



Research Article

Efforts to achieve the inaugural programmatic self-assessment of the Nursing College, guided by the Iraqi National Standards for Nursing as the benchmark of excellence – MAUC 2024-2025

Prof. Thamer Al Hilfi^{1,*},, Intisar Abdul Ghani¹,, Taghreed Alhaidari²,, Prof. Faris Abdul Kareem,¹

Madenat Alelem University College (MAUC), Iraq 1

Al-Kindy College of Medicine / University of Baghdad: Baghdad, Iraq,2

ARTICLE INFO

Article History

Received 17 Oct 2024

Revised 30 Oct 2024

Accepted 11 Nov 2024

Published 1 Mar 2025

Keywords

Health

Synthesis

Standards



ABSTRACT

In 2007 the World Health Organization estimated dozens of million nurses forming the major workforce[1-2]. The Nursing School Accreditation Standards supported the National Accreditation Council for Nursing Schools (ACANC) to set national standards that will assist in accomplishing the accreditation process for nursing colleges in Iraq [3-4]. The need for national standards is among the priorities to overcome the challenges in health and healthcare provision. The interaction between nursing and the beneficiaries is the focus of nursing education and health care [5-6]. The first university to adopt a based education program for nurses was recognized in 1920(7) The Iraqi national standards tried to identify essential components of education. To guarantee appropriate placement of graduated nurses in proper health care provision. [8-9]

Methodology and design

Reviewing the existing standards and compiling a background synthesis document supported by literature review and analysis, consensus-building through nominal group process, and expert analysis, in addition to expert analysis of data and feedback analysis of public comments. The steps followed were mainly planned to gather evidence and data, secure the expert's consensus, collection of public comments, analysis, and synthesis, followed by document submission.

Results

The first & second standards contain nine criteria each. The third standard contains seven standards. The fourth standard contains ten standards, while the fifth one contains three criteria. Electronic database data is developed using clearly defined and written test plans. The head of the nursing department is a member of the college council and represents the department. The scientific dean directs the activities of the faculty and directs the nursing accreditation and curriculum committee and the faculty council with clear statements of authority and responsibility by the associate scientific dean, department head, and committee members.

Conclusions

The standards of the nursing program are suitable for establishing a solid educational criterion based on evidence and competency and toward lifelong learning. Moreover, Ongoing monitoring of syllabus implementation is ensured through clearly defined methods, documented in syllabus documents, and agreed to by staff.

*Corresponding author. Email: alhilfit@mauc.edu.iq.

1. INTRODUCTION

In 2007 the World Health Organization estimated dozens of million nurses forming the major workforce [1-2]. The Nursing School Accreditation Standards supported the National Accreditation Council for Nursing Schools (ACANC) to set national standards that will assist in accomplishing the accreditation process for nursing colleges in Iraq (3,4,). The need for national standards is among the priorities to overcome the challenges in health and healthcare provision. The interaction between nursing and the beneficiaries is the focus of nursing education and health care [5-6]. The first university to adopt a based education program for nurses was recognized in 1920.[7]

The Iraqi national standards tried to identify essential components of education. To guarantee appropriate placement of graduated nurses in proper health care provision [8-9].The global Iraqi national standards tried to identify essential components of education. To guarantee appropriate placement of graduated nurses in proper health care provision. [8-9]

The Nursing Department was established within a private educational institution by the end of 2018, which is the City of Elm University College, affiliated with the MOHE/Iraq. Students were accepted into the department in 2019, and the first group was 75 male and female students from the preparatory school, the scientific, biological, and nursing branches. The student graduates after completing 134 hours to obtain a college degree in nursing.

The duration of study is four years in the course system. In his first year, the student studies basic science subjects Such as anatomy, physiology, chemistry, computers, the English language, and the principles of practical and theoretical nursing. Then the other stages begin with nursing specialties, such as adult, women's, and children's nursing, then mental health and community health. [10-11]

After approving the Iraqi National standards for nursing colleges in March 2023, the nursing department in the Madenat Al Elem University College took the first initiative in preparing and implementing the programmatic self-assessment study. The study started in May 2024 till the end of January 2025.

2. METHODOLOGY

The study is a two-phase assessment that took place at the nursing department of Madenat Alelem University College (MAUC)/Baghdad and included developing an analytical framework and profile of the nursing college program, in addition to in-depth reviews and interviews with students and academic staff. The study was conducted from April 2023 till the end of March 2024.

3. RESULTS

Table I the weight in percentages per each standard

Number	Standard	Criterion	indicators	Weight %
1.	Administrative Capacity	9	20	17.5%
2.	Faculty and Staff	9	28	24.5%
3.	Students	7	15	13%
4.	Curriculum	10	33	29%
5.	Outcomes	3	18	16%
6.	Total %	38	114	100%

Table II level of accomplishment per each criterion

Number	indicators	Indicator score	Completed	Partially completed	Not available	
Criterion 1.1	The mission, goals, values, and/or philosophy of the nursing program reflect the mission, goals, values, and/or philosophy of the governing organization	1	✓			<p>Vision: The College of Nursing is a solid, professional scientific institution that seeks leadership and excellence among its counterparts at the national, regional, and global levels and in all fields.</p> <p>Mission: Preparing distinguished university nursing staff who provide general and specialized nursing care capable of meeting the needs of society, possessing high knowledge and technical skills, and having the ability to conduct scientific research and address community health problems in general and nursing problems in particular.</p>
Criterion 1.2	<p>a. The College regularly reviews the administrative and scientific branch organizational structures.</p> <p>b. In the governing body and nursing program governance activities, the nurse administration and nursing faculty are formally represented.</p> <p>c. Students have the chance to take part in nursing program governance activities as well as those for the governing body.</p>	3	✓			The City of Elm University College, is affiliated with the Ministry of Higher Education and Scientific Research. Students were accepted into the department in the year 2019-2020, and the first group was 75 male and female students who graduated from the preparatory school, the scientific, biological, and nursing branches. As for the academic year 2020-2021, the number of students accepted into the department was 337 male and female students, distributed among 83 male and female students for the morning study and 254 male and female students for the evening study.
Criterion 1.3	participation of the relevant institutions and organizations in developing the college's vision, mission, and goals as well as their input on the process of program modification, decision-making, and program outcomes at the end of the program.	1	✓			The Department of Nursing at Elm City College accepts students with an average of 60% and above for morning study and an average of 59% for evening study. The college grants a bachelor's degree in nursing sciences, from which the student graduates after completing 141 hours. Members in various specializations and one
Criterion 1.4	<p>The nurse administrator is a nurse who:</p> <p>a. Holds the educational credentials necessary to meet the:</p> <ul style="list-style-type: none"> • The governing body, and • Regulating bodies. <p>b. Holds a nursing license and any necessary certifications by the duties and responsibilities given.</p> <p>c. Has the necessary experience for the duties and responsibilities they have been given.</p>	3	✓			The document described the context and process that was followed by the Iraqi national standards for nurses.
Criterion 1.5	<p>The nurse administrator:</p> <p>a. Is mentored and instructed in the roles and responsibilities they have been given.</p> <p>b. Acquires and maintains expertise in the tasks allocated to them, including managing,</p>	3	✓			The department seeks the help of faculty members from the medical departments located at Elm City College, as well as from the corresponding nursing colleges, to fill the deficit in the field of nursing specializations and basic sciences.

	and directing the nursing program; and c. Has enough time to complete the jobs and responsibilities given.					Since the world today is going through many rapid changes, planning is what helps understand these changes, helps know the future vision, and fills the gaps that exist in any educational institution. Planning in the Nursing Department at Elm City College is based on the adoption of academic standards and quality standards issued by the Ministry of Higher Education and Scientific Research in Iraq to ensure the quality of education and to obtain academic accreditation.
Criterion 1.6	The nurse administrator has the authority to: a. Oversee and direct the nursing program. b. With consultation from the faculty, prepare the nursing program budget, and c. With consultation from the faculty, prepare the nursing program budget	3	✓			The department seeks the help of faculty members from the medical departments located at Elm City College, as well as from the corresponding nursing colleges, to fill the deficit in the field of nursing specializations and basic sciences. Since the world today is going through many rapid changes, planning is what helps understand these changes, helps know the future vision, and fills the gaps that exist in any educational institution.
Criterion 1.7	When present, instructors and/or personnel who support the management of the nursing program: Nursing standards. a. Possess the educational credentials necessary to: • The governing body; and • Regulating bodies. b. Possess the necessary experience for the jobs and responsibilities they have been given. c. Are many enough, and d. Have enough time to complete the jobs and obligations they have been given.	4	✓			The Nursing Department at Elm City College is based on the adoption of academic standards and quality standards issued by the Ministry of Higher Education and Scientific Research in Iraq to ensure the quality of education and to obtain academic accreditation.
Criterion 1.8	The nursing program has the financial resources to continue operating at all locations and using all delivery methods.	1	✓			
Criterion 1.9	The physical resources for the nursing program are sufficient and sustainable to support the program in all locations and for all delivery modalities.	1		✓		
STANDARD 2 - Faculty and Staff: 24.5%						
Criterion 2.1	Nurses working as full-time professors: a. Possess the educational credentials necessary to: • The governing body, and • Regulating bodies. b. hold nursing qualifications as necessary, by the duties and responsibilities they have been given. c. Are experience-qualified for the jobs and duties they have been given; and	4		✓		Planning in the Nursing Department at Elm City College is based on the adoption of academic standards and quality standards issued by the Ministry of Higher Education and Scientific Research in Iraq to ensure the quality of education and to obtain academic accreditation.

	d. Are enough in number					
Criterion 2.2	<p>Nurses who work part-time in academia:</p> <p>a. Possess the educational credentials necessary for:</p> <ul style="list-style-type: none"> • The governing body, and • Regulating bodies; Nursing standards. <p>b. Hold nursing qualification as necessary, by the duties and responsibilities they have been given.</p> <p>c. Possess the necessary experience for the jobs and responsibilities they have been given; and</p> <p>d. These are enough to be considered.</p>	4	✓			
Criterion 2.3	<p>Nursing courses are taught by non-nurses:</p> <p>a. Possess the educational credentials necessary to:</p> <ul style="list-style-type: none"> • The governing body, and • Regulatory organizations. <p>b. possesses the necessary experience for the jobs and responsibilities they have been given</p>	2	✓			
Criterion 2.4	Nursing faculty policies are comprehensive and in line with those of the governing body; any policy discrepancies are justified	1	✓			.
Criterion 2.5	<p>a. Full-time faculty members receive orientation and mentoring in the duties they have been given.</p> <p>b. Part-time faculty are instructed and guided in the responsibilities they have been given.</p>	2	✓			
Criterion 2.6	<p>a. Full-time professors acquire and keep up-to-date knowledge in their duties as instructors, including but not restricted to:</p> <p>b. Tactics for training and teaching supported by research that is appropriate for all delivery modalities.</p> <p>c. Requirements for clinical practice.</p> <p>d. Strategies for evaluation and assessment; and</p> <p>e. Principles of inclusion, equity, or diversity.</p>	4	✓			
Criterion 2.7	<p>Part-time professors acquire and maintain up-to-date knowledge in their duties as instructors, including but not restricted to</p> <p>a. Tactics for training and teaching supported by research that is appropriate for all delivery modalities and nursing standards.</p>	4	✓			

	b. Requirements for clinical practice. c. Strategies for evaluation and assessment; and d. Diversity, equity, and/or inclusion principles.					
Criterion 2.8	a. Effectiveness in carrying out their given obligations is periodically assessed in the performance of full-time professors. b. The effectiveness of part-time faculty members in carrying out their assigned responsibilities is routinely assessed	2	✓			
Criterion 2.9	Preceptors, when used. a. Hold the educational qualifications as required by the nursing program and regulatory agencies. b. Hold licensure and certification as applicable, consistent with their assigned roles and responsibilities. c. Are experientially qualified for the assigned roles and responsibilities. d. Are oriented and mentored. e. Have documented responsibilities, which may include input into student evaluation	5	✓			Planning in the Nursing Department at Elm City College is based on the adoption of academic standards and quality standards issued by the Ministry of Higher Education and Scientific Research in Iraq to ensure the quality of education and to obtain academic accreditation.
STANDARD 3 – Students: 13%						
Criterion 3.1	The following nursing program or governing organization policies are readily available to the public, up to date, non-discriminatory, and are followed exactly as published; reason is given when nursing policies diverge from the governing organization policies: a. Admissions. b. Progression. c. Graduation. d. Formal grievance and complaints processes; and e. Technologies needed.	5	✓			
Criterion 3.2	Records kept by the governing body or nursing program for the handling of formal grievances or complaints contain proof of Nursing standards. a. Fair procedure; and b. timely resolution in compliance with the policies or procedures of the governing organization or nursing program	2	✓			
Criterion 3.3	Nursing program student records are kept safely and	1	✓			

	according to all applicable policies and procedures of the governing body and regulatory bodies.					
Criterion 3.4	Students are effectively and promptly informed of changes to nursing program policies and procedures clearly and uniformly.	1	✓			
Criterion 3.5	Regardless of the location, the delivery mode, or the program choice, student support services are in line with the requirements of nursing students.	1	✓			
Criterion 3.6	a. The faculty chooses teaching materials and technological tools for nursing students that are appropriate for their level of study. b. Resources for learning and technology are introduced to and supported by students. c. Resources for education and technology are current and available regardless of location, delivery methods, or program choice	3	✓			
Criterion 3.7	Students are made aware of their obligations regarding any financial aid	1	✓			
STANDARD 4 – Curriculum: 29%						
Criterion 4.1	One set of end-of-program student learning outcomes is included in the nursing curriculum: a. is based on current standards, directives, or competencies for professional nurses; and b. Apply to all program alternatives and consider the student's current educational level. Moreover, for Graduate Programs: c. incorporates the nursing skills necessary for each program option	3	✓			
Criterion 4.2	Course student learning goals are structured to show progression and aid students in achieving. a. The student learning outcomes at the program's conclusion. Additionally, for Graduate Programs: b. The nursing competencies unique to each role	2	✓			
Criterion 4.3	All learning environments use a variety of teaching/instruction tactics and learning activities that are appropriate for the delivery type and include learning and technological resources to help students meet the course's learning objectives.	1	✓			

Criterion 4.4	The curriculum for nursing a. created by the professors and periodically checked for relevance; and b. Adopted as published.	2	✓			
Criterion 4.5	The undergraduate programs in the nursing program include Nursing standards. a. general education topics or courses that increase nursing expertise for the level of study for which students are preparing. b. Courses in nursing that support students' success in both final program outcomes and student learning outcomes. Graduate Programs: a. requisite/basic courses that advance students' preparation for the educational level at which they will practice nursing. b. Nursing programs that help students meet their course learning objectives, program learning objectives, and role-specific nursing abilities	2+2	✓			
Criterion 4.6	All nursing courses in the program of study's course credits and/or clock hours, including contact hour ratios, are following the: a. the governing body, and Nursing standards. b. Regulating bodies. Moreover, for Graduate Programs: c. Agencies that certify, as necessary	3	✓			
Criterion 4.7	The curriculum integrates modern principles into all learning environments, emphasizing the function of the nurse at the educational level at which students are being prepared. Examples include, but are not limited to: a. Equal opportunity, social determinants of health, and/or diversity. b. Evidence-based scholarship, research, and/or practice. c. Education in information. d. Collaboration between professionals, delegating, and e. Identity as a professional and areas of practice	5	✓			
Criterion 4.8	Skills, simulations, and/or laboratory learning environments, if used: a. Reflect on nursing practice based on research. b. Incorporate medical technology; Nursing standards 16. c. satisfies the criteria of regulatory authorities for skills training and/or simulation, if appropriate, Programs for	4	✓			

	<p>Undergraduates: d. To help students achieve the course learning objectives and program learning objectives, reflect the educational level at which they are preparing.</p> <p>Graduate-level programs: d. To help students achieve the course learning outcomes, program learning outcomes, and role-specific nursing abilities, consider the educational level at which they are being prepared.</p>					
Criterion 4.9	<p>Learning environments and experiences in clinical/practicum settings: a. Have up-to-date written contracts laying out what each party is expected to do to protect the student and nursing standards. b. Reflect on nursing practice based on research. c. satisfies, when necessary, the criteria of regulatory agencies for clinical or practical learning environments; and</p> <p>Graduate-level programs: Reflect the educational level at which they are preparing to aid students in achieving the program learning objectives and course learning objectives.</p> <p>Graduate-level programs: d. To help students achieve the course learning outcomes, program learning outcomes, and role-specific nursing abilities, consider the educational level at which they are being prepared.</p>	5	✓			
Criterion 4.10	<p>Methods for summative and formative student evaluation: a. Are used in every subject's curriculum and in all settings where students study.; b. Are diverse and suitable for all delivery modalities; and c. Align with the advancement of the course's learning objectives for students.</p>	3	✓			
STANDARD 5 – Outcomes: 16%						
Criterion 5.1	<p>The process for routine summative nursing program-level evaluation of student learning outcome accomplishment is described in the systematic strategy for evaluation. The academic staff: a. Use a range of suitable direct result assessment techniques to guarantee thorough summative evaluation for each end-of-program student learning outcome, b. For each summative assessment technique, provide a clear, quantifiable expected level of</p>	7	✓	The department seeks the help of faculty members from the medical departments located at Elm City College, as well as from the corresponding nursing colleges, to fill the deficit in the field of nursing specializations and basic sciences. Since the world today is going		

	<p>achievement result statement.</p> <p>c. Gather aggregate assessment data regularly (as established by the faculty) to ensure that there is enough information to support decision-making and to disaggregate the data to provide meaningful analysis. Justify any data that are not disaggregated; Nursing standards 20.</p> <p>d. aggregate and/or disaggregate assessment data regularly (as chosen by the faculty), and when appropriate, put the analysis results into practice to maintain and/or enhance end-of-program student learning outcome accomplishment.</p> <p>e. Keep records of assessment data (aggregate and/or disaggregated) for the three most recent years, as well as data analysis and its application to program decision-making, to sustain and/or enhance students' accomplishment of program learning outcomes.</p> <p>f. Inform communities of interest about the examination of the program's final student learning outcome data.</p> <p>For Graduate Programs as well: - The routine summative nursing program-level assessment procedure for each program option's role-specific nursing abilities is described in the systematic evaluation strategy, which may be in line with Nursing standards. the program's student learning achievements at its conclusion or individually assessed</p>			<p>through many rapid changes, planning is what helps understand these changes, helps know the future vision, and fills the gaps that exist in any educational institution.</p> <p>Planning in the Nursing Department at Elm City College is based on the adoption of academic standards and quality standards issued by the Ministry of Higher Education and Scientific Research in Iraq to ensure the quality of education and to obtain academic accreditation.</p>
Criterion 5.2	<p>The procedure for determining the annual completion rate of the nursing program is described in the written systematic plan for evaluation. The academic staff:</p> <p>a. From the first nursing course until the end of the courses required for the conferral of a certificate, diploma, or degree, determine the on-time program completion rate for each program option.</p> <p>b. For each program choice, provide a clear, quantifiable expected level of accomplishment outcome statement for on-time program completion, and explain each expected level of achievement.</p> <p>c. Annually collect aggregate program completion rate statistics; disaggregate the data to encourage meaningful analysis; and justify the use of disaggregated data; Nursing</p>	6	✓	

	<p>standards.</p> <p>d. Every year, analyze (aggregate and/or disaggregate) program completion rate data, and where appropriate, take action based on the analysis to maintain and/or improve program completion rate, e. To maintain and/or enhance students' performance in finishing the program, keep records of the three most recent years' worth of data (aggregate and/or disaggregated), data analysis, and the use of data analysis in program decision-making; and</p> <p>f. Inform communities of interest about the examination of the program completion rate data</p>			
Criterion 5.3	<p>The procedure for determining the annual assessment of the licensure and/or certification examination pass rate is described in the written systematic plan for review (when required for practice). The academic staff: Analyze aggregate exam pass rate information (for licenses and/or certifications) obtained from Nursing Standards 23 certifying and/or regulatory organizations. Based on the total number of test takers, the most recent yearly pass rate OR the mean pass rate for the three most recent years must meet at least one of the criteria below: • 80% or higher for all test takers who are first-timers; or</p> <ul style="list-style-type: none"> • For all first-time test takers and repeaters, a score of 80% or higher. • Depending on the type of nursing program, at or above the national/territorial mean. <p>b. Provide a rationale for any statistics that are not disaggregated and disaggregate the pass rate data to encourage meaningful analysis; c. Annually analyze program licensure and/or certification examination pass rate statistics (aggregate and/or disaggregated) and, if appropriate, put the study's recommendations into practice to keep and/or increase students' success on examinations; Nursing standards 24</p> <p>d. To maintain and/or increase students' success in passing the licensing or certification examination, retain documentation for the three most recent years of the</p>	5	✓	

	aggregated and/or disaggregated data, the analysis of data, and the use of data analysis in program decision-making; e. Share with communities of interest the results of the analysis of the licensure and/or certification examination pass rates.			
--	--	--	--	--

4. CONCLUSIONS

The document results described the progress achieved in comparison with the national standards criterion.

- a. The standards are intended to help as the basics for escalating the learning system toward competency-based outcomes.
- b. The standards represented the views of views of nursing constituencies.
- c. Regular revisions in partnership with other colleges on a national and international basis are anticipated.
- d. Establishing committees for continuous quality improvement
- e. Adequate academic health professionals are recruited.
- f. Data synthesis revealed that nursing programs are becoming more attractive to students.
- g. Competencies supported and tuned building the curricula that met the health needs of the Iraqi population.
- h. Strategic Nursing Plan 2021-2025.

Conflicts Of Interest

None

Funding

None

Acknowledgment

None

References

- [1] World Health Organization, Regional Office for the Eastern Mediterranean, "Medical education in the Eastern Mediterranean region," *Eastern Mediterranean Health Journal*, vol. 21, no. 9, 2015. [Online]. Available: <https://www.emro.who.int/emhj-volume-21-2015/volume-21-issue-9/medical-education-in-the-eastern-mediterranean-region.html>. [Accessed: Feb. 21, 2025].
- [2] J. A. Mpofu, A. Mashalla, and N. K. Sayed, "Medical education in resource-limited settings: A focus on problem-based learning," *Journal of Advances in Medical and Professionalism*, vol. 6, no. 1, pp. 1-9, 2018. [Online]. Available: https://jamp.sums.ac.ir/article_40868_61e28d52f083776a51748b126929260a.pdf. [Accessed: Feb. 21, 2025].
- [3] Al-Ameed University, "Academic Description Program – College of Nursing," 2025. [Online]. Available: <https://alameed.edu.iq/College-of-Nursing/Academic-Description-Program>. [Accessed: Feb. 21, 2025].

- [4] World Health Organization, Regional Office for the Eastern Mediterranean, "Presentation on technical papers – 2015," 2015. [Online]. Available: https://applications.emro.who.int/docs/RC62_presentation_technical_papers_2015_3_16503_EN.pdf. [Accessed: Feb. 21, 2025].
- [5] World Health Organization, "Human resources for health: Overcoming the crisis," 1993. [Online]. Available: <https://iris.who.int/handle/10665/59441>. [Accessed: Feb. 21, 2025].
- [6] P. Apraku, "The role of nursing in improving healthcare outcomes," Bachelor's Thesis, Laurea University of Applied Sciences Finland, 2023. [Online]. Available: https://www.theseus.fi/bitstream/handle/10024/816456/Apraku_Patrick.pdf?sequence=2&isAllowed=y. [Accessed: Feb. 21, 2025].
- [7] World Health Organization, "Scaling up health workforce production," WHO Human Resources for Health, vol. 8, 2008. [Online]. Available: https://iris.who.int/bitstream/handle/10665/44100/WHO_HRH_HP_N_08.6_eng.pdf?sequence=1&isAllowed=y. [Accessed: Feb. 21, 2025].
- [8] Accreditation Commission for Education in Nursing (ACEN), "Why ACEN accreditation?" 2025. [Online]. Available: <https://www.acenursing.org/accreditation/why-acen-accreditation>. [Accessed: Feb. 21, 2025].
- [9] C. S. Corliss, "Nursing ethics: A review of ethical decision-making," *Western Journal of Nursing Research*, vol. 9, no. 3, pp. 289-305, 1987. [Online]. Available: <https://journals.sagepub.com/doi/10.1177/019394598700900304?icid=int.sj-abstract.similar-articles.7>. [Accessed: Feb. 21, 2025].
- [10] International Confederation of Midwives (ICM), "33rd ICM Triennial Congress," 2025. [Online]. Available: <https://internationalmidwives.org/event/33rd-icm-triennial-congress/>. [Accessed: Feb. 21, 2025].
- [11] A. Johnstone, "Ethical issues in nursing practice," *Nursing Ethics*, vol. 18, no. 4, pp. 567-578, 2011. [Online]. Available: <https://journals.sagepub.com/doi/abs/10.1177/0969733011408041>. [Accessed: Feb. 21, 2025].