patients receiving treatment for acute and chronic psychiatric, behavioral, and/or cognitive conditions		
maternal/newborn, postpartum and/or pregnant patients		
Other group: ____ (Please specify)		
Total Clinical Education Hours		

52.2(c)(12)- All registered programs intended to satisfy the educational requirements for professional licensure as a ... registered nurse... shall include two hours of approved coursework or training regarding the identification and reporting of child abuse and maltreatment. Such coursework or training shall include information concerning the physical and behavioral indicators of child abuse and maltreatment and the statutory reporting requirements set out in Social Services law sections four-hundred thirteen through four-hundred twenty, including, but not limited to, when and how a report must be made, what other actions the reporter is mandated or authorized to take, the legal protections afforded reporters, and the consequences for failing to report.

- A. For RN programs, within the narrative summary for the curriculum, indicate how and where content related to child abuse and neglect is included in or integrated into the curriculum.

In accordance with Section 6505-b of the NYS [Education Law](#), all... licensed practical nurses... and registered nurses must complete course work or training appropriate to their practice regarding infection control and barrier precautions, including engineering and work controls to prevent the transmission of human immunodeficiency virus (HIV) and the hepatitis b virus (HBV) in the course of professional practice. Graduates of Nursing programs must attest to having completed this requirement to the State Education Department their first licensure/registration application and at every subsequent registration.

- A. Within the narrative summary for the curriculum, indicate how and where content related to infection control and barrier precautions, including engineering and work controls to prevent the transmission of HIV and HBV in the workplace, is included in or integrated into the curriculum.

52.2(e)(4)- Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term.

- A. Provide a narrative summary describing how students are advised about applicable program and course policies.

Elaboration: Describe the program and course orientation processes with particular attention to how students are advised about learning objectives and methods of assessment. Describe the mechanism which provides students with information on individual course policies, course objectives, and the methods of assessing student achievement. Describe all methods of assessment of student learning, including methods other than classroom testing. If standardized testing is used in the curriculum, described how it is implemented.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
 - a. Course syllabi
 - b. Content outline for program orientation
 - c. Academic catalog
 - d. Student handbook/academic policies inclusive of but not limited to grading, examination administration, progression, withdrawal, academic integrity, and grievance policies
 - e. Examination blueprints and any policies relevant to test development, administration, analysis, grading and review
 - f. Rubrics for written assignments
 - g. Clinical evaluation tools

52.2(e)(5)- The institution shall provide academic advice to students through faculty or appropriately qualified persons. The institution shall assure that students are informed at stated intervals of their progress and remaining obligations in the completion of the program.

- A. Provide a narrative summary of how students are provided with academic advisement.

Elaboration: Describe the advisement responsibilities of the faculty and/or the appropriately qualified persons. Indicate how/when students are informed of their progress in the program and remaining obligations in the completion of the program. Describe the ratio of faculty advisors to students. Include the office hour requirements for faculty advisors.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. Advisee list
 - b. Evidence of advisement in student files
 - c. Office hour policies
 - d. Advisor training

52.2(c)(2)- For each curriculum, the institution shall assure that courses will be offered with sufficient frequency to enable students to complete the program within the minimum time for completion.

- A. Describe the institutional policy for closure of a course or sections of a course. Please indicate if such policies have been instituted for courses required in the program in recent years.
- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. Cite the pages of the catalog or other publications which show the offering of all required courses in each program during the next academic year
 - b. Provide the institutional policy for closing sections of a course

52.12(a)(1) The curriculum for a program preparing for admission to the licensing examination for registered professional nurse shall meet the following standards:

- (i) The program leading to the diploma in nursing shall include a minimum of the equivalent of 30 semester hours or the equivalent in nursing.
- (ii) The program leading to an associate degree with a major in nursing shall include a minimum of 30 semester hours or the equivalent in nursing.

52.12(a)(2) The curriculum for a program preparing for admission to the licensing examination for licensed practical nurse shall meet the following standards:

- (i) The curriculum offered by the agency or institution other than a college shall be a minimum of nine months in length.
- (ii) The curriculum offered by a college shall be a minimum of two semesters or the equivalent in length.

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

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

52.2(c)(8)- Master's degree programs shall normally require a minimum of one academic year of full-time graduate level study, or its equivalent in part-time study, with an

accumulation of not less than 30 semester hours. Research or a comparable occupational or professional experience shall be a component of each master's degree program. The requirements for a master's degree shall normally include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

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

ADMISSIONS

52.2(d)(1)- The admission of students shall be determined through an orderly process using published criteria which shall be uniformly applied. Among other considerations, the admissions process shall encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs.

52.2(d)(2)- Admissions shall take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide the instructional and other support the student needs to complete the program.

- A. Provide a narrative summary of the admissions criteria, policies, and processes; provide a narrative summary of how admission criteria, policies and process are selected and periodically reviewed and refined. Provide an overview of student support services including services provided in accordance with Title IX and Section 504 of the Americans with Disabilities Act.

Elaboration: Provide the admission criteria for the program. Discuss the rationale for the admission criteria in terms of the demographics served, selectivity and retention of qualified applicants. Describe admissions policies including those that increase the participation of persons from groups historically underrepresented in nursing programs. Describe how retention and other data is used to refine the admission criteria, policies, and processes. Comment on the ethical standards used by recruiters and admission counselors. Discuss measures taken or programs provided to provide instructional and other support to students necessary to support successful completion of the program. Describe the psychological, social, financial, health, and housing services available to students and cite the publications where this information is available, note the location(s) and hours of availability. Describe the services available to students transitioning to the work environment including financial aid and career counseling. Indicate how the special educational needs of students are identified and the processes used to review and approve requests for accommodations.

Indicate if remedial courses or services are offered, if so, describe offerings and comment on the effectiveness of the courses/services in terms of making students ready for the program and/or successful in the program.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- A listing of admission criteria. Cite the pages of all publications (catalogs, fliers, letters, etc.) that inform applicants of the selection criteria for each program
 - A listing of the personnel involved in making admission decisions, including all recruiters and admission counselors, include date first employed, academic credential, relevant experience and/or training, professional development, and membership in professional organizations. Provide a position description for all recruiters and admission counselors, include methods of compensation
 - Policy regarding ethical recruitment and admission of students

- d. Admission data demonstrating the percentage of applicants admitted to the program, cohort retention and completion statistics for the past three graduating classes for each program under review
 - i. Student demographic data (age, gender, race/ethnicity of applicants, admitted students, graduates); summary profile of the last three cohorts based on academic admission (full-time and part-time, transfer and new admissions, and other demographics relevant to the program under review)
- e. Minutes of meetings to demonstrate the analysis and use of internal and external data to inform admission decisions, the planning of student support services, and improvements in student retention/graduation
- f. Accessibility and academic accommodation policies and processes. A listing of personnel involved in the review and approval of academic accommodations; include the job title, job descriptions, and relevant education/experience/training
- g. Student support services use/satisfaction surveys
 - i. Data that demonstrate that student support services including social, psychological, health, financial, and academic counseling, and tutoring, remediation, and college skills programs are effective

STUDENT RECORDS

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

- A. Provide a narrative summary of the record keeping processes and procedures used to ensure the integrity, currency, and accuracy of the student's cumulative academic achievement. Indicate how students and others, authorized by law, are able to gain access to and review such records.

Elaboration: Provide information on the educational and experiential qualifications of those staff charged with responsibility for ensuring the integrity, currency, and accuracy of the student's cumulative academic achievement; indicate how students and others, authorized by law are able to gain access to and review their grades and transcripts.

Provide an overview of the process used to determine the equivalency of transfer credit and share that information with potential applicants, if applicable.

Provide an overview of the transcript audit process prior to graduation.

Provide an overview of the systems used to store student records and transcripts.

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. A list of all currently enrolled students
 - b. A list of graduates of the program for the current and last two years/cohorts
 - c. A list of students who withdrew from the program during the current or last two years/cohorts
 - d. Provide a sample copy of a student transcript with a key to symbols
 - e. Grade change policies for students and faculty requesting a grade change; the grade appeals policy
 - f. Copies of files/documents relevant to any grade appeals or appeals of dismissal for the most recent three years

INFORMATION TO BE PROVIDED TO CURRENT & PROSPECTIVE STUDENTS

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

53.3(a)(1-3)-Information shall be provided for those of the following programs for which students at the institution may be eligible.

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

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

A. Provide a narrative summary of the financial aid services provided to students.

Elaboration: Provide specific information on the financial aid staff including their educational and experiential qualifications, training, professional development, and professional memberships; indicate who is involved in the selection and awards process; describe the methods used to select and award financial aid. Indicate how students can access financial aid staff and information including hours of operation. Provide an overview of the student financial aid experience including the application processes and procedures and methods used to make recipients aware of their rights and responsibilities as borrowers at the time of entrance to and exit from the program. Indicate the percentage of students in the program who receive State, Federal, or institutional financial aid.

B. Please provide copies of the publication(s) and cite pages where the following may be found:

	Publication/ Live Link	Page Number
State programs:		
Tuition Assistance Program (TAP)		
Regents College Scholarships		
Guaranteed Student Loans		
Regents Nursing Scholarships		
Regents Awards for Children of Deceased or Disabled Veterans		
Special programs for the economically and educationally disadvantage (e.g., HEOP, EOP, SEEK, CD, WIN, etc.)		
State Assistance for Native Americans		
Federal programs:		
Pell Grants (formally Basic Educational Opportunity Grants)		
Perkins Loans (formerly National Direct Student Loans)		
College Work Study Program		
Veterans Administration educational benefits		
Supplemental Educational Opportunity Grants		
Social Security payments to children of deceased/disabled parents		
Stafford Student Loan (formerly GSL)		
Federal Aid to Native Americans		

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

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

- A. Provide a narrative summary indicating the process used to determine the costs of attending the institution/program and related fees.

Elaboration: Indicate when and how the comprehensive costs of attending the institution/program are developed and made publicly accessible to students/perspective students.

- B. Please include supporting evidence of the process and outcomes including but not limited to the following:
- budget meeting minutes demonstrating the involvement/engagement of Nursing personnel-administration, faculty, and staff in relevant budget discussions; relevant data to used support/inform the need for changes
 - provide a link to or cite the publication where information on where the costs of attendance are made publicly accessible to students/perspective students

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

- A. Please provide a narrative summary indicating how the institution provides students who fail to or unable to complete an academic term for any reason are provided with financial aid counseling.

Elaboration: Include citations from the supporting evidence (B).

- B. Please include supporting evidence, including but not limited to the following appendices/attachments to support the narrative summary:
- a. a copy of the withdrawal policy and procedure
 - b. indicate where information regarding the amount of tuition, fees, institution-operated room and board, and other assessments to be refunded after specified elapsed periods of time can be found in information that is made publicly accessible to students/perspective students
 - c. provide copies of all publications that include information on any of the above policies, procedures, and programs. If a publication is about to be changed in format or content, outline the changes and give the anticipated date of printing

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

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