



**National League  
for Nursing**

# **NLN VISION STATEMENT: ACADEMIC PROGRESS IN NURSING EDUCATION**

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### **MISSION**

The National League for Nursing (NLN) promotes excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community (NLN, n.d.).

### **CORE VALUES**

The National League for Nursing implements its mission guided by four dynamic and integrated core values that permeate the organization and are reflected in its work: Caring, Integrity, Diversity and Inclusion, and Excellence (NLN, n.d.).

### **INTRODUCTION**

Academic progression in nursing refers to the formal, structured advancement of a nurse's education from one level of nursing degree to a higher level, with the goal of enhancing knowledge, skills, competencies, and professional opportunities. This progression supports the development of advanced clinical practice, leadership, education, research, and healthcare policy roles within the nursing profession and supports the concept of lifelong learning.

Innovative approaches that promote academic progression in nursing from the practical nursing/vocational nursing (PN/VN) level through to the doctoral degree are needed to continue to strengthen the nursing workforce. Strategies that expand access, increase educational capacity, and ensure high-quality pathways will enhance the nursing workforce and support a seamless continuum of education that meets the evolving demands of healthcare.

### **BACKGROUND**

In 2007, through its Reflection & Dialogue publication, *Academic/Professional Progression in Nursing*, the NLN (2007) encouraged multiple entry points to promote diversity of the nursing workforce, provide increased access to nursing, and contain the cost of educating health care professionals. In 2011 with its Vision Statement *Academic Progression in Nursing Education*, the NLN (2011) restated its commitment to prepare a more educated and diverse workforce, this time calling for clinical practice partners to work together to create new models of academic progression that move graduates to advanced degrees more efficiently and with less cost.

The *Future of Nursing: Leading Change, Advancing Health* proposed that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression (Institute of Medicine, 2011). The *Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity* stated that foundations, state government workforce programs, and the federal government should support the academic progression of socioeconomically disadvantaged students by encouraging partnerships among baccalaureate and higher-degree nursing programs and community colleges; tribal colleges; historically Black colleges and universities; Hispanic-serving colleges and universities; and nursing programs that serve a high percentage of Asian, Native Hawaiian, and Pacific Islander students (National Academies of Sciences, Engineering, and Medicine, 2021). With heightened attention to the urgency of preparing a

strong, diverse, and practice-ready workforce, now and into the future, it is time to act on advancing academic progression in nursing education.

## **SEAMLESS ACADEMIC PROGRESSION**

Seamless academic progression in nursing refers to the intentional design of articulation pathways that enable students to move efficiently from one degree level to the next such as from a PN/VN level to an associate degree in nursing (ADN), ADN to baccalaureate of science in nursing (BSN), and BSN to master of science in nursing (MSN), or doctoral (doctor of nursing practice [DNP], doctor of philosophy [PhD]) degree without unnecessary duplication, delays, or financial burdens (Overholser, 2023). These pathways outline how credits, coursework, and clinical experiences transfer between programs or institutions. Pathways can be simple (designed by individual institutions) or complex (part of statewide systems), influencing how easily students can navigate degree progression.

Simple articulation allows individual institutions to define transfer credits and admission processes, though financial aid and curriculum alignment may remain fragmented. State or system-wide articulation agreements create standardized transfer articulation pathways, easing student progression with curricular alignment. When implemented at the state or system level, they ensure consistency across institutions, reduce redundancy in coursework, and make academic progression more efficient and transparent for nursing students (Worsham et al., 2021). Dual admission or co-enrollment integrates associate degree and bachelor's degree coursework to varying degrees, enabling students to be identified early for BSN advancement, though program capacity and financial aid complexities may persist (Bowles et al., 2020). Complete curricular integration fully embeds BSN coursework into the ADN curriculum, granting students each degree upon that program's completion while ensuring coordinated financial aid and institutional recognition. Each model presents different levels of efficiency, structure, and student support (American Association of Colleges of Nursing [AACN], 2024a). The goal is to support lifelong learning and help nurses advance their credentials with minimal disruption.

A seamless progression model relies on alignment and collaboration among academic institutions, accreditation bodies, and clinical practice partners to ensure curricula are coordinated and transferable, support structures are in place, and policies are designed to encourage rather than hinder progression. Ideally, this results in clear, well-supported pathways that recognize prior learning and experience, accommodate diverse learners, and respond to the growing complexity of healthcare.

While academic progression between PN/VN and ADN to BSN programs occur between institutions, academic progression programs also can exist within institutions. For example, BSN programs that allow students to take graduate courses, facilitate admission and sub-matriculation to MSN, DNP, and PhD programs. Similarly, this allows for a more rapid transition and reduces economic burdens for graduate education.

### **Articulation Agreements**

One strategy to design articulation pathways is through formal partnerships between academic institutions, most often between community colleges and universities. These agreements define credit transfers and how students can advance academically. The need and benefits of articulation agreements between institutions are widely recognized and require trust, conversation, strengthening relationships, compromise, and opportunity (American Association of Collegiate Registrars and Admissions Officers, 2019). Articulation agreements, through the creation of seamless credit transfer and standardized curriculum, promote more rapid educational mobility and cost efficiency for individuals. The ultimate

benefit for patients, families, and health systems is a better skilled workforce and patient outcomes.

The landmark *Future of Nursing Report: Leading Change, Advancing Health* (IOM, 2011) promoted recommendations regarding articulation agreements as a strategy to create and sustain a skilled nursing workforce capable of meeting emerging challenges in healthcare. The recommendations emphasized the need to create seamless strategies for higher education of nurses, supporting articulation agreements. Key to actualizing these recommendations is the development of articulation agreements from PN/VN and ADN to BSN; and BSN to MSN, DNP, and PHD.

## **CHALLENGES AND OPPORTUNITIES**

### **Gaps in Academic Levels**

Although several excellent articulation models exist, the academic journey for nursing students navigating between different degree pathways may present numerous challenges that impact educational progression and professional development. Educational preparation varies significantly between PN/VN, ADN and BSN programs, creating knowledge disparities that become evident during academic transitions. Educational outcomes for PN/VN graduates traditionally focus on the entry technical level of nursing and support the lessened scope of practice identified by regulatory agencies than for graduates from RN programs. Students transitioning from ADN programs, which typically emphasize hands-on clinical skills, often struggle with the heightened focus on critical thinking, research methodology, and scholarly writing demanded in BSN curricula (Iheduru-Anderson, 2021). Furthermore, limited exposure to evidence-based practice (EBP), quality improvement methodologies, and nursing informatics in ADN programs creates knowledge deficits that must be addressed in higher-level coursework. This adjustment becomes particularly pronounced in RN-to-MSN pathways where insufficient leveling between degree requirements can create substantial learning gaps.

### **Admissions**

Rigorous admissions processes that focus only on grade point averages and high-stakes testing scores remain a barrier to admitting students who possess the skills, attributes, and experiences essential to excel in the nursing profession (Gartrell et al., 2020). Nursing leaders should evaluate the current admissions process and requirements and identify strategies to holistically review a candidate's capacity for success. A holistic review in college admissions is a strategy that promotes diversity and inclusivity, particularly by focusing on diminishing or eliminating education disparities for disadvantaged students (Bastedo et al., 2018; Glazer et al., 2016; Vick et al., 2018). Holistic admissions review allows for a more mixed pool of applicants based on criteria beyond past academic accomplishments (Association of American Medical Colleges, 2023).

A holistic admissions process is used to increase student diversity by considering students' skills, talents, and experiences, in addition to prior academic success. Increasing the diversity of students admitted into nursing programs can enhance the cultural competence of the workforce and assist with ensuring that the diversity of healthcare providers is representative of the patients being served (Thomas & Booth-McCoy, 2020).

Prerequisite requirements reflecting the liberal arts core should be evaluated for students who are returning to practice as an RN (BSN or Master's Entry). The importance of science core coursework is clear because it prepares students for rigorous nursing study and supports the fundamental knowledge needed for the development of safe, EBP.

Nevertheless, students are often required to complete all prerequisite courses listed for a program, despite their prior experience. An effective method for assessing knowledge acquired outside of the educational setting is through a prior learning assessment (Lee & Dapremont, 2020). This process evaluates a potential student for prior knowledge through credit by examination or the completion of a portfolio to demonstrate evidence of experiential learning. Allowing credit for prior experiences decreases the time and financial burden imposed on students who wish to further their education.

### ***Inconsistencies Across Programs***

Inconsistencies in regulatory licensing board requirements make granting credits for prior experience difficult for nursing. Establishing standardized approaches to awarding prior learning credits for life experiences can facilitate completion of nursing programs and decrease time and cost commitments for students. Creating a plan which allows for completion of clinical hours and competencies while earning income would increase efficiency and decrease the workload that students must carry when taking nursing coursework while also working to generate an income.

Credit transfer complications frequently arise when entry into practice or graduate programs evaluate prior coursework, sometimes requiring additional general education credits that extend time-to-degree completion. Complications also occur when moving from any educational level to another, even from one institution to another in the case of a student transferring to another program at the same degree level.

The prevalence of online delivery formats necessitates proficiency in digital literacy, self-directed learning, and time management skills not explicitly developed in traditional nursing education. These challenges are compounded by the variable academic readiness of transfer and returning students, who may enter programs with inconsistent preparation in essential scholarly competencies such as academic writing, research literacy, and critical analysis.

### ***Faculty Shortage***

A major barrier to student progression is the inability of nursing programs to accept all qualified applicants. The primary barriers continue to be insufficient numbers of faculty, clinical placements, preceptors, classroom space, and financial restrictions (AACN, 2024b). Nursing programs across the country are experiencing shortages of educationally and experientially prepared faculty in both the classroom and clinical settings (Lee et al., 2024). Support is needed from academic institutions to dedicate financial resources to hiring and offering competitive salaries to nursing faculty. Although there is an increase in enrollment across most undergraduate and graduate programs at U.S. nursing schools, there remains a decline in research-focused doctoral (PhD) programs, where several barriers to enrollment remain (AACN, 2025). Creating seamless progression pathways can facilitate preparation of more nurse educators, which will allow nursing programs to admit qualified applicants to full capacity (Overholser, 2023).

### ***Shortage of Clinical Sites***

Clinical learning experiences are a critical component of nursing education, providing students with opportunities to integrate theoretical knowledge, develop clinical judgment, and achieve competency in professional practice. Evidence suggests that the quality and scope of clinical experiences significantly influence student learning outcomes and may affect future career trajectories (Zhang et al., 2022).

Insufficient clinical placement opportunities and faculty shortages have been persistent barriers to increasing nursing school enrollment for more than a decade. In 2023 alone, U.S. nursing schools turned away 65,766 qualified applications, primarily due to shortages in clinical sites, faculty, and preceptors (AACN, 2024b).

In addition to a general lack of clinical placement availability, particularly in acute care settings, programs are often limited by institutional scheduling practices, which may limit clinical learning experiences to weekday, daytime hours. Further complexity arises from variations in nursing licensure board regulations regarding clinical site requirements, allowable use of simulation, and mandated clinical hours. These regulatory differences hinder program flexibility, restrict capacity growth, and create barriers to seamless academic progression across states.

### **Student Preparedness**

Inconsistencies in the preparation of students during COVID-19 pandemic has led to variability in the amount and quality of preparation that students received in pre-requisite science courses (Spector & Silvestre, 2024). Educators at all levels have identified a gap in the foundational knowledge and a need for early identification and remediation of science and math courses to prepare students for the rigor of nursing courses. The pressures of high stakes testing in nursing coursework, combined with a deficiency in study skills can lead to low confidence levels, desperation, and potential for academic misconduct of students (Williams & Dahan, 2022). Ensuring that students are aware of university resources for success, referring for testing accommodations when applicable, and having one-on-one advising can assist with identifying resources that are appropriate for each individual student (Jeffreys, 2020). Having a trained retention specialist or faculty member with reassignment time to focus on retention can allow for a case management model of tracking students who are experiencing academic or social difficulties, and get them connected with university resources (Jeffreys, 2020; Williams & Dahan, 2022).

### **Resources and Support**

The development of success skills such as quality study habits, time management, reading for comprehension, writing, self-advocacy, and mindfulness need to be evaluated and further developed to increase success for students attempting to further their degree. Knowledge and skills can be supported through peer nursing tutors and use of university experts such as the counseling center and disability resources offices. Empowering students with the skills needed and an optimal environment to be assessed allows for all types of learners to have equitable opportunities for demonstrating knowledge and competence. Success skills also are important to practice and include people or relationship skills, creativity, professionalism, ethical and moral practice, and teamwork. Success skills training should be initiated either prior to, or early in, nursing program curricula in order to equip students for the rigorous nursing coursework. Collaborations with university resources such as career centers and wellness centers can allow for content experts to deliver information and skills that will contribute to success.

Financial constraints present a challenge to those who wish to further their education. Universities are experiencing decreased enrollment and lower funding throughout the country, resulting in increasing tuition costs to students (Stein & Fano, 2022). Furthermore, the rigor of nursing coursework often requires students to decrease work hours, resulting in a loss of income. This, combined with the higher cost of living, makes the need for grant funding, loans, and scholarship opportunities a requirement. In addition, federal loan limits may not allow students to cover the full costs of tuition, fees, books, and other expenses. Initiating collaborations with clinical partners to allow students to gain experience in

healthcare, while having a schedule that is flexible to accommodate school and clinical schedules, can present a win-win situation to filling staffing gaps in acute care facilities.

Returning to school for either a bachelor's or graduate degree can be challenging for those who have been out of school for a length of time (Jones-Darnell, 2023). Having the support in place to reintroduce study habits, orient to learning management systems, provide mentors and integration into the academic environment is necessary to prepare working nurses to return to school. Discussion with nurses about the benefits and opportunities available to them once completing a higher degree is an essential first step. Many employers initiate clinical ladders and promotional opportunities when achieving higher degrees. In addition, there are tuition reimbursement, loan repayment programs, and other incentives that should be initiated, advertised, and used to allow current health professionals the opportunity to return to school to further their education.

### **Gap Between Academia and Practice Expectations**

The disconnect between academic preparation and clinical practice in nursing, commonly called the theory-practice gap, is a persistent challenge impacting new nurses as they transition into the workforce (Huston et al., 2017). Academic programs often prioritize theoretical knowledge, research, and exam preparation, while clinical environments demand rapid decision-making and sound clinical judgment under pressure. Despite rigorous curricula, researchers show that only about 23% of nursing graduates demonstrate entry-level competency (Kavanagh & Szveda, 2017). Instructors frequently rely on simulations and controlled scenarios, which in some cases may not replicate the complexity and unpredictability of real-world healthcare settings. Additionally, limited exposure to interdisciplinary communication leaves new nurses struggling with teamwork and assertive dialogue in professional settings. Another critical factor is the experience gap between faculty expertise and current practice leading to instruction that may be outdated or idealized. Though EBP is emphasized academically, new nurses often face time constraints or lack the confidence to implement EBP protocols consistently on the job. Perhaps most importantly, the transition from education to independent practice is abrupt; graduates often report feeling unsupported, overwhelmed, and underprepared, which can contribute to high burnout and attrition rates. Addressing this gap requires stronger partnerships between academia and clinical settings, updated curricula informed by current practice, and robust transition-to-practice programs that ease graduates into professional life with mentorship and support.

### **VALUE OF ACADEMIC PROGRESSION AND ADVANCING COMPETENCIES**

Academic progression in nursing education plays a vital role in enhancing nursing competencies by fostering clinical judgement, advanced decision-making skills, and EBP. As nurses advance through articulation pathways to higher degrees, they gain broader knowledge in leadership, research, and specialized clinical expertise. This continuous development ensures that nurses can provide high-quality patient care, adapt to healthcare innovations, and take on advanced roles in education, administration, and practice.

Gaining increased competency through advanced education is essential for today's nurses to effectively navigate the evolving complexities of healthcare. Higher education significantly enhances a nurse's knowledge and skills, particularly in areas such as critical thinking, leadership, case management, and health promotion and ultimately impacts key patient outcomes (Chau et al., 2025; Falk et al., 2023). Encouraging lifelong learning and supporting pathways to higher degrees ensures that the nursing workforce remains competent, adaptable, and prepared to meet the demands of modern healthcare. Healthcare organizations and the profession must recognize the value academic

progression brings to ensuring a competent workforce and essential pipeline of new nurses and nursing educators to the workforce.

## **COLLABORATION BETWEEN ACADEMIC NURSING INSTITUTIONS AND PRACTICE PARTNERS TO SUPPORT ACADEMIC PROGRESSION**

Robust collaboration between academic nursing institutions and clinical practice partners is essential not only for preparing a practice-ready workforce, but also for ensuring seamless academic progression from entry-level to advanced degrees. Clinical practice partners play a critical role in fostering strong collaborations with nursing education at all academic levels to ensure the development of a competent nursing workforce. High-quality clinical learning environments, staffed by skilled nursing professionals, are essential for enabling students to apply knowledge, develop clinical judgment, and gain increasing independence in practice, ultimately producing practice-ready graduates. Expanding clinical placements beyond traditional acute care settings is increasingly necessary, particularly as hospital admission rates have declined since 1999 and were further affected by the COVID-19 pandemic (Yang, 2025). Community-based care (e.g., assisted living, forensic, occupational, and school health settings) and simulation offer valuable alternatives to support student learning, while flexible scheduling—including evenings and weekends—can optimize access to clinical sites. Nurse leaders must advocate for recognition of nurse educators as experts in determining appropriate clinical experiences and for policy changes that remove restrictive nursing regulations, align requirements across states, and promote seamless academic progression.

Academic progression depends on the alignment between educational pathways and real-world nursing roles, competencies, and employer expectations. Without meaningful input and shared responsibility from practice partners, academic programs risk becoming increasingly disconnected from the current and future demands of patient care.

Practice readiness includes far more than clinical skills. It encompasses professional judgment, communication, teamwork, cultural competence, and the ability to adapt to rapidly evolving care environments. These competencies are developed over time through both academic instruction and immersive clinical experiences. Strong academic-practice partnerships enable co-development of curricula that are grounded in practice realities, ensuring that students are exposed to competencies appropriate for their educational level—and prepared to build on them as they advance.

One promising strategy to advance both academic progression and workforce development is the implementation of apprenticeship and residency-like models, developed jointly by academic institutions and clinical practice partners. These models can provide longitudinal, mentored clinical experiences **during** as well as immediately following formal education, offering students and early-career nurses the opportunity to deepen their skills in real-world settings while continuing their academic advancement. By reducing the artificial divide between “school” and “work,” these integrated models promote a smoother transition to practice, improve retention, and align academic preparation with workplace expectations. When embedded within structured academic pathways, they offer clearer, more efficient routes to advanced degrees such as the MSN, DNP, or PhD, supporting lifelong learning and strengthening the nursing workforce.

Academic progression also is threatened when non-nurses define nursing competencies. As national conversations around scope of practice, credentialing, and workforce readiness increase, the nursing profession must retain ownership of its standards. Academic-practice partnerships are critical in this regard. By working together, nurse educators and nurse

leaders in practice can define and uphold competencies that reflect the full scope and value of nursing at each level of academic progression.

Finally, collaboration ensures that academic progression pathways—from PN/VN to BSN to graduate study—are not only well-designed but supported by healthcare employers. Practice partners can encourage progression through tuition support, flexible scheduling, and promotion policies that recognize educational advancement. When academic progression is embedded in organizational culture and supported across the practice-education continuum, nurses are more likely to pursue lifelong learning, contributing to a stronger, more equitable workforce.

In short, advancing academic progression requires more than curriculum reform; it requires a shared vision, ongoing communication, and mutual investment between academic institutions and practice settings. Together, these stakeholders can ensure a nursing workforce that is educated, empowered, and equipped to meet the challenges of modern healthcare.

Nursing must remain the lead voice in defining its own educational and professional standards. Strengthening partnerships between academia and clinical settings is one way to preserve that voice while creating a more seamless academic progression for students from PN/VN to doctoral levels grounded in the realities of patient care. By working together, academic institutions and practice partners can foster innovation in education, improve workforce preparation, and ensure that nursing remains responsive, relevant, and resilient in addressing the health needs of our nation.

## **CALL TO ACTION**

Academic progression in nursing supports the development of advanced clinical practice, leadership, education, research, and healthcare policy roles within the nursing profession and the concept of lifelong learning that promotes advancement from the PN/VN level through to the doctoral degree. Strategies that expand access, enhance educational capacity, and ensure high-quality pathways, will enhance the nursing workforce and support a seamless continuum of education that meets the evolving demands of healthcare. To prepare a strong, diverse, and practice-ready workforce, now and into the future, it is essential that nurse leaders in academia and practice proactively facilitate academic progression in nursing education to strengthen the nursing workforce with:

- Collaboration with nursing licensure boards (i.e., requesting standard, consistent approach across states)
- Professional nursing education priorities that align with credentialing/regulation expectations along with timing for implementation deadlines
- Evidence-based policies that meet the needs for progression and change and promote upward educational movement
- Aligning educational priorities with accreditation priorities and standards
- Advocacy by professional organizations
- Collaboration between nursing programs to establish standards for progression that reduce redundancy, respect prior learning, and address disparities in admission processes
- Government funding at the state and federal level
- Availability of philanthropic support from foundations and other organizations

## **RECOMMENDATIONS**

### **For National League for Nursing**

- Disseminate best practices for educators to use in promoting seamless academic progression
- Advocate for consistent standards and regulations in nursing education across states (e.g., number of clinical hours, number of simulations that can be used to substitute for clinical education, etc.)
- Advocate for competitive salaries for nurse faculty within the college and university settings and between clinical and educational settings

### **For Leadership in Nursing Programs (Deans/Directors/Chairs)**

- Encourage uniformity in licensing and education requirements among programs and between states, especially those within the compact
- Adopt holistic admissions processes that use best practices to promote seamless academic progression
- Standardize prior learning assessment processes to evaluate knowledge and competencies gained through prior experiences that will promote recruitment and decrease the credit load, financial burden, and time for students to complete a higher degree
- Develop, implement, and evaluate strategies for recruitment and retention
- Advocate for funding and resources
- Collaborate with nursing licensure boards and professional organizations
- Encourage collaboration and unity amongst states to define requirements for prior learning credits that will be accepted for multi-state licenses, with support from state nursing boards to coordinate this effort
- Seek funding for wrap around services to promote success such as peer tutors, retention specialists, writing support, mental health counseling, and other support services
- Invest in retention specialists or provide reassignment time for faculty members to focus on retention and remediation to assist with student degree completion
- Partner with alumnae and community graduates for mentoring and other student support services
- Design completion programs that address this population's unique needs (e.g., weekend, evening, on-line, and other creative delivery strategies)
- Advocate for consistent state nursing licensure board regulations, scopes of practice, and licensing requirements
- Advocate for a blueprint for licensing and education requirements

### **For Faculty**

- Evolve high-stakes admissions practices into holistic criteria, which support the attributes needed to be successful and sustainable in nursing
- Advocate for the development of nursing tutoring or student success centers so students can receive support from faculty, staff, and peers in nursing coursework
- Collaborate interdepartmentally to develop a list of resources available for students, distribute this list to advisors, and host meetings to help advisors understand what is available to students on the campus
- Create a robust, evidence-based faculty advising role with tools and strategies to promote student success for nursing programs

- Demonstrate commitment to their own academic progression

### **For Collaboration with Clinical Practice Partners**

- Provide financial incentives for working RNs to advance their education (i.e., raises for obtaining BSN, tuition reimbursement, loan repayment)
- Provide training and financial incentives for RNs to work as preceptors for local nursing programs
- Provide tuition reimbursement from the practice partners to foster career advancement and professional growth of nurses
- Assess a robust reimbursement preceptor model for practice partners for more nurses to be trained preceptors to increase the quantity, quality, and standards for the preceptor-based teaching model

## **CONCLUSION**

Given the changing landscape of healthcare and higher education, nursing education stakeholders must understand the importance of academic progression and its role in strengthening the nursing workforce, promoting diversity, and providing high-quality patient care. Expanding access, improving educational capacity, and creating high-quality pathways depend on alignment and collaboration among academic institutions, accreditation organizations, and clinical partners to ensure curricula are coordinated and transferable. Students at all levels of nursing education, from PN/VN programs to doctoral degrees, face barriers to advancement due to ongoing challenges.

Academic progression in nursing education forms the foundation of our profession. Promoting academic progression will lead to positive outcomes, including increased access, higher retention and graduation rates, better alignment with employer and market needs, and opportunities for lifelong learning for nurses. Everyone dedicated to nursing development and growth must respond to this call to action. Support from our professional nursing organizations, nursing regulatory boards, accrediting bodies, and legislators is essential to strengthen and streamline academic progression in nursing education. Additionally, nurses must be involved in decision-making at the local, state, and federal levels that affect academic progression to ensure our profession's needs are addressed.

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