

## Nursing Program Registration (Re-registration) Standards

### a. Resources

Regulations
Section 52.2 (a) <sup>1</sup> . The institution shall:
(1) possess the financial resources necessary to accomplish its mission and the purposes of each registered curriculum.
(2) 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.
(3) provide equipment sufficient in quantity and quality to support instruction, research, and student performance.
(4) 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.

Quality Indicators
1.1 Institution possesses adequate financial resources for delivery of the nursing program at all locations and for all methods of delivery.
1.2 Nursing program possesses the financial resources necessary to meet its mission and purposes.
1.3 Budget provides for maintenance and repair of equipment and supplies.
1.4 Budget provides for faculty members to engage in professional development activities to develop/maintain the necessary background for in-depth teaching, curriculum development, and program evaluation.
2.1 Facilities include well-equipped classrooms, adequate in number and size, that support the enrollments and methods of instruction.
2.2 Facilities include adequate conference and multimedia /computer rooms.

<sup>1</sup> Unless specified, the citations are Commissioner's Regulations.

2.3 Facilities include a nursing laboratory with adequate space to provide for the number of nursing students enrolled in the program.
2.4 Nursing laboratory is staffed by an individual who is knowledgeable and competent in nursing skills.
2.5 Instructional technology equipment is accessible and sufficient in quality and quantity to support methods of instruction.
2.6 Number and qualifications of administrative, instructional technology, and support personnel are sufficient to meet the needs of the program.
2.7 Learning and technology resources are current and accessible regardless of location, methods of delivery, or program option.
2.8 Instructional technology personnel/support staff are available to faculty, staff, and students.
2.9 The institution provides student orientation and support for learning and technology resources.
2.10 Learning and technology resources are selected by the faculty and are relevant to the educational level.
2.11 Suitably equipped offices are provided for administration, faculty, and support staff.
3.1 Facilities include a nursing laboratory with sufficient <i>equipment</i> , adequate in quantity and quality, to support instruction and student performance, for those enrolled in the program.
4.1 Collection of books and periodicals are current and appropriate in size and scope to meet objectives of the program.
4.2 Faculty and students have ready access to the circulation, reference, and reserve collections.
4.3 Library acquisition/deletion processes are established and followed to assure adequacy of the collection relevant to the program.
4.4 Library services such as orientation, information literacy training, reference support, and printing/duplicating equipment are available to students and faculty.
4.5 Library capacity and hours are adequate to meet the needs of faculty and students.

4.6 Audiovisual software and hardware are appropriate in size and scope to meet objectives of the program.

52.12 a. 3. i.
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All programs registered under this subdivision shall include clinical education or clinical training that meets the conditions set forth in subdivision (d) of this section and shall include patient care experiences and/or exposures to patients/populations across the lifespan and continuum of care. This shall include, but not be limited to, experience with:
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| <ul style="list-style-type: none"><li>(a) Adult patients in an acute care setting;</li><li>(b) Pediatric patients;</li><li>(c) Patients receiving treatment for acute and chronic psychiatric, behavioral, and/or cognitive conditions; and,</li><li>(d) Maternal-newborn, postpartum and/or pregnant patients.</li></ul> |
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5.1 Selection of clinical facilities is based on written criteria and/or program objectives.

5.2 There is a written contract for each clinical agency used to provide students with patient care experiences.

5.3 There are adequate clinical experiences for all students for each clinical nursing course to fulfill the clinical education requirements.

5.4 Appropriate contracts/agreements are mutually developed, maintained, and periodically reviewed by institution and cooperating agencies.

5.5 Contractual agreements set up responsibilities of each party and are signed by responsible officers of the institution and cooperating agencies.

5.6 Contractual agreements ensure that it is program's responsibility to a) select appropriate learning experiences to be aligned with learning objectives; and b) faculty members are directly or indirectly involved in students learning during clinical experience.

5.7 Contractual agreements include a termination clause which provides sufficient time for new facilities to be found if that becomes necessary.

b. Faculty

Regulations
Section 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.
(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.
(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.
(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.
(5) All faculty 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, on other widely recognized ways, their special competence in the field in which they direct graduate students.
(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.
(7) Each member of the faculty shall be allowed adequate time, in accordance with the faculty members' 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.

Section 52.2 (e)(5)
The institution shall provide academic advice to students through faculty or other appropriately qualified persons...

## Quality Indicators

### 1.1

#### PN Programs:

- 1) All nursing faculty (faculty teaching didactic, lab, and clinical experience) are required to hold a current unencumbered license as a Registered Professional Nurse in New York State.
- 2) In addition, when a PN program hires new faculty members, the new hires shall meet the following degree expectations:
  - (i) Faculty teaching liberal arts and sciences classes shall have a master's degree or higher in the appropriate field.
  - (ii) Faculty providing didactic instruction in nursing courses shall hold a minimum of a master's degree in nursing; or hold a bachelor's degree in nursing and be enrolled in and actively pursuing a master's degree or higher in nursing.
  - (iii) Faculty providing clinical or laboratory instruction in nursing shall hold a minimum of a bachelor's degree in nursing; or hold an associate degree in nursing and be enrolled in and actively pursuing a bachelor's degree or higher in nursing.
  - (iv) Faculty enrolled in and actively pursuing degree requirements (as evidenced in the transcript) shall receive appropriate orientation, mentoring, on-going training/development, and oversight from faculty member(s) with an appropriate degree (master's or higher for faculty teaching didactic courses; bachelor's degree or higher for clinical or lab faculty).
- 3) All job descriptions and other relevant documents are updated to reflect the above expectations.
- 4) The PN program provides appropriate mentoring, training/development, and oversight to existing faculty members who do not meet these expectations.

#### Other Nursing Programs:

- 1) Nursing faculty teaching hold a valid and unencumbered license to practice as a Registered Professional Nurse in New York State.

APRN faculty teaching clinical courses or providing clinical oversight at the graduate level also hold a relevant, valid, and unencumbered APRN license to practice in New York State.

- 2) Nursing faculty teaching at the associate degree, and baccalaureate degree levels hold at least a master's degree in nursing (or holds a bachelor's degree in nursing and are enrolled and actively pursuing a master's degree or higher in nursing) and have the background for in-depth teaching, curriculum development, and program evaluation responsibilities.
- 3) Faculty enrolled in and actively pursuing degree requirements (as evidenced in the transcript) receive appropriate orientation, mentoring, on-going training/development, and oversight from faculty member(s) with an appropriate degree (master's or higher).
- 4) Faculty teaching liberal arts and sciences classes at the certificate, associate degree and baccalaureate degree levels hold a master's degree or higher in the appropriate field.

#### Preceptors

Preceptors, if used, are selected according to relevant written criteria.

- Hold a current and unencumbered license to practice as a Registered Professional Nurse in New York State or the State in which the precepted experience is hosted;
- Have appropriate/relevant educational and experiential qualifications; and,
- Have certification in the field as relevant and necessary.

1.2 Institutional/program policies establish the appropriate minimal educational requirement for appointment of nursing faculty at the certificate or degree level for each type of program; the institutional policy is adhered to consistently.

1.3 Faculty members have had previous professional nursing, teaching experience, and/or other evidence of teaching potential prior to appointment.

1.4 Faculty members continue to improve their classroom and clinical expertise by attending meetings, workshops, and conferences related to these responsibilities.

2.1 There are satisfactory numbers of tenured and/or full-time faculty members to foster and maintain continuity and stability in the program.

3.1 Faculty members in the nursing unit are responsible for development, implementation, and evaluation of the curriculum and program policies.

3.2 Nursing faculty members share equitably in the advisement of students on academic matters.

3.3 Ratio of faculty to students in each clinical nursing course shall be no greater than 1:10 to assure effective instruction.

3.4 Preceptors, if used, are oriented to the role of the preceptor, mentored in the role, and periodically monitored and evaluated.

3.5 Preceptors, if used, have clearly documented responsibilities which may include input into student evaluation.
4.1 At least one faculty member teaching in each curriculum culminating in a bachelor's degree holds an earned doctorate in nursing or related field as appropriate.
5.1 Nursing faculty teaching at the graduate level hold a terminal degree in nursing or related field as appropriate or demonstrate widely recognized special competence, and advanced certification as indicated.
5.2 Faculty teaching non-nursing courses in graduate and terminal degree programs hold a terminal degree in the appropriate field or demonstrate widely recognized special competence.
6.1 Evaluation of faculty members by administration, peers, and students is done on a regular basis and according to an established procedure.
6.2 Promotion of faculty is based on evaluation of academic preparation, experience, service to the institution, and evidence of professional growth.
6.3 Orientation and supervision of inexperienced faculty members are carried on during the initial period of appointment.
7.1 Faculty workloads are reasonable and equitable within the unit and the institution.
7.2 The institution has written policies regarding release time for faculty pursuing activities which contribute to their professional knowledge.
7.3 Evidence exists that the institution has granted faculty requests for time or other benefits according to established policies.
7.4 Nursing faculty workloads permit time for participating on department and institutional committees.
7.5 Nursing faculty workloads provide time to prepare course materials, evaluate student performance, and offer academic advising to students.

c. Curricula and Awards

Regulations
Section 52.1
(g) Each curriculum for which registration is required shall be registered before the institution may publicize its availability or recruit or enroll students in the curriculum.
(h) New registration shall be required for any existing curriculum in which major changes are made that affect its title, focus, design, requirements for completion, or mode of delivery.
(k) Each institution shall notify the department in writing of the discontinuance of any registered curriculum.

Section 54.1
(a) Branch campuses. (1) No independent institution shall establish a branch campus unless the institution is authorized to establish such branch campus by its charter and master plan, as approved by the Regents.
(2) No public university or college thereof shall establish a branch campus unless the university is authorized to establish such branch campus by its master plan as approved by the Regents and the Governor.
(3) No degree-granting proprietary institution shall establish a branch campus unless the institution has the permission of the Regents to establish such branch campus.
(b) No institution shall offer one or more curricula leading to a degree or certificate on the campus of another degree-granting institution unless the institution offering such curriculum or curricula is authorized to offer the curriculum or curricula at that site by amendment to its master plan or permission of the Regents as described in subdivision (a) of this section.
(c) Extension centers. (1) No institution shall begin to operate an extension center after September 2, 1980, and no institution shall, after September 2, 1981, continue to operate an extension center existing prior to September 2, 1980, unless the institution has applied for and obtained specific approval of the commissioner to operate such extension center.
(d) No institution shall conduct more than 15 courses for credit or have more than 350 course registrations for credit in any academic year on the campus of another degree-granting institution unless the institution conducting such courses or having such registrations shall be authorized by the commissioner to conduct courses or have course registrations on that scale at that location, as described in subdivision (c) of this section.



Section 50.1
(n) Credit means a unit of academic award applicable towards a degree offered by the institution.
(o) Semester hours 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 assignment, except as otherwise provided pursuant to Section 52.2 (c) (4) of this Subchapter. 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.

Section 52.2 (c) (4)
A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only:
(i) when approved by the commissioner as part of a registered curriculum;
(ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or
(iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.

1.1 Credit is granted only for courses that count toward a degree.
1.2 The institutional definition of a credit is published and accessible to students, faculty and external constituents.
1.3 The length of instructional time and supplementary assignments is in compliance with minimal hour requirements.

Section 52.1 (f)
Each course offered for credit by an institution shall be part of a registered curriculum offered by the institution, as a general education course, a major requirement, or an elective.

Section 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.

(5) The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity.

2.1 Remedial course work is noncredit bearing.

2.2 Rigor of study is appropriate for the degree level. The progression of the curriculum is logical and sequential, supporting increasing depth and integration of knowledge, skills, and professional attitudes.

2.3 Course enrollment is strictly controlled by the institution according to degree level.

2.4 Credit is granted only for achieving objectives of credit-bearing learning activities.

Section 52.1 (b) (3)

Each curriculum shall show evidence of careful planning. Institutional goals and 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.

Section 52.2 (c) (1)

In addition to the requirements of section 53.3 of this Subchapter, the 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.

Section 52.3

(a) Any education 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.

Section 52.3
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(b) In reviewing professional education programs the department may consider and use the standards of nationally recognized accrediting organizations in the professions to the extent such standards are satisfactory to the department.
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3.1 The curriculum implements the philosophy, purposes, and objectives of the program. The framework is clearly articulated and is aligned with professional nursing standards.
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3.2 Curriculum concepts are evident throughout all written program materials.
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3.3 Learning experiences and methods of instruction are selected to fulfill the purposes and objectives of the program.
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3.4 The curriculum reflects an understanding and appreciation of liberal arts and scientific concepts, and of the ethical and legal responsibilities of the licensed profession.
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3.5 Curriculum content is selected to provide beginning and advanced courses in a logical sequence.
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3.6 Curriculum includes aligned didactic, lab, and clinical learning experience and has breadth and depth.
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3.7 Preclinical and post-clinical conferences are related to unit objectives.
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3.8 A course outline has been developed for each course which includes a brief overview, prerequisites, objectives, allocation of units (credit), hours for theory and laboratory, teaching methods, topical content outline, student activities, and evaluation measures.
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Section 52.2 e (4)
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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.
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4.1 Academic policies are made explicit by the instructor at the beginning of each course.
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Section 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, in accordance with paragraphs (6)-(10) of this subdivision.

5.1 Courses are offered with sufficient frequency to allow full-time students to complete the program within the published time frame.
5.2 Institutional policy requires completion of the program on a part-time basis within a clearly defined time frame.
5.3 Institutional policy requires that students who withdraw from the program and are readmitted are evaluated for appropriate placement in the curriculum.

Section 52. (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.
(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.
(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.
(9) The master of philosophy degree shall require completion of all requirements for the degree of doctor of philosophy except the dissertation, and shall require that the student has been admitted to candidacy in a doctor of philosophy curriculum offered by the institution conferring the master of philosophy degree.
(10) Doctoral programs shall require a minimum of three academic years of full-time graduate level study after the baccalaureate degree, or their equivalent in part-time study. Doctoral studies shall include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.
(11) In addition to the requirements of this section, a program desired to fulfill in part the requirements for licensure in a profession regulated by title VIII of the Education Law shall

also meet such requirements as may be established by statute, by the rules of the Regents, or by any other section of this Part.

6.1 An associate degree program is 60 credits or more; a bachelor's degree program is 120 credits or more; a master's program is 30 credits or more; a doctoral degree program is 72 credits or more.

6.2 The requirements for a master's degree include at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project.

6.3 Doctoral studies include the production of a substantial report on original research, the independent investigation of a topic of significance to the field of study, the production of an appropriate creative work, or the verified development of advanced professional skills.

#### Section 52.2 (c)

(12) All registered programs intended to satisfy the educational requirements for professional licensure as identified in paragraph a of subdivision 3 of section 6507 of the Education Law or ...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 413 through 420, 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.

#### Subdivision 3 of Section 6507 of the Education Law

...the commissioner shall establish standards requiring that all persons applying, on or after January first, nineteen hundred ninety-one, initially, or for the renewal of, a license, registration or limited permit to be a ... registered nurse, ..., shall, in addition to all the other licensure, certification or permit requirements, have completed two hours of coursework or training regarding the identification and reporting of child abuse and maltreatment.

#### Section 6505-b of the Education Law

Course work or training in infection control practices. (Effective December 22, 2025)

Every..., registered nurse, licensed practice nurse, ..., in the state shall, on or before July first, nineteen hundred ninety-four and every four years thereafter, complete course work or training appropriate to the professional's practice approved by the department regarding infection control which shall include sepsis, and barrier precautions, including engineering and work practice controls, in accordance with regulatory standards promulgated by the department, in consultation with the department of health, which shall be consistent, as far as appropriate, with such standards adopted by the department of health pursuant to Section 239 of the public health law to prevent the transmission of HIV, HBV, HCV and infections that could lead to sepsis in the course of professional practice.

7.1 The licensure-qualifying RN program includes two hours of course work or training regarding the identification and reporting of child abuse and maltreatment.

7.2 The licensure-qualifying RN or PN program include coursework in infection control.

#### Section 52.12

##### a. Definitions. As used in this section:

1. Clinical education or clinical training shall mean planned practice-based learning experiences designed for the purpose of developing proficiency in the provision of safe and effective patient care, specific to the role and level of licensure or certification that the program leads to and shall adhere to the standards of this section. Simulated experience which meet the requirements of this section is a form of clinical education or clinical training.
2. Simulation experience shall mean planned learning experiences that represent actual or potential situations in clinical nursing practice and shall adhere to the standards of this section. Such learning experiences allow participants to develop or enhance clinical nursing competencies and provide an opportunity to analyze and respond to realistic situations in a simulated environment.

##### b. Programs that meet the education requirements for licensure as a registered professional nurse or licensed practical nurse.

1. The curriculum for a program that meets the education requirements for licensure as a 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 in nursing and shall be at least two years in length.
  - 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.
  - iii. The program leading to a baccalaureate or higher degree with a major in nursing shall include a minimum or 40 semester hours or the equivalent in nursing.

2. The curriculum for a program that meets the education requirements for licensure as a licensed practical nurse shall meet the following standards:
i. The curriculum offered by an 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.
3. Clinical education.
i. All programs registered under this subdivision shall include clinical education or clinical training that meet the conditions set forth in subdivision (d) of this section and shall include patient care experiences and/or exposures to patients/populations across the lifespan and continuum of care. This shall include, but not be limited to, experience with:
a. adult patients in an acute care setting;
b. pediatric patients;
c. patients receiving treatment for acute and chronic psychiatric, behavioral, and/or cognitive conditions; and
d. maternal/newborn, postpartum and/or pregnant patients.
ii. subject to the approval of the department, a percentage of a program's total number of hours of clinical education may be met through simulation experience within the limits set forth in paragraph (2) of subdivision (d) of this section provided, however, that no patient/population experience required under subparagraph (i) of this paragraph may be met solely through simulation experience.
c. Programs and courses in nursing other than those that prepare for licensure.
1. Nurse practitioner programs.
i. Definitions of terms.
a. For purposes of this paragraph, the term nurse practitioner program means an educational program which meets the requirements of this paragraph and which has as its objective the education of nurses who will, upon completion of their studies in such programs, be qualified to provide services, within the scope of practice permitted by section 6910 of the Education Law.
ii. Registration. No nurse practitioner program shall be offered until such program has been registered by the department.
iii. Admission. Licensure as a registered nurse in New York or another jurisdiction of the United States shall be required for admission to a registered program, except that in a combined program of education as a registered professional nurse and as a nurse practitioner, registered by the department or accredited by an accrediting agency acceptable to the department, the nurse practitioner component may be taken upon successful completion of the registered nurse component.
iv. Curriculum. The curriculum shall include, in addition to the requirements of subdivision (c) of section 52.2 of this Part:

b. classroom and clinical education designed to prepare nurse practitioners in the areas of diagnosis of illness and physical conditions and the performance of therapeutic and corrective measures within a specialty area of practice;
c. a pharmacology component of not less than three semester hours or the equivalent; to include instruction in drug management of clients in the nurse practitioner specialty area and instruction in New York State and Federal laws and regulations relating to prescriptions and recordkeeping; and
d. a preceptorship experience, supervised by a nurse practitioner, certified nurse midwife, or physician practicing in the specialty area of the program, of at least one semester in length or its equivalent.
v. Credential. Upon satisfactory completion of all components of the program including class, supervised clinical nursing practice, and preceptorship, a certificate of completion indicating the specialty area shall be issued to each individual by the sponsoring institution/ agency.
2. Other courses. No institution may offer courses in clinical nursing for students enrolled in basic nursing programs, or for graduates of State-approved nursing education programs who are not licensed and currently registered to practice nursing in New York, unless such courses have been registered by the department.
3. Clinical nurse specialist education programs.
i. Registration. A clinical nurse specialist education program is a master's degree, doctoral degree or post master's certificate program, which prepares graduates to practice as a clinical nurse specialist as permitted by section 6911 of the Education Law. No clinical nurse specialist education program shall be offered in this State until such program has been registered by the department.
ii. Admission. A clinical nurse specialist education program sponsor shall ensure that each student holds a baccalaureate degree in nursing and an unrestricted license and current registration as a registered professional nurse in New York State prior to enrolling the student in any preceptorship, course or other activity that includes clinical practice.
iii. Curriculum. The curriculum shall include, in addition to the requirements of subdivision (c) of section 52.2 of this Part, clinical education of at least five hundred hours which is supervised by a clinical nurse specialist, nurse practitioner or physician practicing in the specialty area of the clinical nurse specialist program.
iv. Credential. Upon satisfactory completion of all components of the registered clinical nurse specialist education program, a certificate of completion of a course of study for clinical nurse specialists shall be issued to each individual by the education program sponsor.
d. Clinical Education.
1. All programs registered under subdivisions (b) and (c) of this section for purposes of meeting the education requirements set forth in Article 139 of the Education Law shall include dedicated hours of clinical education or clinical training, or the equivalent, satisfactory to the department. Clinical education or clinical training shall:



i. be planned and guided by program faculty sufficiently qualified to guide clinical education;
ii. include experiential learning opportunities that require students to apply knowledge, skills, and judgment to the practice of nursing;
iii. ensure each student has regular and substantive patient care experiences which shall include direct patient care and may also include indirect patient care experiences;
iv. be of sufficient depth, breadth, and duration to ensure students have a reasonable opportunity to develop identified practice competencies necessary for safe and effective practice at the level of licensure or certification for which the program leads;
v. ensure that each student, as a requirement for program completion, demonstrates proficiency in identified competencies through performance-based assessments assessed by program faculty;
vi. be adequately supervised by program faculty and/or preceptors; and
vii. include a written contract or agreement executed between the institution conducting the nursing program and any cooperating clinical facility or agency, which shall be signed by the responsible officer of each party and shall set forth the responsibilities of each party.
2. Subject to the approval of the department, registered programs may deliver one-third of such clinical education or clinical training through simulation experience in accordance with the requirements of this subparagraph, provided however, nothing in this subparagraph shall reduce the minimum in-person or direct care requirements established by programmatic accreditors and certifying bodies. Simulation experience acceptable to the department for the purposes clinical education or clinical training shall:
i. be designed, guided and supervised by program faculty and program staff with appropriate and relevant training, certification or accreditation, who may be assisted or supported by experts in simulation, in a nursing skills or clinical simulation laboratory setting;
ii. include continued professional development opportunities for program faculty and program staff in simulation methods and best practices;
iii. utilize theory-based, evidence-based, and standards-driven pedagogy;
iv. require active student engagement in guided skills practice with instructional feedback;
v. include formative and summative assessments of well-articulated competencies appropriate to the role and responsibilities of the learner;
vi. use various types of fidelity through equipment and practice to replicate substantial aspects of clinical nursing practice and utilize relevant equipment and technologies as appropriate to the desired learning outcomes;
vii. maintain continued compliance with the standards of program registration; and

viii. respond to innovations or emerging educational needs, pursuant to regulation.
3. ...
e.
1. All programs registered on or before November 11, 2023:
i. shall have until November 11, 2024 to conform their existing clinical education to the requirements set forth in subparagraph (i) of paragraph (3) of subdivision (b) and paragraph (1) of subdivision (d) of this section; and
ii. ...
2. All new programs registered after November 11, 2023 shall meet all of the requirements for clinical education set forth in this section as a condition of registration.

8.1 The nursing curriculum meets the following requirements:

- A licensure-qualifying PN program is at least 9 months in length (or at least 2 semesters in length and a minimum of 24 credit hours).
- A licensure-qualifying RN program leading to an associate degree (or diploma) must include 30 credits in nursing.
- A licensure-qualifying RN program leading to a bachelor's level must include 40 credits in nursing.
- A CNS program includes 500 hours of clinical experience.
- A nurse practitioner program includes 500 hours of clinical experience at the master's level and 1,000 hours of clinical experience at the doctoral level.
- A licensure-qualifying PN or RN program includes clinical experience with the following population groups:
  - ☐ adult patients in an acute care setting
  - ☐ pediatric patients;
  - ☐ patients receiving treatment for acute and chronic psychiatric, behavioral, and/or cognitive conditions; and
  - ☐ maternal/newborn, postpartum and/or pregnant patients.
- APRN curriculum include 3Ps of nursing (physical/Health Assessment, Physiology and Pathophysiology, and Pharmacology).

8.2 Students enrolled in precepted experiences have clear learning objectives, meet periodically with assigned faculty, and are provided with formative and summative performance feedback.

Section 3.47 (c) of Regents Rules

(1) Three quarters of the work for the following degrees shall be in the liberal arts and sciences:

Associate in Arts (A.A.)

Bachelor of Arts (A.B. or B.A.)

...

(2) One half of the work for the following degrees shall be in the liberal arts and sciences:

Associate in Science (A.S.)

Bachelor of Science (B.S.)

...

Bachelor of Science in Nursing (B.S. in Nursing)

...

(3) One third of the work for the Associate in Applied Science (A.A.S.) degree shall be in the liberal arts and sciences.

(4) One quarter of the work for the following specialized degrees shall be in the liberal arts and sciences: ...

(5) Work for the Associate in Occupational Studies (A.O.S.) degree shall not include courses in the liberal arts and sciences.

9.1 Minimum number of liberal arts and sciences course credits meets the following requirements:

Degree and minimum required total program credits	Minimum Proportion of LAS	Minimum Number of LAS Credits
Associate in Occupational Studies (AOS) (60)	0	0
Associate in Arts (A.A.) (60)	3/4	45
Associate in Science (A.S.) (60)	1/2	30
Associate in Applied Science (A.A.S.) (60)	1/3	20
Bachelor of Arts (B.A.) (120)	3/4	90
Bachelor of Science (B.S.); Bachelor of Science in Nursing (B.S. in Nursing) (120)	1/2	60

d. Admissions

Regulations
Section 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 admission process shall encourage the increased participation in collegiate programs at all levels of persons from historically underrepresented groups in such programs.
(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.

Quality Indicators
1.1 The institution has defined criteria for admitting to the program only those students capable of completing the program and the institution provides adequate support to enrolled students.
1.2 The institution adheres to published admission criteria.
1.3 The institution encourages participation in the nursing program from groups historically underrepresented.
1.4 The institution has defined criteria for the ethical practices in advertising and recruitment of prospective students.
2.1 The institution uses valid methods to evaluate equivalency of students' prior learning/experience for advanced standing and to place returning students.

e. Administration

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

Quality Indicators
1.1 Responsibility for the administration of institutional policies and programs is clearly established.
1.2 Organizational structure of the nursing unit is consistent with that of other academic units within the institution.
1.3 Communication channels are effective and follow established organizational structure for educational governance and curriculum matters.
2.1 Overall educational policy and its implementation of the nursing program are the responsibility of nursing faculty and administrator(s).
2.2 Advisory committee members, and/or community representatives have an opportunity to share in the responsibility of educational governance.
2.3 Students have an opportunity to share in the responsibility of educational governance.

2.4 The development of the self-study includes the involvement of a representative portion of the following constituencies:

- ☐ administrative staff
- ☐ teaching faculty
- ☐ students
- ☐ governing body
- ☐ Other

3.1 Academic freedom is clearly defined in academic policy and is adhered to.

3.2 The institution establishes, publishes, and enforces clear policies regarding the following:

- ☐ the rights and privileges of full-time faculty
- ☐ the rights and privileges of part-time faculty
- ☐ the rights and privileges of 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

3.3 The institution establishes, publishes, and enforces clear policies regarding the following:

- ☐ requirements for admission of students to the institution and to specific curricula,
- ☐ requirements for residence
- ☐ Requirements for graduation
- ☐ Requirements for awarding of credit
- ☐ Requirements for degrees or other credentials
- ☐ Grading
- ☐ standards of progress
- ☐ payment of fees of any nature
- ☐ refunds
- ☐ withdrawals
- ☐ standards of conduct
- ☐ disciplinary measures
- ☐ redress of grievances

f. Support Services

Regulations
Section 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.

Section 52.2 (e)(5)
The institution shall provide academic advice to students through faculty or other 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.

Quality Indicators
1.1 The institution identifies any special educational needs of students and makes appropriate provision for meeting those needs.
1.2 Social, psychological, health, financial, academic and career counseling services are available to students.
2.1 Outcome data demonstrate that remediation and/or similar programs are effective.
2.2 Students are informed at stated intervals of their progress.
3.1 Faculty are available to students for academic and clinical advisement.
3.2 Academic advising to students are provided by qualified individuals.

g. Program Evaluation and Outcomes

Regulations
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.

Quality Indicators
1.1 Programmatic and institutional goals and objectives are clearly and consistently defined in writing.
1.2 The curriculum is designed to accomplish program purpose and goals.
1.3 A systematic programmatic evaluation plan is developed based on defined program outcomes.
1.4 Systematic evaluation of the program is a continuing activity of both faculty and students.
1.5 External measures are used effectively to provide feedback on the extent to which program objectives are being met.
1.6 Three-year data for graduates of the program demonstrate: <ul style="list-style-type: none"> <li>i. Average first-time licensure or certification pass rates meet or exceed 80% (for the three-year period starting from 2022) and 75% for any three-year period before that;</li> <li>ii. Completion rates meet or exceed identified benchmarks;</li> <li>iii. Employment rates (appropriate to role preparation) meet or exceed identified benchmarks; and</li> <li>iv. Alumni and supervisor/employer survey data provides evidence that graduates are well-prepared for their role.</li> </ul>



#### h. Student Records

Regulations
Section 52.2 (e) (6)
The institution shall maintain for each student a permanent, complete, accurate, and up-to-date transcript for 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.

Quality Indicators
1.1 The institution has and adheres to procedures and criteria for changes and entries on transcripts.
1.2 The institution maintains transcripts on a permanent basis. Transcripts are complete, current and accurate, with a key to symbolisms used.
1.3 Copies of transcripts are available on student request.
1.4 Transcripts show transfer credit by Institution granting the original credit, course title, and the credits accepted.
1.5 Diploma school transcripts differentiate nursing units (clock hours) and college credits.

i. Student Information

Regulations
<p>Section 53.3. Information shall be provided on financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution, as provided in this section.</p>
<p>(a) Information on financial assistance available to students shall be provided for each of the aid categories listed in this subdivision. The information printed 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. Standard current descriptions of State and Federal financial assistance programs will be provided by the Education Department in cooperation with the Higher Education Services Corporation to the institutions subject to the provisions of this Part. These descriptions, or some other descriptions providing the required information, along with current procedures and definitions related to emancipated student status, shall be provided by the institutions to persons identified in section 53.2 of this Part. Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.</p> <p>(1) State programs.</p> <p>Information shall be provided for those of the following programs for which students at the institution may be eligible: the Tuition Assistance Program (TAP), Regents College Scholarships, Regents Nursing Scholarships, Regents Awards for Children of Deceased or Disabled Veterans, State Assistance for Native Americans, guaranteed student loans, and also special programs for the economically and educationally disadvantaged including the Higher Education Opportunity Program (HEOP), Education Opportunity Program (EOP), Search for Education and Elevation through Knowledge (SEEK), College Discovery (CD) Program, and the Work Incentive (WIN) Program. Any other State program which accounts for 10 percent or more of the total State student aid administered by the institution shall also be described in similar detail and terminology.</p> <p>(2) Federal programs.</p> <p>Information shall be provided for those of the following programs for which students at the institution may be eligible: the Basic Educational Opportunity Grants (BEOG) program, Supplemental Educational Opportunity Grants (SEOG), National Direct Student Loans (NDSL), College Work Study (CWS) program, social security payments to children of deceased/disabled parents, Federal aid to Native Americans, and Veterans Administration educational benefits. Any other Federal program which accounts for 10 percent or more of the total Federal student aid administered by the institution shall also be described in similar detail and terminology.</p> <p>(3) Local institutional programs.</p> <p>Information shall be provided on grants, scholarships, waivers, deferrals, loans, including small emergency loans, and work-study arrangements which are administered by the institution. Financial aid programs involving awards of \$300 or more per year shall be individually listed, including restrictions if any. The number and average value or programs with awards of less than \$300 per year shall be provided, along with the name,</p>

address and telephone number of an institutional office from which more detailed information can be obtained.

(b) Costs of attending the institution for each of the cost categories listed below shall be provided. Estimates, so indicated, may be used where exact figures are unavailable or inappropriate. Where summary information is provided, an institutional office where detailed information can be obtained shall be identified.

(1) Tuition and fees.

Information shall be provided on all assessments against students for direct educational and general purposes. A brief description of purpose of any mandatory fee shall be included if the purpose of such fee is not apparent from its name. Course fees and lab fees shall be clearly identified. Conditions under which nonmandatory fees need not be paid shall be clearly stated.

(2) Books and supplies.

Estimated costs of textbooks, books, manuals, consumable supplies and equipment, which a student should possess as a necessary corollary to instruction, shall be provided. Separate estimates shall be provided for major program categories for which such costs vary more than 25 percent from the average for the entire institution.

(3) Room and board.

Costs of housing and food services operated by the institution shall be provided where such services are available. Estimated costs of similar accommodations available in the community shall also be provided. These figures shall be consistent with estimated student budgets prepared by the institution's financial aid office.

(4) Other living expenses.

Estimated cost of personal expenses applicable to students devoting primary efforts to pursuit of educational objectives shall be provided. This estimate shall be consistent with similar figures defined by the institution's financial aid office.

(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.

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

(1) Degree, certificate and diploma programs.

A list of degree, certificate and diploma programs shall be provided. The list shall be consistent with the inventory of registered degree and certificate programs maintained by the Education Department. The list shall contain at least the official approved program title, degree and HEGIS code number, and shall be preceded by a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

(2) Program descriptions.

Each degree, certificate or diploma program shall be described in terms of both prerequisites and requirements for completion.

(3) The academic year in which each instructional offering (course) is expected to be taught shall be indicated.

(4) Program-related facilities.

A general description of instructional, laboratory and other facilities directly related to the academic program shall be provided, in addition to general information describing the total physical plant. Narrative and/or statistical information shall be provided about library collections and facilities, student unions, and institution-operated eating places. Hours of operation, including holiday and vacation schedules, shall be provided.

(5) Faculty and other instructional personnel.

Regular resident faculty shall be listed by rank, with the highest degree held by the faculty member and the institution by which such degree was granted, and department or major program area to which such member is assigned. An estimated number of adjunct faculty and teaching assistants in each department or major program area shall be provided.

(6) Student retention.

Information on student retention and graduation rates shall be provided based on a summary of the most recent cohort survival statistics (e.g., percentages of those students enrolled at the end of the spring term, percentages of freshman classes that graduate in four, five and six years) available to the institution for at least full-time undergraduates. Statistics shall be computed in a manner consistent with data reported to the Education Department through its higher education data system.

(7) Placement of graduates.

Summaries of job placement and graduate school placement statistics compiled by the institution, including its placement center, shall be provided where available.

#### Section 53.4. Format for provision of information

All of the information required by this Part shall be included in the catalog or bulletin of the institution. The following procedures shall be followed by institutions:

- (a) Where an institution publishes more than one catalog or bulletin for separate programs or schools, only the information required by this Part which pertains to the individual programs or school concerned need be included. In such cases a statement shall indicate that separate catalogs or bulletins are in use.
- (b) Where an institution publishes its catalog or bulletin less often than annually, a statement shall warn of the possibility of out-of-date information and provide the name and address or telephone number of the person or office to be contacted for the most recent information.
- (c) The information required by this Part shall be clearly and precisely described. Statistical displays shall be easy to read and understand.
- (d) Information provided to persons covered by this Part through mechanisms in addition to the catalog or bulletin shall be consistent with the requirements of this Part.
- (e) Advertisements, brochures or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.

Quality Indicators
<p>1.1 The institution provides information on the state, federal, and local financial assistance programs that are eligible for students.</p> <p>1.2 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 are made available in writing to students.</p>
<p>2.1 The institution provides information on costs of attending for each of the cost categories listed below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuition and mandatory course and laboratory fees are clearly identified. Conditions under which non-mandatory fees need not be paid are clearly stated.</li> <li><input type="checkbox"/> Estimated costs of textbooks, manuals, consumable supplies and equipment, which a student should possess, are provided.</li> <li><input type="checkbox"/> Costs of housing and food services operated by the institution are provided. Estimated costs of similar accommodations available in the community are also provided.</li> <li><input type="checkbox"/> Estimated costs of personal expenses applicable to students devoting primary efforts to pursuit of educational objectives are provided.</li> </ul>
<p>3.1 Refund policy includes the percentage or amount of tuition, fees, institution-operated room and board, and other assessments to be refunded after specified elapsed periods of time.</p>
<p>2.1 Description of the instructional programs include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programs are accurately listed according to title, degree, and HEGIS code.</li> <li><input type="checkbox"/> Programs are described in terms of both prerequisites and requirements for completion.</li> <li><input type="checkbox"/> The academic year in which each course is expected to be taught is included.</li> <li><input type="checkbox"/> Instructional, laboratory, and other facilities directly related to the academic program are described.</li> <li><input type="checkbox"/> Information about hours of operation is provided.</li> </ul>

- ☐ Faculty are listed by rank, with the highest degree held by the faculty member and the institution by which such degree was granted, and program to which assigned.
- ☐ Estimated numbers of adjunct faculty and teaching assistants are provided.
- ☐ Information on student retention, graduation and licensure examination performance is available to prospective students.
- ☐ Summaries of job placement statistics are available.

5.1 All of the information listed above is included in the catalog or bulletin of the institution according to the following procedure:

(a) When publications are provided for separate programs:

- ☐ the information which pertains to the individual program is included;
- ☐ The institutional publication indicates that separate publications are in use.

(b) When the institution publishes its catalog or bulletin less often than annually:

- ☐ A statement shall warn of the possibility of out-of-date information;
- ☐ The name and address or telephone number of the person or office to be contacted for the most recent information are provided.

Information shall be clearly and precisely described. Statistical displays shall be easy to read and understand.

(c) Information provided through mechanisms in addition to the catalog or bulletin shall be consistent with the requirements of Part 53.

(d) Advertisements, brochures or solicitations to prospective students shall clearly note the availability of more extensive information in the catalog or bulletin.