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September 17, 2026
Microsoft Teams
10 am – 12 noon

Agenda
Military Medics and Corpsmen (MMAC) Program
Subcommittee #2 Meeting - Nursing

Call to Order – Jacquelyn Wilmoth, Deputy Executive Director, Education, Virginia Board of Nursing

- Introductions

Public Comment

The work group will accept public comments related to the agenda at this time.

Discussion

- 2026 Legislative Mandate (HB523, Chapter 626 Acts of Assembly)
 - Professions regulated by the Board of Nursing
 - LPN and CNA Professions
 - Licensure/Certification Pathways
 - Academic Credit and Education
 - Recommendations for MMAC Program
 - Implementation
 - Expansion
 - Stakeholder engagement
 - Report to General Assembly Due by November 1, 2026
-

Resources for Potential Discussion

- [Military Service Applicants – VBON website](#)
 - [Olympic College Medic to PN program](#)
 - [Mississippi HB 1262](#)
 - Missouri Board of Nursing [Veterans Bridge Programs of PN](#)
 - [College of Southern Nevada](#) MM to PN
-

Next Steps

Meeting Adjournment

This information is in **DRAFT** form and is subject to change.



MMAC Overview

Purpose:

- Former military medical personnel may perform tasks under the supervision of a **licensed practitioner- licensed by the Board of Medicine, Nursing, or Counseling as allowed by § 54.1-2901(B) or § 54.1-3001(B).**
- To bridge the gap between gainful employment for former military medical personnel and civilian healthcare hiring requirements, addressing staff shortages.

Target Audience:

- Former military medical personnel
 - Veteran; discharged or released from such service under conditions other than dishonorable.
- Transition Service Members (TSMs)
 - Preparing for discharge or release and who have recently served in health care-related specialties

Services:

- Hands on healthcare experience must have occurred within 3 years of military separation.
- Must have a MOS that meets Military Medical Personnel definition of military training transcripts to support training

MMAC Program - Challenges



These are some of the challenges that the MMAC program (and the medics and corpsmen it serves) has faced in helping former service members in finding employment in Virginia's health care sector:

1. Demonstrating that military training and competencies meet civilian standards
2. Documenting proof of training rigor and competency for credentialing.
3. Lack of access to military training curricula⁷

MMAC Stakeholder Work Group can begin to help address these challenges



2026 HB523 (Chapter 625)

1. Expands definition of "Military medical personnel" to include "and any other enlisted service member who successfully completed appropriate technical training and any required certifications."
2. Requires that work done under MMAC "shall be supervised by a licensed practitioner. Such supervision shall be limited to the licensed practitioner's existing scope of practice."
3. Defines "Licensed practitioner" as "a medical professional licensed by the Board of Medicine, Board of Nursing, or Board of Counseling."
4. Creates stakeholder work group

Stakeholder Work Group: the Directive



- The Department of Veterans Services and the Department of Health Professions will form a stakeholder work group to guide the implementation and development of the Military Medics and Corpsmen (MMAC) program. The group will include representatives from relevant Virginia health and education organizations. Their tasks are to recommend ways to:
 1. Recognize and apply military medical training toward civilian healthcare education and licensure.
 2. Improve the MMAC program and career pathways for participants, including creating licensure and certification routes for military medical personnel and granting academic credit for their experience
- HB523 (2026, Chapter 625) defines the work group membership
- The work group is to report its findings to the Chairs of the House Committee on Health and Human Services and the Senate Committee on Education and Health by November 1, 2026

Subcommittee #2

Board of Nursing

11 Professions

Target two during
MMAC work
group

- Advanced Certified Nurse Aide 68W/ 4N0X1/ HM;HS
- **Certified Nurse Aide-68W/ 4N0X1/ HM;HS**
- Licensed Certified Midwife- 66W/ 46YXG/290X;1981
- Licensed Massage Therapist- Civilian
- Advanced Practice Registered Nurse- 1973/ 4NC0X/ 66F
- Advanced Practice Registered Nurse Restricted Volunteer- Civilian
- **Licensed Practical Nurse- 68C**
- Licensed Practical Nurse Restricted Volunteer- Civilian
- *Medication Aide- 68W/ 4N0X1/ HM;HS*
- Registered Nurse- 66H/ 46NX/ 290X
- Registered Nurse Restricted Volunteer-Civilian



Survey Results -- Overview

Export Data

Individual Responses

Survey Properties

Survey Title	MILITARY PERSONS TRANSITIONING TO CIVILIAN HC
Respondents	25 out of 58 boards
Survey Status	Closed
Launched Date	Monday, June 29, 2026
Closed Date	Monday, July 13, 2026

1. Does your BON accept the Army PN (68WM6) and Air Force BMTCO (4N051-5 Skill Level) for PN licensure?

		Response Count	Response Percent
Yes		16	67%
No		8	33%
Total Respondents		24	100%
[Skipped This Question]		1	

2. If your Board accepts military programs other than those in Question 1 for PN licensure- please provide:

n/a

NA WV RN Board does not regulate PNs in WV.

N/A

N/A

The following can apply and become eligible for licensure by examination: United States Army Combat Medic Specialists, United States Navy Hospital Corpsmen, or United States Air Force Aerospace Medical Service Specialists,

If a program does not confer a degree which the Air Force program definitely does not, our Board requires a waiver for licensure, which they have not been willing to do.

Texas has a unique VN/PN program in San Antonio that is strictly for the military. they receive all didactic and some clinical practice in Texas, they are positioned in several other states (MD, GA, WA) for the various clinical hours. It has been operating very successfully since 1950 with excellent pass rates.

the answer is yes if they meet our requirements. in most cases the Army one does. we require their transcripts to show theory and clinical time across the lifespan.

no

SD only accepts Air Force BMTCO (4N051-5 Skill Level)

N/A

POLICY: In order to ensure that the education and training of Air Force members is comparable to the Tennessee Board of Nursing standards, the following documents are required. Active Duty, Air Force Reserves, or National Guard - 4N051/4N071: 1. Community College of the Air Force (CCAF) Allied Health Sciences or Practical Nursing Technology degree a. Certificate of confirmation of degree b. Transcript from CCAF 2. Career Data Brief or SURF – indicating the CCAF LPN degree 3. Completed 4N0X1 CFETP Attachment 2 Specialty Training Standards document 4. Proof of NCLEX review course completed within 6 months of application for licensure (not required for endorsement) Veteran/separated from Active Duty, Air Force Reserves, or National Guard - 4N051/4N071: 1. DD 214 Form 2. Community College of the Air Force (CCAF) Allied Health Sciences or Practical Nursing Technology degree a. Certificate of confirmation of degree b. Transcript from CCAF 3. Completed 4N0X1 CFETP Attachment 2 Specialty Training Stand

Total Respondents	12
[Skipped This Question]	13

3. Does your state have any approved programs that offer military medic transition programs?

		Response Count	Response Percent
Yes		7	29%
No		17	71%
Total Respondents		24	100%
[Skipped This Question]		1	

4. If yes to Question #3, which healthcare fields are transition courses offered ?

n/a

See Rules in Question 5

N/A

Prelicensure practical nursing and registered nursing programs may offer advanced standing in a program to individuals with experience in the armed forces of the United States.

N/A

NA

we do have a couple that approved a transition process that the BON approved if PN programs wanted to use it. Most work with the individual directly.

veteran LPN to BSN Practical Nursing Bridge program to 3rd quarter of existing PN program for Airforce Medics (4NOX1, skill level 5) and Navy Corpsmen (HM000 (Rank: (HM3)E-4 and above)

Military Medic and Corpman

N/A

N/A

Military medic (68W or equivalent) to an ADN in Ashland, Kentucky at Ashland Community and Technical College (ACTC).

The Board does not track which schools have different entries into ADN and BSN pre-licensure programs.

Total Respondents	13
[Skipped This Question]	12

5. If military medic transition courses are offered, please provide links to Laws/Regulations that permit?

n/a

NA

<https://www.sos.mo.gov/cmsimages/adrules/csr/current/20csr/20c2200-8.pdf>

N/A

Ohio Administrative Code 4723-5-01(B): (B) "Advanced standing" means credit granted for prior nursing courses or transfer credit, according to the policy required by paragraph (A)(3) of rule 4723-5-12 of the Administrative Code. Ohio Administrative Code 4723-5-12(A)(3): (A) The administrator of the program and the faculty shall establish and implement written policies for the following: (3) The process for determining the amount of credit to be granted to an applicant for advanced standing in a program; For individuals with experience in the armed forces of the United States, or in the national guard or in a reserve component, the program shall have a process in place to: (a) Review the individual's military education and skills training; (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Administrative Code; (c) Award credit to the individual for any substantially equivalent military

N/A

NA

have to meet the standard requirements in KSA 65-1116 and KAR 60-2-103

They have to meet the curriculum requirements of the nursing education program type

It is an LPN program. NRS 632.430 NAC 632.685 and 632.690

N/A

N/A

ACTC has a bridge program which allows military medics an entry point to the PN/ADN program, there are no specific regulations for this.

transition programs are set by the individual school of nursing. SC Regulation 91-11. Criteria for Initial and Continuing Approval of Basic Programs Preparing Registered Nurses. AND 91-12. Criteria for Approval of Basic Programs Preparing Licensed Practical Nurses. B. Students: Student admission, readmission, progression and graduation are governed by the established policies and procedures of the parent institution and the nursing program. 1. The catalog and/or student handbooks of the institution and nursing program includes the admission, readmission, progression and graduation criteria. 2. Student admission, readmission, progression and graduation criteria policies are implemented and periodically reviewed. 3. The nursing program has written rationale for policies for admission, readmission, progression and graduation that differ from the parent institution.

Total Respondents	14
[Skipped This Question]	11

6. Please share any curriculum requirements for any medic to civilian healthcare courses/programs?

n/a

NA

See Rules in Question 5

N/A

Ohio Administrative Code 4723-5-13(H) for RN programs: (H) A program may offer an advanced standing option, as defined in paragraph (B) of rule 4723-5-01 of the Administrative Code, provided that it complies with all of the following: (1) The program curriculum requires not less than forty-five weeks of clinical nursing coursework; (2) The philosophy, conceptual framework, outcome objectives, and overall curriculum in the nursing major are substantively equivalent to that required for program completion for typical students graduating from the same program; (3) The advanced standing option meets all other requirements set forth in this rule. Ohio Administrative Code 4723-5-14(E): (E) The curriculum shall consist of content that spans a minimum length of thirty weeks of full-time study, including examination time;....

N/A

Conferral of a degree or diploma in Nursing. 6.5.6.3 A licensed practical nurse applicant for licensure by endorsement must be a graduate of a board approved nursing program and have passed the NCLEX-PN. 6.5.6.4 An applicant for licensure by endorsement must have completed satisfactorily and met all requirements from a PN program in another state, territory, or country determined by the Board to be substantially equivalent to the PN education programs in Delaware. § 1914. Qualifications for licensed practical nurse. An applicant for a license to practice as a licensed practical nurse shall submit to the Board written evidence, verified by oath, that such applicant: (1) Is a graduate of and holds a certificate from a State Board of Nursing approved practical nursing education program. The Board may, by an affirmative vote

of a majority of a quorum of the Board, waive this requirement for application for licensure by endorsement if it finds clear and convincing evidence that the applicant's education

NA

They still have to show nursing theory and clinical across the lifespan. it is all done by transcript review and documentation regarding their medic training.

Same as the other programs.

https://catalog.csn.edu/preview_program.php?catoid=19&poid=12746

N/A

N/A

ACTC requires the military medic to take a bridge course into the PN/ADN program

Total Respondents 14

[Skipped This Question] 11

7. If your BON is currently developing or considering development of a program to support military medic transition into civilian healthcare - what types of pathways are being offered or explored?

n/a

NA

We have just started considering the medic to LPN option....no decisions made and we are VERY interested in any states that have the curriculum outlined.

N/A

Not at this time.

No

NA

not at present

See above.

NA

N/A

N/A

The pathway is developed by the institution should they wish to implement it in their curriculum. Academic career mobility curriculum allows ACTC students to stop after the first year and take PN boards.

N?A

Total Respondents 14

[Skipped This Question] 11

8. Has your states Dept of Labor or Dept of Veterans Services has ever explored an apprenticeship to assist military medics in this transition to any healthcare field? If yes, which healthcare fields.

No

NA

Not yet

N/A

Unknown.

Not at this time.

No

Unknown

not sure

No since we do have a program that meets the need and has capacity.

No

N/A

Unsure

We have not.

unknown

Total Respondents 15

[Skipped This Question] 10

9. Please share any successful practices or lessons learned related to military medic transitions.

NA

We have had many successes with the military to PN route. We now have a few schools that are developing Army PN to BSN program options and more prior learning options so the military credits do not need to be retaken if the nurse decided to return to school. Our latest challenge has been the Missouri PN who tries to apply for a PN license by endorsement to a state that does not accept the military training as equivalent. We have licensed PN in Missouri with a multistate license who cannot get a license if they move to another state like Delaware. Very frustrating.

N/A Very interested in your results.....

N/A

Currently, military medics are not required to complete a formal transition program to be eligible for licensure in Mississippi. House Bill 1262 became effective on July 1, 2025, establishing the pathway for eligible military medics to seek licensure. Since implementation of the legislation, four (4) individuals have taken the NCLEX examination, and one (1) has successfully achieved licensure.

NA

Please see website for program that has military medic options. address below. <http://www.olympic.edu/academics/academic-pathways/healthcare/nursing>

There has been limited interest in the program, so, it is currently on pause.

N/A

N/A

N/A

Total Respondents	11
[Skipped This Question]	14

NCSBN ANALYSIS:

A Comparison of Selected Military Health Care Occupation Curricula
with a Standard Licensed Practical/Vocational Nurse Curriculum





Mission Statement

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TABLE OF CONTENTS

Acknowledgements	iii
Introduction	1
Development of the Standard LPN/VN Curriculum	2
The Standard LPN/VN Curriculum	3
Military Health Care Occupations Examined in this Analysis: Role/Program Descriptions	5
An Analysis of Military Curricula with the Standard LPN/VN Curriculum	7
An Analysis of the Army 68WM6 LPN Program with the Standard LPN/VN Curriculum	9
An Analysis of the Air Force BMTCP 4N051 (5 Skill Level) with the Standard LPN/VN Curriculum ..	11
Summary of Recommendations	14
Talking Points: Military Training Exception	15

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- Ed Davin, Principal Analyst, Solutions for Information Design, LLC

Introduction

The recently released White House report titled, *The Fast Track to Civilian Employment: Streamlining Credentialing and Licensing for Service Members, Veterans and Their Spouses*, encourages states to support legislative efforts that will transition veterans into the civilian workplace. The National Council of State Boards of Nursing (NCSBN®) wholeheartedly joins these efforts. We value the contributions veterans have made in the military and acknowledge their training and experience. Our goal is to assist U.S. boards of nursing (BONs) in making licensing decisions that will help veterans safely and competently enter civilian careers in nursing.

Some of the questions that have arisen out of the president's initiative to transition veterans to civilian careers pertain to the role of the licensed practical/vocational nurse (LPN/VN), including:

- Do Army health care specialists (medics), Navy corpsmen and Air Force airmen have the knowledge, skills and abilities to transition into a career as an LPN/VN directly from their military service?
- What are the differences between military training and LPN/VN education?
- Should veterans be given credit for some of their education and training that will allow them to accelerate through the LPN/VN program?

To assist in answering these questions, NCSBN staff, with consultation from leading experts in the areas of nursing and military education, conducted an in-depth analysis of the health care specialist (medic), corpsman and airman curricula, and compared these with a standard LPN/VN curriculum. The standard LPN/VN curriculum developed for this project is comparable to the LPN/VN curricula approved by U.S. BONs. In addition, NCSBN staff reviewed the Army LPN program and compared it with the standard LPN/VN curriculum; this analysis is provided within this report, along with recommendations and legislative talking points.

NCSBN welcomes any questions related to the information in this report. We are dedicated to assisting BONs in licensing decisions that will allow veterans to enter nursing competently and safely.

Development of the Standard LPN/VN Curriculum

A standard LPN/VN curriculum, comparable to those approved by U.S. BONs, was necessary for this review and analysis. NCSBN staff, with experience in curriculum development and LPN/VN nurse education, consulted a national expert in LPN/VN curriculum development and produced a standard LPN/VN curriculum to be used for these analyses. The consultant, Patty Knecht, MS, RN, is currently leading a national initiative to develop a core LPN/VN curriculum.

The elements of the standard LPN/VN curriculum developed for this project are considered minimal core requirements for an LPN/VN program. Although some variation exists across the country and some LPN/VN programs may integrate, present or outline the content differently (i.e., through laboratory exercises, simulation, lecture, etc.), this is a comprehensive standard curriculum that is representative of the minimum didactic and clinical requirements necessary for practical/vocational nursing education in the U.S.

The Standard LPN/VN Curriculum

The Standard LPN/VN Curriculum - Essential Content	
Anatomy and Physiology	
Chemistry of the body, electrolytes and body fluids	
Structure and function of cells and tissues	
Structure and function of the body systems	
Common diseases affecting the body systems and drugs used for treatment	
Pharmacology	
Pharmacological calculations	
Classification of medications	
Pharmacokinetics and pharmacodynamics of medications	
Nursing considerations in medication administration (six rights/critical thinking)	
Nursing Fundamentals	
Incidence/prevalence of disease and the health care system	
Issues in health care	
Therapeutic communication techniques	
Cultural considerations in health/illness	
Health promotion activities	
Infectious process and infection control	
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	
Nursing assessment (full vs. focused assessment)	
Nursing process/critical thinking	
Documentation	
Medical-Surgical	
IV fluids and calculations of rates and role of LPN/VN	
Drug classifications	
Understanding diagnostic studies and LPN/VN role	
Care of the surgical patient	
Care of the oncology patient (death and dying)	
Bloodborne pathogens and standard precautions - integrated	
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	
Community services - integrated	
Provide safe and effective care	
Physiological implications of disease process - integrated	
Obtaining laboratory specimens/interpreting results	
Nursing process - integrated	
Role of LPN/VN in patient education - integrated	
Informed consent - integrated	
LPN/VN role in physical assessment - integrated	
Care of the older patient - integrated	
Care of patients with cardiovascular and peripheral vascular disorders	
Care of patients with respiratory disorders	
Care of patients with gastrointestinal disorders	
Care of patients with endocrine disorders	
Care of patients with immune disorders	
Care of patients with skin disorders	

The Standard LPN/VN Curriculum - Essential Content	
Health promotion activities - integrated	
Care of patients with blood and lymphatic disorders	
Care of the patient with a reproductive disorder	
Care of the patient with a musculoskeletal disorder	
Care of the patient with a genitourinary disorder	
Care of the patient with a sensory disorder (eye and ear)	
Care of the patient with a neurological disorder	
Care of the patient with a mental health disorder (could be separate or integrated)	
Community health nursing	
Gerontological nursing	
Maternal and Child Health Nursing	
Impact of family in maternal child health - integrated	
Ethical issues in perinatal nursing - integrated	
Physiological changes during the perinatal period - integrated	
Health promotion in maternal child nursing - integrated	
Cultural impact - integrated	
Community resources - integrated	
Normal growth and development	
Providing safe patient care during prenatal/labor and delivery and postnatal	
Introduction of maternal/child health with review of reproduction	
Prenatal and complications	
Providing safe patient care to pediatric patients	
Labor and delivery	
Postnatal with family; women's health care and care of newborn, including congenital anomalies	
Normal infant, toddler, preschooler, school-aged and adolescent child	
Care of the pediatric patient, including data collection and procedures	
Care of child with fluid and electrolyte imbalances	
Care of child with sensory or neurologic conditions	
Care of child with musculoskeletal disorders	
Care of child with respiratory disorders	
Care of child with cardiovascular disorders	
Care of child with blood, blood-forming organs or lymphatic disorders	
Care of child with gastrointestinal disorders	
Care of child with genitourinary disorders	
Care of child with skin disorders	
Care of child with endocrine conditions	
Care of child with communicable disease	
Care of child with psychosocial disorder	
Issues in Nursing	
Legal aspects of nursing	
Ethical aspects of nursing	

Military Health Care Occupations Examined in this Analysis: Role/Program Descriptions

The following are short descriptions of the military health care occupations that were analyzed and compared with the standard LPN/VN curriculum.

Basic Medical Technician Corpsman Program (Navy HM0000/Air Force BMTCP 4N0X1)

Description of Role: The Basic Medical Technician Corpsman Program prepares service members to function as entry-level medical technicians in fixed and nonfixed medical facilities, performing duties to provide quality emergency nursing and primary care procedures. Graduates demonstrate the ability to comprehend, evaluate and apply information relevant to the role of the basic medical technician; technical proficiency in entry-level skills required to fulfill the role of a basic medical technician; and personal and professional behavior consistent with the expectations of the basic medical technician.

Program Description: The Basic Medical Technician Corpsman Program provides the enlisted with basic knowledge of emergency medicine and nursing care. The program consists of lectures, group activities, demonstrations, hands-on instruction and clinical practice, and may include computer-based or blended learning activities.

Air Force BMTCP 4N031 (3 Skill Level)

Description of Role: This role builds on the skills acquired in BMTCP 4N0X1, which serves as a prerequisite.

Length of Program: Nine months, which consists of a total of 558 program hours.

Program Description: This program provides requisite knowledge, as well as simulated and clinical training in various aspects of emergency, nursing, and primary care. Subjects include medical terminology, anatomy and physiology, Basic Life Support (BLS), Emergency Medical Technician basic curricula, as well as various aspects of nursing and primary patient care. Outcome-based practice and safety techniques are emphasized throughout the program.

Program Prerequisites: Prior to enrollment in the program, the enlisted must complete Air Force BMTCP 4N0X1.

Air Force Independent Duty Medical Technician (IDMT 4N0X1C)

Description of Role: The Air Force independent duty medical technician is an advanced role and is trained to operate a medical aid station at a remote or isolated duty station, provide medical support to a nonmedical field unit or provide medical support to other government agencies and joint service missions. The training is specific to performing emergency medical, dental and surgical procedures to stabilize a patient's condition until evacuation for definitive care can occur.

Length of Program: Not specified, but approximately 13 weeks based on standard 8-hour training day and total program hours of 517.

Program Description: This program includes specialized training in the following area: obtaining medical histories; examining, assessing, treating and documenting patient care encounters in the absence of a physician; performing emergency medical, dental and surgical procedures to stabilize a patient's condition until evacuation for definitive care can occur; monitoring medical aspects of special interest programs and health promotions; advanced medication administration; low complexity laboratory procedures; and conducting preventive medicine and food safety inspection in lieu of public health and bioenvironmental health personnel.

Program Prerequisites: Prior to enrollment in this program, the enlisted must have completed Air Force BMTCP 4N0X1 and possess Primary Air Force Specialty Code (PAFSC) 4N051/71 and three years experience practicing as a 4N0XX with two years of direct patient care.

Army Health Care Specialist (68W Army Medic)

Description of Role: The Army health care specialist (medic) is trained to administer emergency care on the battlefield and may also administer limited primary care in battalion aide stations (BAS). Health care specialists (medics) are taught to do rapid assessments and quickly respond to acute injuries and other emergencies. They are experts in evacuation and acquire high level skills to administer care of the severely wounded. The civilian equivalent to this role is an emergency medical technician (EMT).

Length of Course: 16 weeks

Course Description: The Army Medic Course is taught in three distinct phases:

Phase I: Basic EMT Training

Focus is on immediate, emergency care. All participants must pass the National Registry Emergency Medical Technician-Basic (NREMT) examination.

Phase II: Limited Primary Care

This prepares the health care specialist (medic) for serving in a BAS. Coursework covers injuries, illnesses and procedures commonly seen in a BAS. Content covered includes basic physical assessment and history taking, abdominal primary care, basic wound care, eye, ear, nose and throat (EENT) primary care, infection asepsis, sterile technique, injections, medication administration, orthopedic primary care, respiratory primary care, pharmacology, medical documentation and venipuncture.

Phase III: Field Craft

This prepares the health care specialist (medic) for combat. Coursework includes battlefield medicine, combat casualty assessment, battlefield injuries and combat evacuation. Content includes management of shock, traumatic brain injuries, burns, ocular injuries, abdominal trauma, hemorrhage control and vascular access.

Summary of Skills

The 68W Army Health Care Specialist is a registered EMT. He/she has a wide range of skills that help them react to emergencies.

Strengths: physical assessment of acute injuries, limited primary care, advanced level skills from venipuncture to intraosseous fluid replacement and chest tube insertion. Some pharmacology and the principles of medication administration are integrated into the course. The health care specialist (medic) does learn about the care of the adult and child with cardiovascular, respiratory, gastrointestinal, endocrine (diabetic), skin, hemodynamic, musculoskeletal, neurological, sensory, and mental health disorder, but the emphasis is placed on emergency care. The goal of this course is passage of the EMT exam and learning to use these skills on the battlefield.

Army Practical Nurse Program (68WM6)

Description of Role: The Army practical nurse specialist supervises or performs preventive, therapeutic and emergency nursing care procedures under the supervision of a physician, nurse or noncommissioned officer. Program instruction includes advanced anatomy and physiology, pathophysiology and appropriate nursing care, expanded use of infection control principles, and pharmacokinetics and medication administration. The nursing process is integrated throughout the program. The clinical rotations include medical-surgical, pre- and post-operative, pediatrics, obstetrics, gerontology, emergency room, and critical care settings.

Length of Course: Phase 1 is 8 weeks; Phase 2 is 40 weeks.

Course Description: This is a two-phase course that provides skills and knowledge necessary to become a proficient entry level LPN/VN. Phase 1 is taught at the Academy of Health Sciences Fort Sam Houston and Phase 2 is taught at designated medical treatment facilities.

Course Prerequisites: Prior to enrollment in the course, a student must have a minimum of 24 months of experience as a 68W.

Air Force BMTCP 4N051 (5 Skill Level)

Description of Role: The Air Force corpsman can function independently as a front-line technician and initial trainer.

Length of Program: Approximately 2 ½ years.

Program Description: After completion of the initial (4N0X1) and 3 skill level (4N031) programs, the 5 skill level program consists of additional on-the-job training and completion of specific Career Development Courses.

Program Prerequisites: Prior to enrollment in the program, a student must complete Air Force BMTCP 4N0X1 and 4N031.

AN ANALYSIS OF MILITARY CURRICULA WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Military Occupations				
	Navy HM0000	Air Force BMTCP 4N0X1	Air Force 4N031 (3 Skill Level)	Air Force IDMT 4N0X1C	Army Medic 68W Healthcare Specialist
Anatomy and Physiology					
Chemistry of the body, electrolytes and body fluids	1	1	1	2	1
Structure and function of cells and tissues	1	1	1	2	1
Structure and function of the body systems	1	1	1	2	1
Common diseases affecting the body systems and drugs used for treatment	1	1	1	2	1
Pharmacology					
Pharmacological calculations	2	2	1	2	2
Classification of medications	2	2	1	2	1
Pharmacokinetics and pharmacodynamics of medications	0	0	1	1	1
Nursing considerations in medication administration (six rights/critical thinking)	1	1	1	2	1
Nursing Fundamentals					
Incidence/prevalence of disease and the health care system	0	0	2	1	0
Issues in health care	0	0	2	0	0
Therapeutic communication techniques	1	1	2	1	2
Cultural considerations in health/illness	1	1	1	1	2
Health promotion activities	1	0	2	0	0
Infectious process and infection control	1	1	1	1	2
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	1	1	2	1	Assess skills
Nursing assessment (full vs. focused assessment)	1	1	2	1	1
Nursing process/critical thinking	1	1	2	1	0
Documentation	1	1	1	1	1
Medical-Surgical					
IV fluids and calculations of rates and role of LPN/VN	1	1	1	1	2
Drug classifications	2	2	1	2	1
Understanding diagnostic studies and LPN/VN role	1	1	2	1	1
Care of the surgical patient	1	1	1	1	1
Care of the oncology patient (death and dying)	1	1	1	1	0
Bloodborne pathogens and standard precautions - integrated	1	1	1	1	2
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	1	1	2	1	1
Community services - integrated	0	0	2	0	0
Provide safe and effective care	2	2	2	2	2
Physiological implications of disease process - integrated	1	1	1	2	1
Obtaining laboratory specimens/interpreting results	1	1	1	1	2
Nursing process - integrated	0	0	2	0	0
Role of LPN/VN in patient education - integrated	0	0	2	0	0
Informed consent - integrated	2	2	1	2	0
LPN/VN role in physical assessment - integrated	1	1	2	1	2

AN ANALYSIS OF MILITARY CURRICULA WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Military Occupations				
	Navy HM0000	Air Force BMTCP 4N0X1	Air Force 4N031 (3 Skill Level)	Air Force IDMT 4N0X1C	Army Medic 68W Healthcare Specialist
Care of the older patient - integrated	1	1	1	1	0
Care of patients with cardiovascular and peripheral vascular disorders	1	1	2	2	1
Care of patients with respiratory disorders	1	1	2	2	1
Care of patients with gastrointestinal disorders	1	1	2	2	1
Care of patients with endocrine disorders	1	1	2	2	1
Care of patients with immune disorders	1	1	2	1	0
Care of patients with skin disorders	1	1	2	2	2
Health promotion activities - integrated	1	0	1	0	0
Care of patients with blood and lymphatic disorders	0	0	2	2	0
Care of the patient with a reproductive disorder	1	1	2	2	0
Care of the patient with a musculoskeletal disorder	1	1	2	2	1
Care of the patient with a genitourinary disorder	1	1	2	2	0
Care of the patient with a sensory disorder (eye and ear)	2	2	2	2	1
Care of the patient with a neurological disorder	1	1	2	2	1
Care of the patient with a mental health disorder (could be separate or integrated)	1	1	2	2	1
Community health nursing	0	0	2	0	0
Gerontological nursing	1	1	1	1	0
Maternal and Child Health Nursing					
Impact of family in maternal child health - integrated	0	0	2	0	0
Ethical issues in perinatal nursing - integrated	0	0	2	0	0
Physiological changes during the perinatal period - integrated	0	0	2	0	0
Health promotion in maternal child nursing - integrated	0	0	2	0	0
Cultural impact - integrated	0	0	2	0	0
Community resources - integrated	0	0	0	0	0
Normal growth and development	1	1	2	1	2
Providing safe patient care during prenatal/labor and delivery and postnatal	0	0	2	0	1
Introduction of maternal/child health with review of reproduction	0	0	2	0	0
Prenatal and complications	0	0	2	0	0
Providing safe patient care to pediatric patients	0	0	2	0	2
Labor and delivery	0	0	2	0	2
Postnatal with family; women's health care and care of newborn, including congenital anomalies	0	0	2	0	0
Normal infant, toddler, preschooler, school-aged and adolescent child	0	0	2	0	0
Care of the pediatric patient, including data collection and procedures	0	0	2	0	2
Care of child with fluid and electrolyte imbalances	0	0	0	0	1
Care of child with sensory or neurologic conditions	0	0	2	0	1
Care of child with musculoskeletal disorders	0	0	2	0	1
Care of child with respiratory disorders	0	0	2	0	1
Care of child with cardiovascular disorders	0	0	2	0	1

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Standard LPN/VN Curriculum - Essential Content	Military Occupations				
	Navy HM0000	Air Force BMTCP 4N0X1	Air Force 4N031 (3 Skill Level)	Air Force IDMT 4N0X1C	Army Medic 68W Healthcare Specialist
Care of child with blood, blood-forming organs or lymphatic disorders	0	0	2	0	0
Care of child with gastrointestinal disorders	0	0	2	0	1
Care of child with genitourinary disorders	0	0	2	0	0
Care of child with skin disorders	0	0	2	0	1
Care of child with endocrine conditions	0	0	2	0	1
Care of child with communicable disease	0	0	2	0	1
Care of child with psychosocial disorder	0	0	2	0	1
Issues in Nursing					
Legal aspects of nursing	1	1	2	1	0
Ethical aspects of nursing	1	1	2	1	0

AN ANALYSIS OF THE ARMY 68WM6 LPN PROGRAM WITH THE STANDARD LPN/VN CURRICULUM

Key:

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Standard LPN/VN Curriculum - Essential Content	Army 68WM6
Anatomy and Physiology	
Chemistry of the body, electrolytes and body fluids	2
Structure and function of cells and tissues	2
Structure and function of the body systems	2
Common diseases affecting the body systems and drugs used for treatment	2
Pharmacology	
Pharmacological calculations	2
Classification of medications	2
Pharmacokinetics and pharmacodynamics of medications	2
Nursing considerations in medication administration (six rights/critical thinking)	2
Nursing Fundamentals	
Incidence/prevalence of disease and the health care system	2
Issues in health care	2
Therapeutic communication techniques	2
Cultural considerations in health/illness	2
Health promotion activities	2
Infectious process and infection control	2
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	2
Nursing assessment (full vs. focused assessment)	2
Nursing process/critical thinking	2
Documentation	2

AN ANALYSIS OF THE ARMY 68WM6 LPN PROGRAM WITH THE STANDARD LPN/VN CURRICULUM

Key:

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Standard LPN/VN Curriculum - Essential Content	Army 68WM6
Medical-Surgical	
IV fluids and calculations of rates and role of LPN/VN	2
Drug classifications	2
Understanding diagnostic studies and LPN/VN role	2
Care of the surgical patient	2
Care of the oncology patient (death and dying)	2
Bloodborne pathogens and standard precautions - integrated	2
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	2
Community services - integrated	2
Provide safe and effective care	2
Physiological implications of disease process - integrated	2
Obtaining laboratory specimens/interpreting results	2
Nursing process - integrated	2
Role of LPN/VN in patient education - integrated	2
Informed consent - integrated	2
LPN/VN role in physical assessment - integrated	2
Care of the older patient - integrated	2
Care of patients with cardiovascular and peripheral vascular disorders	2
Care of patients with respiratory disorders	2
Care of patients with gastrointestinal disorders	2
Care of patients with endocrine disorders	2
Care of patients with immune disorders	2
Care of patients with skin disorders	2
Health promotion activities - integrated	2
Care of patients with blood and lymphatic disorders	2
Care of the patient with a reproductive disorder	2
Care of the patient with a musculoskeletal disorder	2
Care of the patient with a genitourinary disorder	2
Care of the patient with a sensory disorder (eye and ear)	2
Care of the patient with a neurological disorder	2
Care of the patient with a mental health disorder (could be separate or integrated)	2
Community health nursing	2
Gerontological nursing	2
Maternal and Child Health Nursing	
Impact of family in maternal child health - integrated	2
Ethical issues in perinatal nursing - integrated	2
Physiological changes during the perinatal period - integrated	2
Health promotion in maternal child nursing - integrated	2
Cultural impact - integrated	2
Community resources - integrated	2
Normal growth and development	2
Providing safe patient care during prenatal/labor and delivery and postnatal	2
Introduction of maternal/child health with review of reproduction	2

AN ANALYSIS OF THE ARMY 68WM6 LPN PROGRAM WITH THE STANDARD LPN/VN CURRICULUM

Key:

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Standard LPN/VN Curriculum - Essential Content	Army 68WM6
Prenatal and complications	2
Providing safe patient care to pediatric patients	2
Labor and delivery	2
Postnatal with family; women's health care and care of newborn, including congenital anomalies	2
Normal infant, toddler, preschooler, school-aged and adolescent child	2
Care of the pediatric patient, including data collection and procedures	2
Care of child with fluid and electrolyte imbalances	2
Care of child with sensory or neurologic conditions	2
Care of child with musculoskeletal disorders	2
Care of child with respiratory disorders	2
Care of child with cardiovascular disorders	2
Care of child with blood, blood-forming organs or lymphatic disorders	2
Care of child with gastrointestinal disorders	2
Care of child with genitourinary disorders	2
Care of child with skin disorders	2
Care of child with endocrine conditions	2
Care of child with communicable disease	2
Care of child with psychosocial disorder	2
Issues in Nursing	
Legal aspects of nursing	2
Ethical aspects of nursing	2

AN ANALYSIS OF THE AIR FORCE BMTCP 4N051 (5 SKILL LEVEL) WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Air Force BMTCP 4N051 (5 Skill Level)
Anatomy and Physiology	
Chemistry of the body, electrolytes and body fluids	2
Structure and function of cells and tissues	2
Structure and function of the body systems	2
Common diseases affecting the body systems and drugs used for treatment	2
Pharmacology	
Pharmacological calculations	2
Classification of medications	2
Pharmacokinetics and pharmacodynamics of medications	2
Nursing considerations in medication administration (six rights/critical thinking)	2
Nursing Fundamentals	
Incidence/prevalence of disease and the health care system	2
Issues in health care	2
Therapeutic communication techniques	2

AN ANALYSIS OF THE AIR FORCE BMTCP 4N051 (5 SKILL LEVEL) WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Air Force BMTCP 4N051 (5 Skill Level)
Cultural considerations in health/illness	2
Health promotion activities	2
Infectious process and infection control	2
Basic nursing care including nutrition (minimum of 35 hours of clinical and 27 hours of lab included in clinical hours total)	2
Nursing assessment (full vs. focused assessment)	2
Nursing process/critical thinking	2
Documentation	2
Medical-Surgical	
IV fluids and calculations of rates and role of LPN/VN	2
Drug classifications	2
Understanding diagnostic studies and LPN/VN role	2
Care of the surgical patient	2
Care of the oncology patient (death and dying)	2
Bloodborne pathogens and standard precautions - integrated	2
Psychosocial, cultural, spiritual and ethnic considerations with patients - integrated	2
Community services - integrated	2
Provide safe and effective care	2
Physiological implications of disease process - integrated	2
Obtaining laboratory specimens/interpreting results	2
Nursing process - integrated	2
Role of LPN/VN in patient education - integrated	2
Informed consent - integrated	2
LPN/VN role in physical assessment - integrated	2
Care of the older patient - integrated	2
Care of patients with cardiovascular and peripheral vascular disorders	2
Care of patients with respiratory disorders	2
Care of patients with gastrointestinal disorders	2
Care of patients with endocrine disorders	2
Care of patients with immune disorders	2
Care of patients with skin disorders	2
Health promotion activities - integrated	2
Care of patients with blood and lymphatic disorders	2
Care of the patient with a reproductive disorder	2
Care of the patient with a musculoskeletal disorder	2
Care of the patient with a genitourinary disorder	2
Care of the patient with a sensory disorder (eye and ear)	2
Care of the patient with a neurological disorder	2
Care of the patient with a mental health disorder (could be separate or integrated)	2
Community health nursing	2
Gerontological nursing	2

AN ANALYSIS OF THE AIR FORCE BMTCP 4N051 (5 SKILL LEVEL) WITH THE STANDARD LPN/VN CURRICULUM

Key:

0 = Military curriculum does not meet requirement

1 = Military curriculum partially meets requirement

2 = Military curriculum meets requirement

Standard LPN/VN Curriculum - Essential Content	Air Force BMTCP 4N051 (5 Skill Level)
Maternal and Child Health Nursing	
Impact of family in maternal child health - integrated	2
Ethical issues in perinatal nursing - integrated	2
Physiological changes during the perinatal period - integrated	2
Health promotion in maternal child nursing - integrated	2
Cultural impact - integrated	2
Community resources - integrated	2
Normal growth and development	2
Providing safe patient care during prenatal/labor and delivery and postnatal	2
Introduction of maternal/child health with review of reproduction	2
Prenatal and complications	2
Providing safe patient care to pediatric patients	2
Labor and delivery	2
Postnatal with family; women's health care and care of newborn, including congenital anomalies	2
Normal infant, toddler, preschooler, school-aged and adolescent child	2
Care of the pediatric patient, including data collection and procedures	2
Care of child with fluid and electrolyte imbalances	2
Care of child with sensory or neurologic conditions	2
Care of child with musculoskeletal disorders	2
Care of child with respiratory disorders	2
Care of child with cardiovascular disorders	2
Care of child with blood, blood-forming organs or lymphatic disorders	2
Care of child with gastrointestinal disorders	2
Care of child with genitourinary disorders	2
Care of child with skin disorders	2
Care of child with endocrine conditions	2
Care of child with communicable disease	2
Care of child with psychosocial disorder	2
Issues in Nursing	
Legal aspects of nursing	2
Ethical aspects of nursing	2

Summary and Recommendations

1. After an extensive review of health care specialist (medic), corpsman and airman curricula and comparing it with a standard LPN/VN curriculum, significant differences in content were identified. These differences preclude granting an LPN/VN license to veterans specialized in these areas without additional practical/vocational nurse coursework and clinical experience.
2. For veterans with training and experience as health care specialists (medics), corpsmen and airmen, civilian BON-approved LPN/VN programs should develop bridge programs that are based on individual assessments of each veteran and geared towards helping these individuals acquire the knowledge, skills and abilities needed to practice as an LPN/VN safely without repeating previously acquired content.
3. Each veteran will be leaving the military with varying levels of experience. Some have inserted chest tubes and performed other small surgical procedures, while others have little, if any, experience doing these procedures and instead had other types of responsibilities (nonhealth care related) during their military service. Therefore, it is recommended that the knowledge, skills and abilities of all veterans entering an LPN/VN program should be formally evaluated/assessed prior to beginning a program. If proficiency is demonstrated, this should be accounted for in the LPN/VN program to assist in accelerating the education process.
4. After successful completion and graduation from the LPN/VN program, the veteran must pass the NCLEX-PN® Examination prior to licensure as an LPN/VN.
5. While the courses offered in military programs are comprehensive and rigorous, a veteran who has been a health care specialist (medic), corpsman or airman must learn the role of the nurse, the nursing process and the science of nursing care. The veteran must learn the role of the LPN/VN, the scope of practice and the principles of delegation in order to practice competently and safely. This is acquired through formal education, both clinical and didactic, and must be integrated throughout the course of study.
6. The Army LPN Program is comparable to a standard LPN/VN program approved by BONs.
7. The Air Force BMTCP 4N051 (5 Skill Level) is comparable to a standard LPN/VN program approved by BONs.

Talking Points: Military Training Exception

NCSBN supports veterans entering the nursing profession. We would like these hard working individuals to succeed and experience long and rewarding careers in the field of nursing.

- **The roles and responsibilities of registered nurses (RNs) and licensed practical/vocational nurses (LPN/VNs) are different from that of health care specialists (medics), corpsmen and airmen. Thus, the training for these military occupations is different from that of nursing education programs.**

Even within the military, RNs and LPNs have separate roles and responsibilities from health care specialists (medics), corpsmen or airmen. The military requires RNs working in military facilities to hold a bachelor's degree in nursing and meet all the requirements of a civilian nursing program approved by a board of nursing (BON). A health care specialist (medic) or corpsman can only become an RN in the military by completing an RN program. Educational exemptions are not offered based on experience or another type/level of training.

Currently, the Army and the Air Force are the only branches of service with an LPN occupational specialty. Certain MOS 68W soldiers (Army combat medics) and AFSC airmen can attend a course to become an entry level LPN. Students are required to sit for the NCLEX-PN® Examination and obtain licensure as an LVN. Thus, LPNs in the Army receive a substantial amount of additional education above and beyond training as a health care specialist (medic), corpsman or airman.

- **LPN/VN education is different than the training received by health care specialists (medics), corpsmen or airmen.**

After an extensive review of the health care specialist (medic), corpsman and airman curricula and comparing it with a standard LPN/VN curriculum, significant differences in content were identified. The military occupations lack content in the nursing process, health promotion and prevention, care of the pediatric patient, care of the obstetric patient, care of the older adult/geriatric patient, and chronic care management. In addition, the role of the LPN/VN is different from the military health care occupations cited in this report. The veteran needs time to learn a new scope of practice, acclimate to the role of an LPN/VN, and learn how to think and act like an LPN/VN. For those who have only worked on the battlefield, coursework will be needed on the health care delivery system, including hospital systems and long-term care. For a full listing of the educational differences, please review "NCSBN Analysis: A Comparison of Selected Military Health Care Occupation Curricula with a Standard Licensed Practical/Vocational Nurse Curriculum."

- **Allowing health care specialists (medics)/corpsmen/airmen to bypass educational requirements and sit unprepared for the NCLEX® is costly and can undermine test taker confidence.**
- **Graduation from a BON approved LPN/VN program is mandatory for all individuals wishing to be licensed as LPN/VNs; however, some LPN/VN content may overlap and be repetitive of the military occupation program content. NCSBN supports and encourages the development of LPN/VN bridge programs that allow health care specialists (medics), corpsmen and airmen credit for the knowledge, skills, and abilities they acquired in the military and focus content on gaps in knowledge, the nursing process and differences between the military and LPN/VN roles and scope of practice.**

The Army and the Air Force are the only branches of the military to offer an LPN program that provides the training necessary to be licensed as a practical/vocational nurse. NCSBN recommends the development of civilian LPN/VN bridge programs geared towards assisting veterans in mastering the knowledge, skills and abilities needed to practice safely without repeating previously acquired content.

NCSBN represents U.S. BONs and supports the initiative to transition veterans to careers in nursing. NCSBN is working with many groups to address different aspects of this project and should be involved in any discussions regarding this endeavor so that it can assist in assuring veterans have a safe and smooth transition into a career in nursing.