

NURSING

January 16, 2007

Consensus Support Agreement

Career Technical Credit Transfer (CT²)

Introduction:

Amended Substitute H.B. 66 has directed the Ohio Board of Regents to work collaboratively with the Ohio Department of Education's Office of Career-Technical and Adult Education (CTAE), public adult and secondary career technical education and state-supported institutions of higher education to establish criteria, policies, and procedures by April 15, 2007, to transfer agreed-upon technical courses from one system to another.

The intent of H.B. 66 enables students to take equivalent technical courses anywhere within the public educational system and transfer technical credits without unnecessary duplication or institutional barriers. The CT² initiative builds upon and extends the articulation and transfer activities of the Board of Regents as specified in H. B. 95. Existing policies and implementation practices associated with H. B. 95 will serve as the model for the CT² initiative. Together H.B. 95 and H.B. 66 serve as the largest curriculum revision effort in Ohio's history.

The Ohio Nursing Articulation Model:

A statewide nursing articulation model was developed at the recommendation of the Ohio Collaborative Project: Nursing Workforce 2000 (1996-2000). The recommendation stated that there was a need for a statewide nursing articulation plan to enable optimal educational mobility for nurses in Ohio (p 1, Ohio Nursing Articulation Model, ONAM). Subsequently, the Ohio Nursing Articulation Model was developed by the Ohio Nursing Collaborative for Educational Mobility (ONCEM), that served to create a coordinated system of nursing education in Ohio. The model deals exclusively with nursing courses and leaves decisions about transferability of foundational sciences and general education courses to participating institutions (p 7, ONAM).

Many public state-supported pre-licensure practical nurse (PN) and registered nurse (RN) programs housed at career technical institutions and two- and four-year colleges and universities voluntarily participate in ONAM. "Nursing programs participating in this model recognize that articulation students have met course objectives and outcomes of their previous program" (p 8, ONAM).

Participating nursing programs have agreed to grant "a minimum of 30% of the nursing credits required by the receiving academic institution/program" (p 9, ONAM). These credits are granted to applicants when all three of the following conditions are met: (1) hold a current license to practice as a Licensed Practical/Vocational Nurse in at least one U. S. state or territory, (2) be admitted to an associate degree RN program, and (3) pass the RN Transition Course.

The LPN/LVN to RN Transition Course.

The mechanism for advanced placement in ONAM is the LPN/LVN to RN Transition Course, which serves to validate prior learning, updates and enhances a student's knowledge, begins the role transition, and prepares for placement in an associate degree RN program (p 9, ONAM). After consulting with the Ohio Nursing Collaborative for Educational Mobility, the CT² Nursing Faculty Panel concluded that access to pre-licensure associate degree registered nursing programs for LPNs would be enhanced by adoption of a standard statewide transition course. The ONAM Transition Course could serve such a purpose. Programs wishing to embellish the core content of the ONAM Transition Course could do so by overlaying bridge courses to suit their purposes. The amount of college credit awarded for the core content associated with the ONAM Transition Course would be set at a minimum level.

Learning Outcomes:

Learning outcomes form the basis for a system of equivalency. Thus, a selected group of nursing educators and administrators have been empanelled to articulate the learning outcomes needed to transition from a licensed practical nurse to a pre-licensure associate degree RN program within the public education system of Ohio. These learning outcomes do not supersede or replace credentialing or licensing examinations, if applicable, nor do they usurp the authority of state or national accrediting or approval bodies. Moreover, admission requirements of individual institutions are unaffected by the implementation of the CT² outcomes.

In support of H.B. 66 and in an effort to formalize a statewide guarantee enabling progression from the LPN to associate degree RN the panel of nursing educators has articulated the 30% content equivalent to the learning outcomes associated with transitioning from practical nursing to registered nursing. These learning outcomes are in a document titled "Practical Nursing Technical Learning Outcomes," which was drafted by the CT² Faculty Nursing Panel in October 2006. The basis for these outcomes are the NCLEX-PN Test Plan ® and the Ohio Revised Code Chapters 4723.01, Definitions; 4723-4-04, Standards Relating to Competent Practice as a License Practical Nurse; and 4723-5-14, Curriculum for a Practical Nursing Education Program.

Pathways to Registered Nursing:

The pathway to licensure as an RN may begin in many ways. Individuals may begin nursing education by enrolling in a curriculum of study that prepares them to sit for an examination to earn a credential as a State Tested Nursing Assistant (STNA). If a program so desires, STNA may be viewed as a pre-requisite for practical or registered nursing and precede established pathways: (STNA → PN → ADN → BSN) or (STNA → ADN → BSN).

Regarding STNA the CT² Nursing Panel recommends the following:

When STNA content is a pre-requisite for pre-licensure RN programs, the credential must be accepted by these programs if:

- ✓ The STNA course is approved by the Ohio Department of Health; and
- ✓ The student passes the course; and
- ✓ The student has completed the STNA course within 24 months of applying to the pre-licensure RN program OR the applicant possesses a current STNA card.

Conclusion:

In support of H.B. 66 and in an effort to improve mobility of students throughout the state and to improve access to associate degree nursing education for licensed practical nurses, the CT² Nursing Faculty Panel has reached consensus agreement on four essential basics.

- A standard transition course (based on ONAMs model) would add consistency to the validation of prior learning and ease the role transition from LPN/LVN and help to prepare LPNs for advanced placement in associate degree nursing programs.
- A set of learning outcomes that represents the skills and knowledge needed to transition as an LPN to an associate degree nurse education program that prepares candidates to sit for the NCLEX ® examination to become a registered nurse (RN).
- A set of learning outcomes that represents a minimum of 30% of the technical nursing credits to be granted to LPNs once admitted to associate degree nursing programs and only after passing the standard transition course.
- Education/training as a State Tested Nursing Assistant (STNA) may be viewed as a pre-requisite for practical or registered nursing and precede established pathways. When STNA content is a pre-requisite for pre-licensure PN and RN programs, the credential must be recognized by admitting programs.

These essential basics do not supersede individual program admission requirements.

References:

Ohio Nursing Articulation Model. September 2003-2005. Ohio Nursing Collaborative for Educational Mobility. Funding: Grant to Ohio League for Nursing by the Helene Fuld Health Trust. Rocky River, OH.

