

**CALIFORNIA COLLABORATIVE MODEL FOR NURSING EDUCATION (CCMNE)
CORE COMPONENTS SUMMARY BACKGROUND (Spring 2013)**

DUAL ADMISSION

Definition: Current ADN student is admitted to, and sequentially or simultaneously enrolled in, Post-Licensure BSN (“RN-BSN”) program.

Simultaneous enrollment = ADN student is enrolled in BSN coursework in the same semester(s) as they are enrolled in ADN coursework

Sequential enrollment = ADN student is enrolled in BSN coursework in semester(s) when they are not enrolled in ADN coursework

Intent/Rationale: The principal purposes of dual admission/enrollment as envisioned in the 2008 White Paper on Nursing Education Redesign in California and further refined over the past five years are:

- 1) Coordination between programs to facilitate student progression and completion of ADN and BSN in an efficient and timely manner
- 2) Organization of system resources to support student enrollment such as financial aid
- 3) Establishment of centralized processes across institutions to avoid multiple applications, fees, and transcript requests.

Dual admission/enrollment engages the ADN student in BSN courses and, thus, the trajectory toward the BSN, while they are actively pursuing the ADN. Additionally, academic advising resources can be pooled to better support seamless progression. The CCMNE requisite of dual admission/enrollment goes beyond AB 1295 requirements (in which no dual admission or enrollment is envisioned) and the IOM Report’s conceptualization of seamless education pathways.

The CCMNE ADN-BSN pathway can be constructed similar to the CSU Sacramento-Sacramento City College original collaborative or the Oregon model (OCNE) which are examples of ***simultaneous enrollment***. In this model in California, if students are admitted to, and enrolled in, pre-licensure courses at both the university and the community college then independent BRN review and approval as a “new” pre-licensure program is required. This model also requires significant effort in curriculum integration and class scheduling between the partner programs. A unique version of this model has been instituted at CSU Monterey Bay in its original BSN program offering.

The CCMNE ADN-BSN pathway can also be constructed similar to the CSU Los Angeles Collaborative or the North Carolina RIBN model which are examples of ***sequential enrollment***. In this model in California, students are admitted to the ADN program and to the CSU Nursing department but not to the university [until they have completed the ADN program and are licensed]. Students are selected from the pool of ADN student applicants who have completed a portion of the ADN required coursework. These “collaborative model” students then enroll through the CSU campus’ Extended Education unit in BSN Post-Licensure coursework during summer session(s). This model requires neither BRN review nor class scheduling coordination in the traditional academic terms. Enrollment fees are usually on a per unit basis and established according to the individual CSU campus Extended Education budgeting process.

Important: “Cross enrollment” is an official term and status that provides for [occasional] enrollment of a community college student in a CSU course with minimal paperwork and reduced fees. “Concurrent enrollment” is also an official term and status that provides for student enrollment between CSU campuses. The CCMNE does NOT use either of these terms because they do not reflect the CCMNE’s intent of dual admission/enrollment.

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INTEGRATED CURRICULUM

Definition: Nursing, prerequisite and general education coursework and degree requirements are coordinated between the ADN and BSN degree programs without inadvertent duplication or repetition.

Nursing coursework = required nursing classes for the ADN and the BSN programs

Prerequisite coursework = required coursework for admission to nursing program

General Education coursework = Title 5 requirements for respective degree

Inadvertent duplication or repetition = unplanned recurrence of courses/content

Intent/Rationale: The principal purposes of integrated curriculum as envisioned in the 2008 White Paper on Nursing Education Redesign in California and further refined over the past five years are:

- 1) Coordinate between ADN and BSN curricula to assure seamless academic progression avoiding inadvertent content duplication/repetition
- 2) Share pedagogical approaches, teaching strategies, learning activities and expected outcomes
- 3) Recognize and validate the similarity of the “curriculum required for licensure” completed at both institutions and specify/clarify the unique content provided by CSU
- 4) Facilitate more effective use of resources at both institutions

The integrated curriculum concept recognizes that state regulatory requirements for RN licensure are the same regardless of whether the nursing curriculum resides in a community college or a university. Utilizing a guiding framework (e.g., AACN Baccalaureate Essentials, Nurse of the Future Core Competencies), the community college and university nursing faculty can effectively consult and design the ADN-BSN to build on the existing curriculum structures with fine tuning that clearly identifies the BSN outcomes that differ from, and add to, the ADN outcomes (refs: RIBN 2012, Landry et al. 2012). Importantly, not only do the nursing and nursing prerequisite courses need scrutinizing, but both degrees need to be carefully explicated because there can be remarkable disarticulation of general education requirements between the community colleges and the universities which can negate progress that might otherwise be made by only examining and integrating the nursing curricula.

Implementation Variations: Three example patterns have been utilized in California. The first was piloted in 2000-2002 by the Sacramento City College and CSU Sacramento Collaborative and offered one contiguous nursing program leading to the BSN with ADN conferral also at the end of the program (to meet CC degree conferral requirements/financial model). Sonoma State University, in collaboration with five community colleges, refined BSN content based on existing robust ADN content so that required university coursework consisted only of upper division baccalaureate level nursing content and upper division general education. CSU Monterey Bay has instituted a new Post-Licensure BSN Program in collaboration with four area community colleges in which nursing students alternately attend both institutions over the course of a four year ADN-BSN curriculum. In all three models, the curricula are designed so that ADN students are dual enrolled in both ADN and BSN programs while completing the ADN.

Meeting the CCMNE core component of integrated curriculum requires establishing and maintaining open dialog and trust between CCC and CSU faculty to leverage what each contributes to the nursing student’s educational trajectory.

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SHARED FACULTY

Definition: Qualified community college and university faculty collaborate on nursing curriculum development, delivery and evaluation.

Qualified = faculty meets the regulatory, accrediting and institutional requirements for the content/clinical they teach and appointment they receive

Intent/Rationale: The principal purposes of shared faculty as envisioned in the 2008 White Paper on Nursing Education Redesign in California and further refined over the past five years are:

- 1) Partner with nurse educator colleagues with the explicit purpose of demystifying CCC and CSU educational paths to build seamless ADN-BSN progression
- 2) Provide and encourage joint professional development, structured joint faculty and/or Advisory Board meetings, and content-specific faculty work groups
- 3) Support the power of speaking with one unified nurse educator voice

Many clinical [and some theory] faculty teach in both systems and so programs are technically already sharing faculty. This CCMNE Core Component calls for formalizing the faculty relationship, however, does not necessarily require employment by both institutions. The community college and university faculty can choose to work together as professional colleagues and educators to better understand and design a seamless ADN-BSN curriculum path. Obstacles to cross-employment such as different unions do not necessarily preclude the intent of sharing faculty. Sharing faculty encourages an esprit de corps that maximizes nursing faculty resources in the development, delivery and evaluation of seamless ADN-BSN pathways while benefitting faculty and students alike.

Implementation Variations:

Members of the Collaborative Nursing Education Continuum Model ([CNECM](#)) between Sonoma State University and five service area community college nursing programs declared themselves a “Faculty of the Whole” in 2008 and publicly strengthened their existing alliance as nurse educators all on the same path....*educating the nurse of the future*. Several CNECM community college faculty co-teach upper division online SSU nursing courses in summer sessions for this program and all of the programs have traditionally shared part-time clinical faculty.

The San Francisco State University collaborative with City College of San Francisco facilitated a full faculty retreat and subsequent meetings where discoveries about each other’s curriculum, teaching methodologies and learning activities generated a sense of enthusiasm, understanding and respect for what both institutions brought to the student nurse’s trajectory. Educators were able to streamline nursing content successfully eliminating duplication or repetition of content to promote seamless ADN-BSN transition (Landry et al., 2012).

Recently, CSU Bakersfield and Bakersfield College committed to a partnership between program faculty to work together to examine and streamline curricula and continue a culture of high level collaboration in their service area.

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BSN ATTAINABLE WITHIN ONE YEAR OF ADN COMPLETION

Definition: BSN is achievable within one calendar year after completion of the ADN.

Achievable = all requirements for the BSN can reasonably be completed within 12-15 months of ADN graduation (does NOT mean that all students will elect to complete the BSN in that time frame).

Intent/Rationale: The principal purposes of BSN Attainable within one year of ADN Completion as envisioned in the 2008 White Paper on Nursing Education Redesign in California and further refined over the past five years are:

- 1) To more closely align the Post-Licensure (ADN- BSN) and Pre-Licensure BSN degree requirements and completion time frames
- 2) Identify specific steps and provide roadmap for the ADN student to complete BSN degree requirements within one calendar year of ADN graduation enrolling on a full-time basis.
- 3) Introduce ADN-BSN progression early in the nursing students' preparation for nursing education

A pre-licensure BSN curriculum can be accomplished in four academic years. If an ADN program contains similar nursing prerequisites, general education courses and nursing coursework to meet regulatory requirements, has an "articulation agreement" with the university, and optimally takes three years to complete, then, logically, the ADN graduate should have no more than one year remaining to complete a BSN. This seemed fair and was thus conceived as a reasonable goal for ADN-BSN academic progression. Unfortunately, existing system obstacles such as course-to-course articulation agreements (not degree-to-degree articulation agreements), unclear university transfer and general education requirements for the ADN population, and the "ADN-BSN Conundrum" (Close, 2013) resulted in the actual time post-ADN being closer to two full-time academic years.

Significant time and effort has been required to sort out and correct contributing structural obstacles to completing the BSN within one year of ADN graduation. Evolving effective strategies to do so include: start ADN students in required BSN [post-licensure] coursework while they are still actively pursuing the ADN; remove duplicative nursing content from university and community college curricula, standardize nursing prerequisites for CSU and CCC nursing program admission, identify and coordinate ADN and BSN general education requirements, implement portfolio courses to award "credit for prior learning," and award university nursing credit for equivalent content according to existing education code regulations and system policies (award of university nursing credit for NCLEX-RN in CSU Executive Order 1084 Section 5 is an example). Also helps to design and advise so that ADN students know and can complete ALL lower division GE and transfer requirements before university matriculation, then completion of required nursing and UDGE is only remaining coursework and more feasible to be completed within one year of ADN graduation.

Implementation Variations: A variety of approaches are present across the state. CSU Fullerton's RN-BSN program can be completed in one calendar year of full-time enrollment following completion of the ADN through the utilization of simultaneous and sequential enrollment patterns for nursing and UDGE and utilization of an upper division nursing portfolio course series. CSU Monterey Bay's academic plan blends ADN and BSN course programming and utilizes portfolio credit throughout a four year period resulting in the award of both ADN and BSN, from the collaborating community college and the BSN from CSUMB. ADN-BSN academic plans for SFSU and SSU include award of 20 units of upper division nursing credit for NCLEX (per EO 1084) which facilitates completion of the remaining 30 units of 4-year college credit in two (SSU) to three (SFSU) semesters following the award of ADN. SSU also utilizes sequential dual enrollment (summers) during the ADN program to complete the first eight units of BSN courses. CSU Channel Islands has variously utilized sequential and simultaneous enrollment to achieve BSN program completion with 15 months of ADN award.

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PERMANENCE AND SUSTAINABILITY

DEFINITION: All components of the CCMNE are institutionalized at collaborating community college and university to insure continuing program viability.

Elements = all, or a majority, of the five Core Components for the CCMNE.

Institutionalized = curriculum and policy guiding ADN-BSN pathway at community college and university have been formally approved and incorporated into the respective institutions.

Viability = CCMNE is a permanent feature of the community college and university.

Intent/Rationale: The principal purposes of permanence and sustainability as envisioned in the 2008 White Paper on Nursing Education Redesign in California and further refined over the past five years are:

- 1) Coordination between programs to facilitate student progression and completion of ADN and BSN in an efficient and timely manner
- 2) Organization and coordination of system resources such as academic advisement and financial aid to support student enrollment
- 3) Establishment of centralized processes across institutions to avoid multiple applications, fees, and transcript requests
- 4) Assure program viability under changing circumstances (such as new leadership, curriculum revisions)

Developing a system to provide sustainable access for the ADN-BSN student requires innovative strategies. The CSU system at large is not designed to respond to student demand (in terms of majors). Thus, reasonable options for financial models other than the General Fund (state funded) need to be fully examined if an increase in ADN-BSN educational capacity is desired. Within the existing state system the route of “self-support” degree programming exists and there are possibilities to utilize such a financial model for the CCMNE. Without utilizing the self-support model, an alternate strategy is to decrease enrollment in other state-funded CSU nursing department tracks (such as pre-licensure BSN or MSN) to redistribute delimited funding toward the ADN-BSN track. Both paths require serious nursing faculty and administrator discussions regarding intended and unintended consequences of choosing one or both of these options for creating financial sustainability for the CCMNE ADN-BSN pathway.

CCMNE institutional *permanence* between CCCs and CSUs is influenced by continued faculty collaborative work and commitment to curriculum redesign/coordination, formal curriculum approvals, and official transparent and comprehensive DEGREE “articulation agreements” between the institutions. Published ADN-BSN “Roadmaps” which guide students from pre-nursing at the community college through to completion of the BSN at the university (direct result of AB1295) were an important step in this process. CCMNE adds the dimension of ADN students beginning the Post-Licensure BSN coursework while simultaneously enrolled in their ADN programs ultimately leading to a decrease in time to BSN degree completion.

Implementation Variations: San Diego State University utilizes options of Cross Enrollment and Open University Enrollment to provide ADN student access to BSN coursework prior to university admission to the BSN program (without guarantee of admission attached to enrollment). The BSN degree is completed through regular university admission and part-time enrollment. CSU San Marcos delivers their entire RN-BSN program on self-support through Extended Education (“Special Sessions”) because when begun, there was no pre-existing General Fund-supported RN-BSN program at CSUSM. CSU Los Angeles has established the collaborative ADN-BSN education model with eight area community college nursing programs completely through Self-Support/Special Sessions beginning in the summer between the first and second year of the ADN program (which is distinctly different from a Post-Licensure BSN program because students are not yet licensed when beginning the BSN program).