

CCMNE RESOURCE GUIDE

California Collaborative Model for Nursing Education



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INTRODUCTION AND PURPOSE

In 2008 an alliance of California nurse leaders envisioned a seamless academic progression for ADN to obtain a BSN as described in the *2008 White Paper on Nursing Education Redesign in California*. This vision became the California Collaborative Model for Nursing Education (CCMNE) with core components consisting of Dual Admission, Integrated Curriculum, Shared Faculty, BSN Obtainable in One Year, and Permanence/Sustainability. The model reflects California nurse leaders' vision of partnerships between ADN and BSN programs to create a more highly educated nurse workforce.

Two significant events accelerated the work of CCMNE: California's legislative mandate (AB 1295) directing the community colleges and California State Universities to articulate nursing degree pathways and the Institute of Medicine Report (IOM) which essentially advocated for 80% of the nursing workforce to be BSN prepared by 2020. Neither the legislative mandate nor the IOM Report speaks to specific methodologies of achieving the goal by 2020. They focus on post-licensure ADN to BSN progression and restriction of repetitive nursing and prerequisite content.

The CCMNE core components provide evidence-based strategies to advance and sustain academic progression by building on the foundation provided by community college associate degree nursing programs. California nurse leaders engaged nursing faculty across all programs and committed to streamlining the process while upholding quality and meeting national accreditation standards. The CCMNE continues to exceed expectations of increasing access to, and timely completion of, the ADN-BSN educational pathway.

Development of collaborative models for nursing education between Baccalaureate and Associate degree nursing programs is work-intensive and time consuming. Through generous grant funding from Kaiser Permanente of Southern California Community Benefits, this CCMNE Resource Guide is available to those who wish to foster development of a collaborative. Much has been learned through growth of partnerships now in place in California. Dissemination of strategies and effective practices found in the Resource Guide can provide guidance for others who choose to engage partners in collaborative nursing education.

Information provided in the Resource Guide includes an overview of the model and several enrollment and financial models that can be considered in planning a collaborative. From a curriculum perspective, there is information about nursing prerequisites as well as general education and transfer requirements. Examples of shared teaching strategies and suggestions for combined advisory committee meetings and faculty workshops are included. The Resource Guide also has information about student financial aid and process steps to create a program development action plan. The Resource Guide is a resource to those considering developing a new collaborative program and serves as a repository of resources such as published articles and documents to support and strengthen existing programs.

CCMNE CORE COMPONENTS

The five CCMNE Core Components serve as a structural guideline and minimum goal for an ADN-BSN progression model that meets specific criteria outlined in the 2008 White Paper on California Nursing Education Redesign (Boller & Jones, 2009). The evolution of these Components is detailed in the Jones and Close (2015) *Nursing Economic\$* article cited in the Published Resources section of this Toolkit.

CCMNE Core Components from the 2008 CA White Paper on Nursing Education Redesign



In the 2008 White Paper, the call for “Permanence and Sustainability” was implied, however, not specifically indicated. As statewide work on the CCMNE evolved, this oversight was quickly recognized and added to the Model’s Core Components (thus it is asterisked in this diagram).

One of the most significant characteristics of this model is the flexibility provided by categorical requirements that may be met in a variety of ways congruent with the Component’s intent and rationale. For example, the intent and rationale, derived from the 2008 White Paper, for the Core Component “Shared Faculty” is the following:

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

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Notably, “Shared Faculty” does not necessitate faculty employment by all participating partners although that could be one type of arrangement that meets the intent and rationale.

The CCMNE allows for and encourages collaboratives to explore and develop ADN-BSN progression in ways that suit unique local and regional needs while maintaining integrity of the intent and rationale for each. This has contributed significantly to the progress made across the state in implementing academic progression and widely sharing strategies and emerging effective practices. Although the 2008 White Paper supported one model for ADN-BSN progression, once California nurse leaders committed to the principles of the Model, much progress has been made because of prudent support for interpretation and innovation while honoring and maintaining integrity of the original components.

The following pages provide information on the five CCMNE Core Components including operational definitions, intent and rationale for the component and examples of how Core Components were variously interpreted and implemented by the California Collaboratives.

Core Component
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.

Core Component
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.

Core Component
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 already teach in both systems. 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 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.

Core Component
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 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) and unclear university transfer and general education requirements for the ADN population 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). It is helpful to design the program and standardize advisement so ADN students can complete ALL lower division General Education (GE) and transfer requirements before university matriculation, with completion of required nursing and Upper Division General Education (UDGE) coursework, making it more feasible for the BSN to be completed within one year of ADN graduation.

Implementation Variations: Varied 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. CSU Channel Islands has variously utilized sequential and simultaneous enrollment to achieve BSN program completion with 15 months of ADN award.

Core Component
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 (e.g., 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, distributing allotted nursing department FTES to include CCMNE as one of the ADN to BSN tracks within the overall budget is an alternate strategy. 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 enrolled in their ADN programs effectively 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”). 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.

ACTION PLAN FOR PROGRAM DEVELOPMENT

The development of a California Collaborative Model for Nursing Education program to expedite ADN-BSN academic progression requires a specific multifaceted plan and involves a broad constituency. This section itemizes and clarifies areas that need to be investigated, negotiated and formulated to successfully establish a CCMNE.

For simplicity, this section will refer to a partnership between only one ADN and one ADN-BSN program, with the caveat that any number of either may join together in launching a CCMNE. The principles of program development remain the same for partnerships that are more complex with more partners, local or regional, public and private, all public, or all private.

Following is summary information and additions unique to California nursing education. The first two sections should be considered in conjunction with the detailed description of strategies for developing an action plan to implement any Shared Curriculum Model found at <http://campaignforaction.org/resource/shared-curriculum-model-scm>.

Evaluate Existing ADN-BSN Academic Pathway

Once the partnering institutions have decided to form a Collaborative ADN-BSN academic pathway, the first important step is to conduct a systematic analysis of the existing academic pathway for the ADN to BSN student. The “Integrated Curriculum” CCMNE Core Component does not necessarily require drastic changes to either ADN or ADN-BSN curricula. It does, however, necessitate careful inspection of what currently exists to facilitate degree requirement and course content coordination to ensure a seamless academic pathway from ADN to BSN. A truly seamless ADN-BSN plan recognizes and validates nursing prerequisites, general education/statutory requirements, and Pre-Licensure nursing content completed in the course of achieving the ADN. It also highlights the “value added” unique characteristics of the BSN curriculum, building on the ADN foundation.

Through a systematic process, it is possible to align and coordinate all of the nursing prerequisites, General Education/Statutory requirements, and ADN and BSN nursing requirements without inadvertent duplication. In the public sector, California educational institutions must follow Title 5 of the Education Code related to degree requirements in both the community college and CSU systems. Private institutions need to make certain that their academic policies and procedures are followed accordingly.

It is noteworthy that there are numerous overlaps and chances for inadvertent duplication of

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content and requirements in all of these areas because “articulation” in CSU-CCC system refers only to course-to-course (not *degree*) articulation. Be mindful that the ADN-BSN seamless pathway should “make sense” to a broad constituency, including students. This also fosters the ability to seek assistance from other academic departments, academic administrators, and faculty governance bodies in attempting to solve *degree* articulation challenges in the process of formally streamlining the degree progression.

Establish Shared Vision of Elements and Outcomes

A collaborative model infers that the institutions are working together to achieve agreed upon student outcomes. Nursing faculty should therefore communicate and share their considerable professional nursing knowledge and education strategies. If the ultimate goal is to increase access to and achievement of the BSN for ADN educated students, then all component parts need to be vetted, developed and measured against that goal. There could be circumstances where minimal curriculum changes would be required for either or both the ADN and ADN-BSN programs and one might require more extensive changes than the other. Landry et al. (2011; 2012) shared their experience in curriculum mapping and developing a collaborative workgroup to develop a streamlined ADN-BSN curriculum.

Determine Cost, Funding and Resources

In California, community college and university education costs and funding systems are markedly different. One certainty is that community college education is more affordable, more geographically available, and more accessible than university education for a large segment of the state’s population. Within the state, enrollment fees are relatively standardized across each of the individual systems with traditional admission and enrollment under the “General Fund” (“stateside”) supported academic terms.

The overall cost to achieve a BSN is significantly less for a student who begins with the ADN and then progresses to an ADN-BSN program than for a student who begins and completes the BSN at a university. The costs associated with the Post-Licensure BSN (“RN-BSN”) program can vary depending on which financial model is selected for the Collaborative endeavor. Detailed information on funding models is found in the Financial Models section of this Resource Guide. Regardless of funding obtained to launch a CCMNE, continuing viability and success depend on the prudent selection of a sustainable financial model for the Collaborative. Selecting such a model requires careful consideration and budgeting to simultaneously generate sufficient revenue for program viability over time and simultaneously maintain affordability for the student population.

In the public sector (CSU) there are a variety of options for funding CCMNEs:

1. Acquire additional FTES allotment through individual campus processes
2. Secure additional FTES through statewide legislative methods
3. Apply for program grants through Song-Brown, HRSA, CSU Commission on the Extended University, and foundations
4. Offer some or all ADN-BSN coursework through Extended Education (“self-support”)
5. Distribute allotted nursing department FTES to include CCMNE as one of the nursing programs within the overall budget.

In instances #2, #4 and #5, the CSU Chancellor’s Office should be consulted for guidance to determine the efficacy for any individual campus and the criteria that need to be met. Private universities have options #1, #3, and #5 available. Since private university program funding is essentially a “self-support” model, individual private university policies on program capacity and expansion need to be followed.

Strategies to Expand ADN-BSN Enrollment

Efforts to provide greater access to ADN-BSN education and increase the percentage of BSN educated nurses in the California workforce face the following challenges:

- Limited spaces for qualified ADN-BSN applicants in public sector programs
- Potential increased program costs for students in self-support ADN-BSN programs within public sector universities
- Restrictions related to public sector enrollment expansion
- Nursing faculty shortages
- Physical classroom space limitations
- Online course delivery capabilities/desirability to faculty and students
- Public health clinical placements

Several of these challenges can be addressed through the options for funding CCMNEs listed previously. The latter three challenges, however, do not necessarily require additional resources.

If physical classroom space is limiting the ability to increase enrollment capacity, alternative geographic locations for classrooms can be sought (such as free community meeting rooms, health care institution classrooms, and local secondary school facilities). Faculty can also explore the possibility of hybrid classroom and online course delivery to alleviate the actual physical space requirements for classroom lecture and discussion.

Commitment to online course delivery to increase enrollment capacity should be carefully

considered in terms of acceptability to faculty, associated faculty skills and need for training in online education pedagogy, availability and skill of campus IT for faculty and student support, online course development resources available for faculty, and the acceptability of online program delivery to the student population served.

As the number of students seeking BSN education increases, the need for Public Health Nursing clinical “placements” also increases proportionally. All California BSN programs must provide the minimum required didactic and clinical experience for PHN Certification eligibility. A major strategy being used across the country is to reexamine the intended curricular outcomes to determine if there are alternative methods that could achieve PHN educational goals. Some schools have successfully incorporated one or more of these approaches: simulation, project-based (rather than institution-based) clinical experiences, and leadership-PHN combined field experiences. Another option is to complete some of the PHN clinical in alternative out-of-state or out-of-country locations. The latter possibilities need to be carefully considered and discussed with the appropriate regulatory and accrediting bodies prior to initiating.

ENROLLMENT MODELS

The CCMNE's definition of dual admission states that "the current ADN student is admitted to, and sequentially or simultaneously enrolled in, a post-licensure BSN program." The intent of the CCMNE Core Component "dual admission/enrollment" is to provide ADN students with the opportunity to enroll in Post-Licensure BSN coursework while they are still completing their ADN program. This type of enrollment can take several forms.

Importantly, dual admission/enrollment engages the ADN student in BSN courses while they are actively pursuing the ADN and sets the student upon a committed academic progression path to achieving the BSN. The intent and rationale for dual admission/ enrollment is: program coordination to facilitate student progression and completion of ADN and BSN in an efficient and timely manner; system resources organization, such as academic advising and financial aid, to support student enrollment; and centralization of processes across institutions to avoid multiple applications, fees, and transcript requests.

This section references admission/enrollment possibilities in the California public education sector (the California State University and California Community College systems). For private universities, there are likely a number of issues that are similar to the public sector, however, there also may be several that are not because the private universities are not governed by Title 5 of the California Education Code. Policy and procedure regarding the enrollment of community college students in university coursework for the specific private institution should be consulted prior to developing a CCMNE. The CCMNE adheres to the belief that all institutions of higher learning embarking on collaborative relationships should have regional accreditation and must be certain that relevant policies and procedures are followed.

Classic Dual Admission/Enrollment

The first decision that a nursing faculty needs to consider is whether to design a dual admission/enrollment program where a nursing student is admitted to, and enrolls in, BOTH ADN and BSN programs simultaneously as a pre-licensure student. In this case, the CA State Board of Nursing requires submission of a new proposal and articulation agreement to the BRN Nursing Education Consultant assigned to the degree-granting pre-licensure partner (EDP-01-30). CSU Sacramento and Sacramento Community College implemented such a pilot model in 2002 and it is the prototype for which the Oregon Consortium for Nursing Education (OCNE) is known. There are no current CCMNE programs with such an admission and enrollment design.

Challenges

- Identifying and coordinating all ADN and BSN degree requirements and unique community college and/or university degree requirements in addition to California Education Code Title 5 requirements
- Coordinating Pre-Licensure nursing curricula to not inadvertently repeat or overlook required content
- BRN approval process for collaborative program (EDP-01-30)

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- Processes and costs associated with simultaneous enrollment in two post-secondary institutions
- Coordination between institutions on differing academic terms (quarter versus semester) and academic calendars
- Increased advising workload for nursing faculty/advisors
- Potential issues with transferability if student moves away from the geographic area after ADN graduation
- Need for a designated program coordinator/academic advisor to implement and monitor processes coordinated between institutions
- Increased student workload created when enrolled in both institutions simultaneously
- Coordinating scheduling of nursing classes and clinical between two academic programs
- Determining whether a “stop-out” at ADN conferral and RN licensure is permitted
- Deciding when RN licensure requirements are met and student is eligible to take NCLEX
- Agreeing which institution receives credit for NCLEX results
- Clarifying how institutions receive faculty workload credit and student unit credit

Advantages

- Supports curriculum and course coordination between the institutions engaging faculty in authentic collaboration
- Introduces to ADN students current and emerging nursing roles that baccalaureate educated RNs assume and will be assuming in the future
- Potentially pools the candidates for admission which decreases the overlap of applications for students and application processes for faculty between the institutions
- ADN-BSN curriculum time to degree can match a traditional Pre-Licensure BSN curriculum time to degree increasing production of BSN educated nurses more efficiently
- ADN students are engaged early in BSN academic progression

Innovative Dual Admission/Enrollment

If nursing faculty chooses to not combine ADN and BSN into a singular pre-licensure program for purposes of dual admission/enrollment, similar outcomes can be achieved through either a simultaneous or sequential enrollment model. For both types of enrollment, current ADN students enroll in Post-Licensure BSN coursework while they are enrolled in their [Pre-Licensure] ADN curriculum at the community college. Importantly, ADN students enroll only in Post-Licensure BSN coursework which is not, by definition, part of their curriculum for RN licensure. Effectively, the ADN students are beginning their BSN coursework “early.” The ADN student can be admitted to the university Nursing Department without full university matriculation as described in the following paragraph or they may have open access to approved BSN courses. In the classic model described above, students would be matriculated in BOTH the community college and the university and completing pre-licensure requirements in both systems.

Admission to a Post-Licensure BSN Program (official university matriculation) generally requires,

among other criteria, possession of an Associate Degree in Nursing and RN licensure. Clearly the current ADN student has neither; therefore, decisions about the nature of the ADN students' admission/enrollment in BSN coursework must be negotiated, agreed upon and made clear to all administrators, faculty, staff and potential students. In the CSU, there are options for non-matriculated students to enroll in university courses through "Open University Enrollment," "Cross Enrollment," and "Special Sessions Enrollment." Links to relevant policies are included at the end of this section. Private universities would follow their existing institutional policies and procedures for community college student enrollment in university courses.

Faculty need to decide whether or not there is an application and admission process for such ADN students to be enrolled in Post-Licensure BSN courses or whether all qualified and interested ADN students from collaborating institutions are permitted to enroll.

Simultaneous Enrollment

This model describes current ADN student enrollment in Post-Licensure BSN coursework during their regular ADN program enrollment. For example, the ADN student may be in their third semester of their nursing program and simultaneously be enrolled in the first required Post-Licensure BSN course in the same semester.

In the classic form of 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 is required as described previously. This model also requires significant effort in curriculum integration and class scheduling between the partner programs.

In an alternate form of the model ("innovative"), current ADN students can be enrolled in Post-Licensure BSN coursework during their regular ADN academic terms through Cross Enrollment or Open University in the CSU. For private universities, the same structure could be used, however, only the policies and procedures for community college student enrollment in the specific university would apply. The challenges and advantages listed here are specific to this alternate simultaneous enrollment model (see list for the Classic Dual Admission/Enrollment Model for reference).

Challenges

- Identifying and coordinating all ADN and BSN degree requirements and unique community college and/or university degree requirements in addition to California Education Code Title 5 requirements
- Coordinating nursing curricula to not inadvertently repeat content
- Determining whether to have an admission process or to offer open access to BSN courses for qualified ADN students
- Processes and costs associated with simultaneous enrollment in two post-secondary institutions
- Coordination between institutions on differing academic terms (quarter versus semester) and academic calendars
- Coordinating scheduling of nursing classes and clinical between two academic programs
- Increased advising workload for nursing faculty/advisors

- Potential issues with transferability if student moves away from the geographic area after ADN graduation
- Need for a designated program coordinator/academic advisor to implement and monitor processes coordinated between institutions
- Increased student workload created when enrolled in both institutions simultaneously

Advantages

- Supports curriculum and course coordination between the institutions engaging faculty in authentic collaboration
- Introduces to ADN students current and emerging nursing roles that baccalaureate educated RNs assume and will be assuming in the future
- Potentially pools the candidates for admission which decreases the overlap of applications for students and application processes for faculty between the institutions
- ADN-BSN curriculum time to degree can match a traditional Pre-Licensure BSN curriculum time to degree increasing production of BSN educated nurses more efficiently
- Engages ADN students early in BSN academic progression
- Does not require BRN review/approval as the Pre-Licensure curriculum remains under jurisdiction of the community college ADN program

Sequential Enrollment

This model describes current ADN student enrollment in Post-Licensure BSN coursework at times when they are not enrolled in their regular ADN program (summer is a widespread example in California; “intersession” between Fall and Spring terms can also be used).

In this model in California, qualified ADN students are either admitted the CSU Nursing department but not to the university [until they have completed the ADN program and are licensed] or they may have open access to specific Post-Licensure BSN courses. In either case ADN students may be selected from a pool of qualified applicants or they may be allowed open access to Post-Licensure BSN coursework.

These “collaborative model” students enroll through the CSU campus’ Extended Education unit in BSN Post-Licensure coursework during summer or inter-session(s). Enrollment fees are usually on a per unit basis and established according to the individual CSU campus Extended Education budgeting process. The same model design is possible for private universities seeking to implement CCNME ADN-BSN academic progression models.

Challenges

- Identifying and coordinating all ADN and BSN degree requirements and unique community college and/or university degree requirements in addition to California Education Code Title 5 requirements
- Coordinating nursing curricula to not inadvertently repeat content
- Determining whether to have an admission process or to offer open access to BSN courses for qualified ADN students

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- Coordinating multiple beginning and end of term dates for course scheduling to not overlap with academic term start or finals weeks
- Increased advising workload for nursing faculty/advisors
- Potential issues with transferability if student moves away from the geographic area after ADN graduation. Need for a designated program coordinator/academic advisor to implement and monitor processes coordinated between institutions

Advantages

- Supports curriculum and course coordination between the institutions (decreasing possibilities of inadvertent content repetition)
- Introduces current and emerging nursing roles baccalaureate educated RNs assume
- Potentially pools the candidates for admission which decreases the overlap of applications for students and application processes for faculty between the institutions
- ADN-BSN curriculum time to degree can match a traditional Pre-Licensure BSN curriculum time to degree increasing production of BSN educated nurses more efficiently
- ADN students are engaged early in their academic progression to BSN
- Does not require BRN review/approval as the Pre-Licensure curriculum remains under jurisdiction of the community college ADN program
- Does not require class scheduling coordination during the traditional academic terms

Enrollment in Post-Licensure BSN Program immediately following ADN graduation (without prior enrollment or RN licensure)

Recently several programs adopted an alternative for ADN students to be admitted to the Post-Licensure BSN program immediately following ADN graduation. Due to options available to the universities (e.g., CSU EO 1084), this route also facilitates completion of the BSN within one year of ADN graduation. It has an administrative advantage of avoiding managing multiple academic program plans along with other undergraduate and graduate nursing tracks. For this model to meet the intent of dual admission/enrollment, all other CCMNE Core Components should be in place. Some programs start the Post-Licensure BSN coursework just weeks after ADN graduation and utilize the summer session to complete up to one-third of the degree requirements making it possible for the student to complete the BSN by Spring or Summer of the following academic year.

Relevant Public Sector References

- Systemwide Nursing Policy Executive Order 1084 <https://www.calstate.edu/co/EO-1084.html>
- Cross-Enrollment example http://www.csun.edu/sites/default/files/cross_enrollment.pdf
- Open University Policy <http://www.calstate.edu/extension/openuniversity/>
- Extended Education: Self-Supporting Instructional Courses and Programs Executive Order 1099 <https://www.calstate.edu/co/EO-1099.html>

INTEGRATED CURRICULUM

In any form, the challenge to achieve a truly “integrated” curriculum between the ADN and BSN is daunting. It is crucial to understand that integrating nursing courses and content does not comprehensively address the total requirements for the respective *degrees*. The following are cautionary notes and a few of the challenges facing CCMNE partners in terms of achieving Integrated Curriculum Core Component:

- Aligning nursing curricula based on divergent theoretical/conceptual models requires full disclosure, agreement on the ultimate goal, diplomacy and negotiation
- Permanent strategies need to be negotiated to monitor/evaluate the integrated curriculum after implementation
- General Education, Statutory Requirements and unique community college and university campus-specific degree requirements must be documented and addressed
- Nursing prerequisite courses that require prerequisites themselves (“hidden prerequisites”) necessarily mean that these hidden prerequisites are *de facto* ADN and/or BSN *degree* requirements.
- Both ADN and BSN curricula contain and meet the same state regulatory content requirements for licensure
- An example of curriculum mapping for the purpose of achieving an integrated ADN-BSN curriculum is published in *The Journal of Nursing Education* (Landry et al., 2011).

All of the following sections interrelate with each other and should be considered when planning an integrated curriculum. Some topic areas are subsumed under these categories simply for consistency. For example, all eight standardized CSU nursing prerequisites also meet Lower Division General Education requirements, can be completed at the community college, and transfer/count toward CSU BSN degree requirements. Thus, the nursing prerequisites are covered in the section on Lower Division General Education.

California State University Chancellor’s Office Executive Order 1084, January 2013

For information purposes it is helpful to be aware of EO 1084 when planning formation of a collaborative between a California State University (CSU) baccalaureate nursing program and a community college associate degree nursing program. Only the salient points for collaborative nursing education are noted in this document; the entire Executive Order 1084 is available on the California State University’s Office of the Chancellor website at <http://www.calstate.edu/eo/EO-1084.html>

1. System wide Nursing Program Admission Prerequisites

Admission to CSU baccalaureate nursing degree programs, associate to master’s nursing programs, and entry level master’s nursing degree programs shall require successful completion of the system wide nursing program prerequisites as listed below. No campus may require more, fewer, or different program prerequisites that those included on the system wide list, and there shall be no prerequisites to these nursing program prerequisites.

- Oral communication
- Written communication
- Chemistry (general, inorganic, organic or integrated)
- Human anatomy (with required lab)
- Human physiology (with required lab)
- Microbiology (with required lab)
- Statistics
- Critical thinking

2. Articulation

Each CSU campus that offers a baccalaureate nursing degree program shall negotiate and implement articulation agreements with community college districts from which a significant number of nursing students transfer to that CSU campus nursing degree program (Education Code section 66055.5).

Post-licensure CSU baccalaureate nursing degree required curricula shall not include preclicensure course content that is required by the Board of Registered Nursing (Education Code section 89267.5).

Post-licensure CSU baccalaureate nursing programs shall not require repetition of courses successfully completed in California Community College associate degree nursing programs (Education Code 89267.5).

3. Credit for Demonstration of Prior Learning of Pre-licensure Nursing Content

As the California Board of Registered Nursing requires 36 units of the art and science of nursing in preclicensure programs in preparation for the standardized external National Council Licensure Examination (NCLEX), in accordance with this policy, a CSU campus may award academic credits using the NCLEX examination to demonstrate prior learning of the preclicensure art and science of nursing required by the Board of Registered Nursing.

- 1) If a student has passed the NCLEX examination, a CSU campus may apply toward the baccalaureate nursing degree one unit of academic credit for every unit of the required preclicensure community college nursing course credits that were not transferred to the CSU baccalaureate program, with a maximum of 30 semester units (45 quarter units) to be awarded through NCLEX provision.
- 2) Credit for passage of the NCLEX examination shall not be awarded when equivalent degree credit has been granted for preclicensure coursework, credit by evaluation, or other instructional processes.
- 3) Duplicate credit shall not be awarded because of overlapping tests, college-level courses, or both. Where there is partial overlap, the amount of examination credit shall be reduced accordingly.
- 4) The awarding of NCLEX credit shall be accomplished without requiring students to enroll in FTES-generating courses and without charging students a fee for the units awarded.

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Lower Division General Education

In the public sector, Title 5 of the California Education Code governs the General Education requirements for baccalaureate degrees awarded by CSUs. Each CSU campus has some autonomy when determining campus-specific requirements; however, Title 5 outlines the minimum requirements. Because each of the campuses interprets and implements these requirements in unique manners, it is important to clearly identify the campus specific requirements to which the ADN student is being prepared for transfer. Alternatively, [CSU General Education Certification](#) and the Intersegmental General Education Transfer Curriculum (IGETC) are two mechanisms by which community college students can complete CSU Transfer requirements applicable to any CSU campus. Through either of these options, students need to complete only 9 units of Upper Division General Education for the baccalaureate degree.

Community colleges traditionally offer only Lower Division (LD) courses. As transfer feeders to the CSU and UC systems, much of the coursework completed at the LD level meets CSU General Education requirements. And, much of the required GE and nursing prerequisite coursework for the ADN meets BSN degree requirements (and is transferrable). Based on [CSU Executive Order 1084](#), the following table contains nursing prerequisites for all CSU nursing programs that may be completed at the Lower Division level, transferred to count toward the BSN and meet the respective CSU GE Breadth Area Requirements. Notes are provided for clarification on the three CSU nursing prerequisites that are NOT required for all California ADN programs. Although they are not required for the ADN, they are required for TRANSFER to the CSU. They may, of course, be completed at the community college.

Lower Division GE: CSU Nursing Prerequisites/Transfer Requirements

Nursing Program Prerequisite Course	CSU GE-Breadth Area	Required for ADN	Required by CA Regulation	Notes
Oral communication	A1	√	√	
Written communication	A2	√	√	
Critical thinking	A3			CSU baccalaureate degrees require a critical thinking course that may be completed at the community college
Chemistry: general, inorganic, organic or integrated (with associated lab if required at the institution where the course was taken)	B1, (B3)	√		In most cases, chemistry is a prerequisite to physiology and microbiology making it a <i>de facto</i> prerequisite to ADN nursing programs; it is not a regulatory requirement for RN licensure <i>per se</i>
Human anatomy (with required lab)	B2, B3	√	√	
Human physiology (with required lab)	B2, B3	√	√	
Microbiology (with required lab)	B2, B3	√	√	
Statistics	B4			ADN programs require completion of math at the Intermediate Algebra or higher level. When that requirement is satisfied, Statistics certified to meet CSU GE Area B4 can be completed at the CC

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The following additional minimum CSU General Education transfer requirements may also be met at the community college (Lower Division), transferred and counted toward the BSN at a CSU:

- 9 units of Arts and Humanities
- 9 units of Social and Behavioral Science (note that the Statutory Requirement for American Institutions satisfies unit requirements in this area)
- 3 units of Lifelong Understanding

Consult the complete reference for [Transfer Student Requirements for Lower-Division Certification of CSU General Education Breadth](#) from [CSU Executive Order 1065](#).

Note that the total minimum GE Area C and Area D requirement for the baccalaureate degree is 12 units each ([CSU CO Coded Memo AA-2013-02 Attachment 1](#)). An ADN-BSN transfer student can utilize Upper Division GE to meet those final three (3) unit requirements in each Area or could complete all twelve units for both in the community college system and then enroll in additional UDGE courses at the CSU.

All CSU Post-Licensure BSN programs have completed and posted on their respective websites, Community College-CSU ADN-BSN Roadmaps. These roadmaps depict the actual requirements for achievement of the ADN, additional CSU GE and transfer requirements and all requirements for the BSN. Many are also clear illustrations of CCMNE partnerships that have incorporated all of the Core Components and have met the [AB1295](#) “...articulated nursing degree transfer pathways between the California Community Colleges and CSU...” legislative mandate.

Selected examples of CCMNE program Roadmaps may be found for the Post-Licensure BSN Programs at [CSU Fullerton](#), [CSULA](#), and [SSU](#). All of the CSU ADN-BSN Roadmaps may be accessed from the [CSU Chancellor’s Office website](#).

Transfer Requirements

Although a CCMNE may be designed to admit current ADN students prior to having all BSN admission requirements met, it is imperative that all transfer requirements be published and known to the students for eventual official matriculation in the Post-Licensure BSN program. For matriculation in a CSU Post-Licensure BSN Program, the following minimum requirements must be met:

- CSU EO 1084 Nursing Prerequisites (in preceding table)
- ADN Degree
- RN Licensure
- Minimum Overall College GPA (program specific ranging from 2.5 – 3.0)

Depending on the CSU campus and the Post-Licensure BSN Program’s [Impaction Status](#), other minimum transfer eligibility requirements may apply. Partnering schools need to be transparent and clear about requirements to enable students to determine their eligibility before applying for

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admission to a CCMNE.

To qualify for transfer to a CSU Post-Licensure BSN Program, an ADN graduate must have completed at least 60 units of transferrable community college credit at a minimum overall GPA determined by the CSU campus and its nursing department. Generally, a California ADN graduate has earned at least 60 units of transferrable college credit by completing requirements for the ADN.

At least 30 units of transferrable lower division General Education must also be satisfied to qualify for admission to a CSU. Generally a California ADN graduate has earned at least 30 units of transferrable Lower Division GE credit by completing requirements for the ADN.

For Private University Post-Licensure BSN programs specific transfer requirements for individual schools should be “translated” to the California Community Colleges ADN program requirements and endeavor to represent the transfer requirements to their schools in a manner similar to how the CSUs have done. This will help promote clarity for prospective students and their current academic advisors/education counselors to determine what, if any, additional transfer and/or degree requirements differ from the CCC-CSU collaborative partnerships.

Statutory Degree Requirements

The United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) are necessary for graduation from the CSU with a baccalaureate in any field. The six (6) units required are further defined by each CSU campus and may be credited toward satisfying General Education Breadth requirements usually in either Area C or D (CSU EO 1065). Verify specific requirements for the CSU CCMNE partner.

ADN Nursing Requirements

The CCMNE Core Component “Integrated Curriculum” is informed by the content and competency jointly expected by both ADN and BSN programs in satisfying regulatory requirements for RN licensure eligibility (Title 16, California Code of Regulations, Section 1426). These requirements are reproduced on the next page for reference.

The Model assumes a strong ADN educational foundation upon which the Post-Licensure BSN curriculum builds without duplication of ANY content (including nursing prerequisites and General Education).

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Title 16, California Code of Regulations, Section 1426 Required Curriculum

Basic Sciences: sixteen (16) semester or twenty-four (24) quarter units related to natural, behavioral and social sciences

Communications: six (6) semester or nine (9) quarter units of academic English and speech courses

Art and Science of Nursing: thirty-six (36) semester units or fifty-four (54) quarter units. Eighteen (18) semester units or twenty-seven (27) quarter units will be theory, and eighteen (18) semester units or twenty-seven (27) quarter units will be clinical practice.

Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.

The following shall be integrated throughout the entire nursing curriculum:

- The nursing process
- Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing
- Physical, behavioral, and social aspects of human development from birth through all age levels;
- Knowledge and skills required to develop collegial relationships with health care providers from other disciplines;
- Communication skills including principles of oral, written, and group communications;
- Natural science, including human anatomy, physiology, and microbiology; and
- Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

Upper Division General Education

[Title 5 of the California Education Code](#) requires that 9 units of Upper Division General Education be completed for the baccalaureate degree. Each CSU campus certifies specific Upper Division courses as meeting this requirement.

Commonly, the Post-Licensure BSN student will have GE units remaining to satisfy in GE Area C because the CSU requires a minimum of 12 units for the baccalaureate degree but the Community Colleges may only require 3 units for an associate degree. It is prudent for most CCMNE students to wait until formal CSU matriculation in the Post-Licensure BSN program before embarking on the Upper Division GE requirements. These units may also be used to satisfy in-residence requirements for the BSN. Each of the CSU nursing programs has slightly different requirements and options for BSN students to complete the UDGE requirement at their respective campus.

Post-Licensure BSN Requirements

The Post-Licensure BSN requirements build on the foundation of ADN education without repetition of coursework or content completed to meet the Prelicensure requirements for the ADN ([Section 89267.5 of the California Education Code -- AB1295 chaptered](#))

In addition to specific and unique baccalaureate nursing content and courses defined by each CSU campus' nursing faculty, in general the following requirements must also be met.

- Minimum of 120 semester units for BSN
- Minimum of 30 units in residence at CSU campus from which BSN awarded
- Minimum of 9 units Upper Division General Education
- Minimum GPA for GE Breadth Courses (established by campus)
- Minimum Overall GPA

Minimum requirements for units “in the major” and “upper division units in the major” are generally satisfied by the relatively large volume of nursing coursework required in both ADN and BSN programs.

Requirements differ for a Second (or “Post”) Baccalaureate ADN-BSN student defined as “a student admitted to that registered nursing program and who has already earned a baccalaureate or higher degree from a regionally accredited institution of higher education”. Second Baccalaureate ADN and ADN-BSN students need to complete ONLY the coursework required specifically for the nursing degree ([CA Education Code 66055.8](#)). That means they cannot be held to any additional General Education, campus specific, or statutory requirements for the ADN or the BSN.

Completion in One Year Post Associate Degree in Nursing

This CCMNE Core Component was originally conceptualized when most of the RN-BSN Programs in the state required approximately two academic years to complete requirements for the BSN after ADN completion. Most California ADN programs cannot be completed in less than 3 academic years (with minimum 1 year of GE and nursing prerequisites and 2 years of nursing coursework). Because it is possible to complete a Pre-Licensure BSN degree in four academic years, it seemed reasonable to suggest that the Model have a requirement for completing the BSN within one year of ADN conferral (could be considered “3 plus 1” model).

Up to 70 units of community college transferrable credit may be counted toward a BSN in the CSU. That leaves 50 units that must be satisfied at the CSU in order to achieve the 120 units required for the BSN. There are several strategies available in the public sector to achieve this Core Component:

- Permit current ADN students to enroll in required BSN coursework while they are completing their ADN either in regular academic sessions or in inter- and summer sessions (technically, if the student is not matriculated in the CSU at the time they enroll in this manner, these courses do not count toward the 30 units in residence required for the BSN)

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- Utilize summer session immediately following ADN graduation to achieve at least 25-33% of the required 50 units of CSU credit and complete the remaining units in two semesters or two semesters and the following summer
- Elect to award a maximum of 30 units of university credit for NCLEX-RN (Section 5 of [EO 1084](#) must be followed) effectively offsetting the number of CSU units in which the ADN-BSN student must enroll to complete the BSN. For instance, if a CSU Nursing Department requires 22 units of Post-Licensure Upper Division baccalaureate nursing credit plus 9 units of UDGE for the BSN, then 19 units of credit for demonstration of prior learning of pre-licensure nursing credit could be awarded to complete the 50 units of required CSU credit for the baccalaureate degree. Effectively, the NCLEX award as defined in EO 1084 serves to recognize the substantial pre-licensure nursing content completed in the ADN program and provide a mechanism to utilize that toward the BSN.

Private universities have the same options plus the possibility of accepting more than 70 units of community college transfer credit toward completion of the BSN. Each private university sets their own transfer requirements and may also allow only 70 units (as dictated in the public sector through Title 5 of the California Education Code), however, some may accept many more units of community college transfer credit.

FINANCIAL MODELS

There are several approaches to developing the financial model to support a CCMNE. The following provides a general overview of potential strategies in the public and private sectors. Whatever model is selected, nurse educators need to be committed to a financial sustainability to assure future student access. Although some CCMNEs may be initiated with federal, state, local or foundation funding, the long-term program viability needs to be carefully planned so that when the “pilot” phase is completed, the Collaborative can be successfully continued.

CSU General Fund (“Stateside”)

The first and most recognizable strategy in the public sector is for the existing Post-Licensure BSN program to expand capacity to include current ADN students in dual admission/enrollment in traditionally [“state”] funded academic terms. In this model ADN students may enroll through Cross Enrollment and/or Open University. CSU Nursing Departments can decide which courses are available for such enrollment, what qualifications the current ADN students need to be eligible to enroll, and how many students can be accommodated in this fashion. Students enrolled in this manner do not generate FTES (Full-Time Equivalent Student) “on the stateside” and do not receive “in residence” credit for the coursework they complete because they have not been officially admitted to the university.

When the student has completed their ADN and obtained RN licensure, they can then be admitted to (matriculate in) the existing “stateside” Post-Licensure BSN program at which time their enrollment generates FTES and counts toward their residency requirement for the BSN.

Since the State General Funded academic year operates on an FTES budgetary model, CSU campus specific targets and policies must be followed if this model is adopted. It is noteworthy that in this model, if the CCMNE and eventual Post-Licensure BSN program intends to increase capacity, enrollment adjustments may need to occur in other disciplines including other nursing programs. This is a serious challenge that must be thoroughly and appropriately vetted at each campus prior to implementing a CCMNE that ultimately contributes to FTES in the General Fund-supported academic year.

CSU “Self-Support”

A CSU campus may develop and implement an entirely “self-support” Post-Licensure BSN program if certain policy restrictions are fully met ([CSU EO 1099](#)). The first important principle is that a proposed self-supported degree program that would supplant an existing General Fund supported program would not be allowed. If there is not an existing Post-Licensure BSN program at the CSU campus, then a self-supported program could be proposed and implemented if approved through appropriate channels. If there is an existing Post-Licensure BSN program at the CSU campus, then a self-supported program that supplements the existing program is possible if the program meets the requisite conditions specified in EO 1099.

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The requisite conditions that must be met to offer an existing degree program through self-support are fully described in CSU EO 1099. It is important to consult with campus academic officials, academic senate and the CSU Chancellor's Office if considering offering Post-Licensure BSN under self-support. Offering the entire Post-Licensure BSN program on self-support requires meeting the criteria of EO 1099 and developing an equitable budget that fully supports quality program delivery without students incurring excessive fees. An entirely self-supported BSN degree program would be delivered through the campus' Extended Education unit (prior to the 2014 EO 1099, such programs were referred to as "Special Sessions").

The striking difference between the General Fund and Self-Support models is that the latter requires thorough and transparent budgeting as though it is a "business" separate from the usual stateside academic terms. The Post-Licensure BSN curriculum that is delivered under self-support is exactly the same academic curriculum that is or would be offered on the stateside – only the financial model differs between the two.

In the self-support financial model, no General Fund resources can be utilized meaning that all associated program delivery and operating costs must be covered through student enrollment fees (and possibly foundation, state or local grants to begin). Thus, all fees and/or costs must be covered including, at minimum, the following:

- ◆ CSU Chancellor's Office
- ◆ CSU campus
- ◆ CSU campus Extended Education
- ◆ Faculty course development and delivery
- ◆ Program director
- ◆ Faculty travel
- ◆ Clinical supervision

The student fees are generally developed on a per-unit basis and the minimum number of enrolled students sufficient to produce the revenue required to cover all costs needs to be determined. In some cases the total cost for students enrolling through this model may be close to that of enrolling through the stateside model (it is not always more expensive than stateside). It is prudent to budget for an entire cohort's program assuming a 20% attrition rate due the myriad reasons Post-Licensure BSN students take leaves of absence or drop out of programs altogether.

CSU Combination "Stateside" and "Self-Support"

In some instances it might be worthwhile to combine the financial models for a variety of reasons. Current ADN students could enroll in self-support courses in summer and/or intersession through Extended Education administered options while they are still in their ADN program. They could apply for admission to and be fully matriculated in the Post-Licensure BSN program upon completion of the ADN and RN Licensure. The financial model in this instance needs to take into account the individual revenue generating capacity of the self-support courses and then also consider the FTES that will be generated once the students are fully admitted to the university.

Private University

All private university governance and policy aspects need to be identified and either followed or officially altered to support development of a CCMNE model. Because the private university is, by definition, a self-support model, the campus rules for departmental budgeting guide the possibilities for offering current ADN students access to Post-Licensure BSN coursework. If the school has existing policy that permits non-matriculated students to enroll in university coursework leading to a degree, then this route could be considered for the ADN student population. Clear, specific, and completely transparent rules regarding this type of enrollment for current ADN students needs to be available to community college administrators, education counselors and nursing faculty so they may appropriately support and guide students electing to enroll in such courses.

The private universities may elect to admit current ADN students to their Post-Licensure BSN programs either with official matriculation or on a contingency basis if there is such provision in their university policies and procedures. Doing so follows the CCMNE model of “dual admission/enrollment” through which the students could enroll in traditional or non-traditional academic terms. Non-matriculated students may also be permitted to enroll in BSN coursework without full admission status depending on existing university policies.

Similarly to the CSU “self-support” model, the budget for a CCMNE needs to be developed to cover all costs/fees required by the parent institution to deliver the program

FACULTY STRATEGIES

Collaboration during development and implementation of any project takes patience, hard work, and strong commitment to successfully achieve the ultimate desired product. Creating opportunities for more nurses to achieve a baccalaureate degree by blending associate and baccalaureate degree nursing programs in some way is no different.

Collaborative ADN-BSN programs have successfully emerged with the commitment, patience and diligence of nursing faculty and leaders throughout California. Perhaps some of the following suggested strategies may be helpful for those who are planning or are in the midst of implementing nursing education collaborative programs. One major key to success is involvement of faculty.

Faculty Strategies for Development Phase

- Nursing program directors and/or chairs discuss with faculty the concept of collaboration between associate degree and baccalaureate nursing programs.
- Meet with administration to ascertain the potential of forming a collaborative based on institutional policies and regulations.
- Bring faculty together to review theory and clinical objectives, course descriptions, textbooks and curricula of both programs
- Develop a draft plan with faculty involvement (Please note Action Plan for Program Development in this Resource Guide)
- Review and revise the plan as needed

Faculty Strategies for Implementation Phase

- Potential for faculty to teach in both programs
- Form a mutual Community Advisory Committee
- Faculty from both programs meet frequently to review progress
- Periodically one or more faculty attend a faculty or curriculum meeting at a partner school

INCREASING DIVERSITY IN NURSING

Nursing leaders and nurse educators have long recognized the need for a more culturally diverse nursing workforce to provide for health care needs of all people. Nursing has made progress in recruiting more students and graduating nurses who represent the population they serve but much is still to be done.

California State University, Los Angeles (CSULA) has formed an ADN-BSN collaboratives with twelve (12) community colleges in the Greater Los Angeles region. The region has a large diverse population and, as such, provides opportunity for nursing programs to increase the number of nursing students from numerous ethnic groups. The faculty at CSULA incorporated the following strategies to help increase diversity in their collaboratives which in turn will increase diversity in their graduates:

1. Work with community colleges that have diverse populations. This information is public and is available on the colleges' websites. The college demographics most often reflect the community demographics.
2. Communicate with the respective program directors to identify specific nursing program demographics
3. Encourage the community college nursing programs to reach out to minority nurses' associations to assist in recruitment to nursing
4. Gather detailed demographic data self-reported by the student and then sub-categorize the data to help determine which sub-groups need greater representation in nursing

STUDENT FINANCIAL AID CONSIDERATIONS

Disclaimer: This information is provided as a guideline only. Any and all Student Financial Aid issues/arrangements for a specific CCMNE should be discussed and verified with the respective Community College and University Financial Aid Offices.

Although faculty are not directly involved in student financial aid decisions, there are important regulations and principles to keep in mind when designing or changing CCMNE programs to create/preserve financial aid eligibility for enrolled students. Students can be enrolled in, but cannot receive federal or state financial aid from, two institutions at the same time (financial aid is administered by only one).

Type of Student Enrollment

- **Current ADN student enrolled in university [State General Fund supported] BSN courses in regular university academic term** (in the CSU, “Cross Enrollment” or “Open University”). Financial aid originates in the CCC and in some cases may cover the per-unit cost of enrollment in lower division courses if student is matriculated in BSN program.
- **Current ADN student enrolled in university BSN courses in summer or intersession terms** (offered through Extended Education) may be considered for continuing financial aid originating at the CCC because they are enrolled in academic/”credit” courses (not in continuing education non-credit courses). To qualify, total enrollment minimum of 6 units in the term may apply with CCC financial aid. Need to clarify with CCC financial aid office.
- **Current ADN student admitted to BOTH community college AND university** (“dual admission”) and enrolled at either or both. Financial aid originates in the CCC and student is eligible for financial aid originating in the CSU upon formal admission (matriculation) to the CSU. Enrollment in individual academic courses through Extended Education does not meet matriculation criteria unless the BSN is offered as a “Special Sessions” degree program (meets the academic standards of the discipline and is awarded by the university).
- **ADN graduate fully matriculated in a BSN program** is eligible for financial aid if CCMNE program is delivered through State General Fund or Extended Education (the key here is that the student enrolled in an Extended Education “Special Sessions” degree program is completing academic coursework (“credit” courses) toward the BSN – they are not just taking non-credit courses which are also offered by Extended Education but are not academic courses leading to a degree).
- **Special Case – Second Baccalaureate (2nd Bacc) Post-Licensure BSN Student**
The CSU currently allows only NURSING to admit 2nd Bacc students (classified as PostBac in CSU). Although 2nd Bacc students may not be considered eligible for traditional federal or state financial aid, there may be other funding opportunities at national, state, local, and employer levels as well as professional organizations and special funds for nursing students.

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Minimum Number of Enrolled Units

Enrollment in a minimum number of units, generally 6 units in an academic term/semester, is required to qualify for many types of financial aid. Some types of financial aid require “full-time” enrollment which is defined as 12 units of undergraduate coursework in a semester. Enrollment status in summer session for purposes of student financial aid may be defined differently by each CSU campus. CCMNE programs can consider scheduling nursing coursework to meet the campus’ enrollment minimum number of units required for student financial aid eligibility.

Matriculation in (Admission to) Degree Program

To fully matriculate in a Post-Licensure BSN program, most CSUs include both ADN graduation and RN licensure as admission requirements. This limits CCMNE “dual enrolled” ADN students from accessing financial aid from the university regardless of whether or not they are receiving financial aid at the CCC. However, they may apply their CCC financial aid award toward university enrollment in academic coursework leading to a degree (specifically required BSN courses). The CCC Financial Aid Offices would need to understand the nature of the student’s CSU enrollment in legitimate academic coursework required for the BSN degree.

Because a student’s financial aid comes from only one institution at a time, there is no perceived benefit to a CCMNE designing current ADN student “conditional admission” to the BSN program to coincide with their current ADN admission, at least insofar as financial aid is concerned.

Sources of Student Financial Aid

Grants	Scholarships	Federal Work-Study	Federal Loans	Alternative Loans
<ul style="list-style-type: none"> • FEDERAL Pell and SEOG • STATE SUG, Cal (CSAC), MCS, EOP 	<ul style="list-style-type: none"> • UNIVERSITY • EXTERNAL Professional Organizations 		<ul style="list-style-type: none"> • SUBSIDIZED • UNSUBSIDIZED 	<ul style="list-style-type: none"> • Banks • Credit Unions • Family

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