



WILLIAM
PATERSON
UNIVERSITY

GRADUATE PROGRAM IN NURSING •
University Hall 302
300 POMPTON ROAD • WAYNE, NEW
JERSEY 07470-2103
973.720.3511 FAX 973-720-2668.

**GRADUATE NURSING
DEPARTMENT**

***SCHOOL NURSE
CERTIFICATION PROGRAM
AND
MEd/MSN in SCHOOL
NURSING***

**STUDENT HANDBOOK
Of
Policies and Procedures
2021-2022**

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Graduate Nursing Program

ACADEMIC POLICIES

Introduction

We are providing this Student Handbook in order to inform you of the policies and procedures which will influence your experience in the Graduate Programs of the Department of Nursing at The William Paterson University of New Jersey. Students are expected to be familiar with the contents herein and to abide by these regulations. Ignorance will not diminish accountability with regards to these policies and procedures.

The MSN Graduate Nursing Student Handbook, The William Paterson University Student Handbook and the current William Paterson University Graduate Catalog, all available online, will provide you with the information needed to pursue a successful academic experience as a graduate student. Please obtain a copy of each of these resources to become familiar with the rules and regulations that are binding while you are a graduate student here at William Paterson University.

Student Responsibility

Graduate students are expected to know the requirements for the degree they plan to earn. While the staff and faculty will endeavor to aid in every manner possible, students are responsible for staying informed of current regulations, their status in the graduate program and progress toward graduation.

William Paterson University of NJ MISSION STATEMENT

William Paterson University of New Jersey is a public institution that offers an outstanding and affordable education to a diverse traditional and nontraditional student body through baccalaureate, graduate and continuing education programs. The University's distinguished teachers, scholars and professionals actively challenge students to high levels of intellectual and professional accomplishment and personal growth in preparation for careers, advanced studies and productive citizenship. Faculty and staff use innovative approaches to research, learning and student support to expand students' awareness of what they can accomplish. The University's graduates embody a profound sense of responsibility to their communities, commitment to a sustainable environment and active involvement in a multicultural world.

VISION: THE UNIVERSITY IN 2022

William Paterson University will be widely recognized as the model of outstanding and affordable public higher education characterized by rigorous academic preparation and a wide array of experiential, co-curricular and extra-curricular opportunities. The University will be distinctive for nationally recognized programs that prepare its students for the careers of today and tomorrow and known for its support of the personal growth and academic success of a highly diverse student body. It will be an institution of first choice for students committed to transforming their lives and making a difference.

CORE VALUES

At the core of everything the University does, the following five values define its ethos and fundamental beliefs:

Academic Excellence

As individuals and as an institution, we seek to model and to impart to our students the highest standards of knowledge, inquiry, preparation, academic freedom and integrity, as well as an expanded sense of what an individual can accomplish.

Creating Knowledge

We strive to expand the boundaries of knowledge and creative expression in and outside of our classrooms. We help students think imaginatively and critically and encourage innovative solutions to social issues and challenges of ecological sustainability and economic growth and ethical dilemmas confronting our communities, regions, nation and world.

Student Success

Students are our reason for being. We judge our effectiveness, progress and success in terms of how well we provide a platform for their personal, intellectual and professional development, enabling them to transform their lives and become civically engaged.

Diversity

We value and promote the expression of all aspects of diversity. We maintain a campus culture that welcomes diversity of personal circumstances and experiences and prepares students to become effective citizens in an increasingly diverse, interdependent and pluralistic society.

Citizenship

We challenge our students, faculty, staff and alumni to recognize their responsibility to improve the world around them, starting locally and expanding globally. We offer critical expertise to New Jersey and our region, while our scholarship and public engagement address pressing community needs in the region and beyond in keeping with our public mission.

Approved by the William Paterson University Board of Trustees March 19, 2012

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF SCIENCE AND HEALTH
DEPARTMENT OF NURSING**

MISSION STATEMENT

The William Paterson University Department of Nursing, through its educational programs, is committed to preparing nurses who are accountable for the delivery of culturally sensitive, caring, and competent nursing care to diverse clients in a variety of settings. Graduates of the Baccalaureate, Masters and Doctor of Nursing Practice degree programs are encouraged to pursue life-long learning to effect and enhance self-development, professional growth, critical thinking and leadership.

PHILOSOPHY

The Department of Nursing is an integral part of the University and shares its mission and goals in relation to quality education, research, creative activity, and community service. The faculty actively concurs with the University's commitment to promote student success, academic excellence, and community outreach. The faculty also values diversity and equity as essential to educational excellence and responsible citizenship in an increasingly global economy and technological world.

The beliefs of the faculty provide direction for the organization of the curricula in the Bachelor of Science in Nursing, the Master of Science in Nursing and Doctor of Nursing Practice programs. The faculty believe in the integrity and worth of human beings. Human beings are holistic and continually responding to the environment in order to meet their biological, psychosocial, and spiritual needs. The individual is unique, capable of change, and participates in decision making related to health care needs. The individual warrants respect, dignity, and recognition of personal beliefs and values. All human beings deserve nursing care that is culturally sensitive and caring as they progress through the life span.

The faculty believes health is dynamic and is influenced by complex and technological environments. Health is a social concept existing in individuals, families, communities, and a nation that reflects normative standards referenced by cultural beliefs, personal values, mores, and experiences.

As an academic discipline and practice profession, Nursing's focus of concern is health and the delivery of health care. Nursing as a socially accountable profession exerts an essential influence on the health status of clients/client systems. Nursing's social influence prevails when the profession continues to recognize and respond to society's evolving health care needs. Nursing explores, examines, proposes, supports, and challenges health care practices and policies to maintain the dialogue that protects the quality of and access to the health system. Nursing is a creative human service provided within an active cooperative relationship with clients.

Nurse's influence healthy responses that promote, maintain, and restore health across the life span and they participate in the wellness-illness and end-of-life experiences of those they serve. Baccalaureate nurses use a systematic five step nursing process approach that engages critical thinking, intellectual, interpersonal, and technical competencies in the delivery of professional nursing care. Masters prepared graduates build on those basic competencies and delineate nursing knowledge embedded in clinical practice through research. They are skillful in applying frameworks, models of care, concepts, and rationales for practice. Evidence based principles and research are critical premises for developing quality practice decisions by undergraduate and graduate students. Doctor of Nursing Practice graduates are prepared as thought leaders expected to advance nursing practice and the profession.

The goal of education within the department of Nursing is to promote student growth toward realizing their personal and professional potential. Nursing knowledge and relevant knowledge from the humanities, the natural and behavioral science are foundational for professional nursing and are prerequisites for graduate education.

The Masters' education incorporates advanced theory, research, and skills into the competencies required in a variety of settings. The advanced prepared nurse provides leadership for the advancement of the discipline, in the scientific community, and in academic and service institutions.

Doctor of Nursing Practice education expands the professional nurse's theoretical foundations. The nurse applies research, theory and current evidence towards the improvement of the profession of nursing and patient health outcomes. These graduates actively engage in the critical conversation that affects systems of care and health policy at the local, regional and national levels.

Faculty view learning as a continuous interactive and life-long process. The ways of knowing are many and include aesthetic, observational, experimental, intuitive, and rational approaches. Learning requires self-discipline and goal orientation. Faculty ensure that the curriculum includes learning opportunities to develop and apply knowledge, skills and values. Additionally, all graduates must be able to engage the technology driven information systems that are the repositories of health data.

Finally, the faculty believes the graduates of the educational programs are prepared to deliver safe and effective nursing through teaching, research, and collaboration with other professionals and health care consumers.

Rev. 5/89; 5/96; 11/12/07; 2/10; 5/10/13

ADMISSION STATUS

The following are regulations affecting all graduate students at WPUNJ.

ACADEMIC ADVISEMENT

Academic Advisor Assignment

When a student is accepted into the master's program students are assigned an academic advisor. The student will be notified of his or her advisor's name during new student orientation. School nurse students' advisor is Dr. Karen Phillips, School nurse coordinator.

Responsibilities of Academic Advisors

The academic advisement process is essential in order to promote a high quality educational program and to facilitate teaching and learning. This unique process assists in the clarification of goals and encourages continuity of learning throughout the master's program. Academic advisers are valuable resource persons for administrators, faculty, and students. Advisement is seen as a responsibility of both students and faculty.

The responsibilities include:

After Admission:

1. Review the student's records.
2. Clarify specific career goals.
3. Assist in planning the student's total program including appropriate sequencing and requirements.
4. Clarify expectations of student-faculty roles.
5. Spell out student responsibilities, e.g., record keeping and registration, and provide policy interpretation regarding academic standing.

Throughout the Program

1. Speak with student each semester to facilitate registration, e.g., discussion of changes in courses and/or program.
2. Grant approval for registration.
3. Keep informed of the student's progress and status.
4. Communicate with student regarding academic progress, e.g., discussion of academic standing or problems interfering with study.
5. Refer the student to appropriate resources for assistance with personal or financial problems.
6. Maintain the student's records and update with pertinent data.
7. Note the student's progress on file each semester and as necessary.
8. Note special interviews, phone calls, etc., in student's record.
9. Determine the student's eligibility for awards and honors; recommend the student for awards and honors for which he or she is eligible.

RESPONSIBILITIES OF THE STUDENTS

Protocol for Advisement and Registration

1. Each student is to make an appointment or speak with their assigned advisor during the advisement period before or during registration.
2. Students will be able to view course offerings and register online by going to:
<http://www.wpunj.edu/enrolled/> and click on registration.
3. All dropping or adding of courses should be done after consultation between the advisor and student.

Authorizations or permits issued by the School nurse coordinator/ Graduate Program Director or Department Chairperson to waive pre-requisites or for entry to a closed course must be claimed by the student registering for the course via Web Registration. If you wish to drop all courses, you must take a Leave of Absence or a formal Withdrawal from the University. Students who need to file a Leave of Absence or Withdrawal from the University must go WPCONNECT (<https://wpcconnect.wpunj.edu/portal/>) to file.

Registration and Course Selection

The final responsibility for proper course selection and timely registration rests with the student. Each semester, with the approval of their assigned advisor, students register for courses necessary to progress toward completion of the curriculum in which they are enrolled.

Academic Integrity Policy

I. Standards of Academic Conduct

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities.

William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed.

All members of the University community are expected to adhere to the Academic Integrity Policy.

II. Violations of Academic Integrity

Violations of the Academic Integrity Policy include, but may not be limited to, the following examples:

A. Plagiarism is the copying from a book, article, notebook, video or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

B. Cheating during examinations includes any attempt to (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information

concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.

C. Collusion is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

D. Lying is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose.

E. Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.

III. Faculty Responsibilities for Upholding the Academic Integrity Policy

A. Faculty is expected to be familiar with the Academic Integrity Policy. Each faculty member will inform students of the applicable procedures and conditions early in each semester before the first examination or assignment is due.

B. Ordinarily, in-class tests and final exams should be proctored. Proctoring is defined as having a faculty member or a representative of the faculty present in the room during an exam. Proctoring is the responsibility of the faculty member teaching the course although, where necessary, that responsibility may be shared with, or delegated to, faculty colleagues or graduate assistants assigned to the course.

IV. Resolution of Academic Integrity Policy Violations

A. If a faculty member has sufficient reason to believe that a violation may have occurred on any work submitted for a grade, he/she must attempt to speak with the student within ten (10) school days of the incident to discuss appropriate resolution.

B. After discussing this matter with the student, and if the student accepts the proposed resolution, the student waives his/ her right to a hearing. Depending on circumstances, as assessed by the faculty member who has discussed the matter with the student, any of the following penalties may be imposed:

1. Resubmission of the assignment in question
2. Failure of the assignment
3. Failure of the course
4. Withdrawal from the course with no credit received
5. The imposition of other appropriate penalties with the consent of the student
6. Recommendation to the President of suspension or expulsion from the University

With any of the above, the faculty member may have a written record of the sequence of events placed in the student's permanent record with a copy to the student.

C. If the student does not admit to a violation or disagrees with the proposed resolution, he/she must:

1. Speak directly to the faculty member within ten (10) school days of being informed of a violation or of the proposed penalty. If, after repeated attempts, the student is unable to reach the faculty member within ten (10) school days, the student must notify the department chairperson in writing within that ten (10) day period.
2. If, after discussion with the faculty member, the student is not satisfied with the outcome, the student may contact the department chairperson presenting a dated, written, and signed statement describing the specific basis for the complaint. At this time, the student must provide the faculty member with a copy of these written materials.
3. The department chairperson should try to resolve the issue by reaching an agreement by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student may request that the chairperson convene the Department Executive Council (or other appropriate department committee)—excluding the faculty members involved—to hear the appeal. The faculty member submits a written, dated, and signed statement of the alleged violation to the council/ committee. The student must submit a written, dated, and signed statement describing the basis of the complaint. The accuser assumes the burden of proof. When the faculty member involved is the chairperson, the student may request that the dean of the college convene the Department Executive Council (or other appropriate department committee). The Department Executive Council/Committee submits its recommendation to the chairperson (or college dean, if the faculty member involved is the chairperson).
4. If not satisfied with the Department Executive Council's (or other appropriate department committee's) decision, the student may ask the Dean of that college to bring the matter to the College Council. The faculty member submits a written, dated, and signed statement of the alleged violation. The student submits a written, dated, and signed statement describing the basis for the complaint. The accuser assumes the burden of proof. The chairperson of the department concerned does not take part in the final vote (although the written decision from the department chairperson is part of the college record). The College Council's decision constitutes the University's final decision regarding the substantive nature of the case. Future appeals based on violations of due process are permitted to the limit of the law.
5. Each step in the procedure must be initiated within ten (10) school days of the faculty, chairperson, department, or college response. Dated, written, and signed statements are required at each step. Likewise, at each level, the faculty member(s), chairperson, Department Executive Council (or other appropriate department committee), or College Council must complete a review of all pertinent written materials prior to rendering a decision, in writing, within ten (10) school days of receipt of complaint materials. In case the faculty member has been verifiably unable to be contacted, or in other instances of extenuating circumstances affecting students or faculty, it is understood that the student's right to appeal is not jeopardized and the time constraints will be extended. Due process must be followed at every step of this procedure. No penalty will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the penalty was inconsistent with professional standards of the discipline.
6. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has received a copy of the procedure and has read and understands it, before the appeal can proceed. In the event the College Council cannot resolve it, the matter is referred to the Dean of Graduate Admissions.

ACADEMIC PROBATION AND DISMISSAL

If at any time during a graduate student's academic career that student's grade point average (GPA) falls below a 3.0 cumulative GPA, the student will be placed on probation. While on probation, the maximum number of credits in which a student can enroll will be nine (9) credits. During the time in which a graduate student is on probation, if that student's cumulative GPA remains below 3.0, but the student has achieved a GPA of 3.25 or higher in the semester, the student will be allowed to register for a subsequent term and a maximum of nine credits. If during the time a graduate student is on probation and that student has not attained a cumulative GPA of 3.0 or higher, and/or a GPA of 3.25 in the semester, the student will be dismissed from the University. A student must, however, attain a cumulative GPA of 3.0 or higher by the final semester of matriculation which is consistent with University policy.

TRANSFER CREDIT POLICY

A maximum of 49% of the total required credits for a graduate degree program may be satisfied through the application of transfer credits provided that: (1) the student applies for transfer credit at the time of matriculation; (2) the work was taken in graduate courses for graduate credit; (3) the work was taken within the last six years; (4) the grade received was B or better; (5) the work does not duplicate any work, graduate or undergraduate, for which credit was previously given; (6) the work has been taken at an accredited college or university; (7) the work is applicable to the students program.

A current matriculated William Paterson University student may, in some instances, be allowed to take courses off-campus at other institutions as a visiting student and transfer the credit to William Paterson. The student must receive permission from the dean of the college and/or the department chairperson of his/her program of study prior to course registration. These credits are allowed as transfer credit; provisions two through six as stated above remain applicable in such instances (See Visiting Student Authorization Form).

APPROVAL OF A SUBSTITUTION FOR A REQUIRED GRADUATE COURSE

A student may request a course taken at another accredited institution outside the William Paterson University graduate program in nursing to be used as a substitution for a required course. The course must meet all of the following requirements before it can be submitted for approval to the Graduate Program Director: The course must have been taken no more than six years before admission to the graduate program in nursing. The transcript must show a grade of A or B in the course; it must be a graduate-level course; and it must be approved by the faculty teaching the required course at William Paterson University. A course description and an official transcript are required and should be attached to this petition before it is submitted. Use an Adjustment of Degree Requirements Form, which can be obtained by contacting the Graduate Nursing Department Office, if course is already completed.

The form must be signed by the Director of the Graduate Program, Department Chairperson and Dean. An official transcript from the College/University where the course was taken must be sent to William Paterson University, Office of the Registrar, P.O. Box 913, Wayne, NJ 07474-0913.

GRADE APPEAL PROCESS

Overview

Any complaints by students concerning their grades should be handled within the structure of the graduate program. The purpose of the following protocol is to ensure due process for all parties. It allows the student

to determine if an error has been made in assigning the grade and, alternatively, it provides the instructor with an opportunity to explain why the grade was given.

Procedure

Complaints concerning the grading practices of individual instructors should be handled in the following manner:

1. The student must write to the faculty member within 10 working days of the receipt of the grade or after the incident related to the student's academic performance, to request an appointment to discuss the complaint. The letter must also include any pertinent documentation to substantiate the student's complaint.
2. At the meeting with the faculty member, the student must present any additional pertinent documents to substantiate the complaint. The faculty member must make available for review at these meeting materials submitted by the student for evaluation, and not yet seen by the student.
3. If the student is unsuccessful in making contact with the faculty member, or after meeting with the faculty member, wishes to further pursue the complaint, the student must write to the department chairperson, and request an appointment to discuss the complaint. A copy of all materials originally presented to the faculty member must be provided. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of this procedure, has read it and understands it before the appeal can proceed.
4. If the complaint is not resolved at the chairperson's level, and if the student wishes to pursue the complaint, the student must request in writing that the department chairperson convene the Departmental Executive Council (or other appropriate department committee) to hear further appeal. The committee will then submit a decision to the department chairperson. When the faculty member involved is the chairperson, the student may request that the dean of the college convene the Department Executive Council (or other appropriate department committee).
5. If not satisfied with the Departmental Executive Council's (or other appropriate department committee's) decision, and if the student wishes to further pursue the complaint, the student must write to the Dean of that college requesting that the complaint be brought to the College Council for a decision by the department chairpersons of the college concerned. The chairperson of the department concerned will not take part in the final vote. This decision will constitute the University or College's final decision.
6. The faculty unequivocally have the final responsibility with regard to grade changes.

REPEAT POLICY

A graduate student who has received an F in a required or elective course may petition the Graduate Program Director (with input from the Chair of the Department and course instructor) to be approved, at the discretion of the program director, to repeat the course or complete an equivalent course. An appropriate independent study may be used to satisfy a course repeat, if approved under the Independent Study Policy (https://www.Wpunj.edu/policies/docs/academic/Approved_IS_Policy.pdf)

PROCEDURE

- The student's petition must be accompanied by a remediation plan that has been developed and approved in consultation with the program director, course instructor and department chair.
- The student will be placed on probation until the remediation plan has been satisfactorily completed.
- No more than one course in the program shall be repeated.
- The repeated course must be completed within the time period stipulated in the remediation plan.
- The new course grade will be included on the student's permanent record as the official final grade and will be counted in the student's grade point average.
- The original grade will be converted to an "R" or other appropriate repeat designation on the student's permanent record and will not be used in calculating the grade point average once the new course grade has been posted.

Graduate programs may modify this policy to be more stringent but not more lenient, based on disciplinary standards or accreditation and credentialing requirements, with approval of the Office of the Provost.

WITHDRAWAL FROM A COURSE

A graduate student who wishes to withdraw from a course must do so within the established deadlines published in the online Academic Calendar: (<http://www.wpunj.edu/academics/academic-calendar.dot>). If a graduate student wishes to drop to 0 (zero) credit, a Leave of Absence form must be filed at WP CONNECT (<https://wpconnect.wpunj.edu/portal/>)

GRADE CHANGE POLICY

A grade is issued only by the faculty member teaching a course and may not be changed by anyone other than the faculty member who assigned it, unless there is convincing evidence that the assignment of the original grade was inconsistent with professional standards in the discipline. Students who would like to challenge a grade should pursue the following procedure, in accordance with due process at each step. Each step in the procedure must be initiated within ten (10) working days of the faculty, chairperson, or departmental response. Dated, written statements are required at each step. Likewise, at each level, the faculty member, chairperson, or Department Executive Council (or other appropriate departmental committee) must complete a review of all pertinent written materials prior to rendering a decision and inform the student in writing of the decision within ten working days of receipt of the complaint materials. If the student can verify that she or he has not been able to contact the faculty member, it is understood that the student's right to appeal is not jeopardized, and the deadline will be extended. The student should retain a copy of all materials submitted at each level of the appeal process. If the student so chooses, he/she is allowed to appear before the appropriate committee or council at each level of the appeal process.

REVIEW OF EXAMINATION RESULTS

Due to the progressive nature of the nursing curriculum, students have ten working days as per university policy to review/appeal an exam or quizzes after the grades are posted. If you wish to review an exam or other graded assignments with your instructor, make an appointment. If you have concerns regarding an exam or graded assignments, put concerns in writing and submit it to the professor who taught the content. No review of previous exams and graded assignments after final exam has been completed. If students are absent from an exam, grades will be posted but review of exam by the class may be delayed until after makeup exams have been taken.

APPEAL OF DISMISSAL FROM THE NURSING MAJOR

Students who wish to appeal the DISMISSAL decision of the Academic Standards Committee should submit a letter to the Chairperson of the Department stating why they believe they should be reinstated. The Chairperson will convene the department Executive Committee to deliberate on the appeal. The Chairperson will notify the student of the outcome of the deliberations. If the appeal is denied, students may then appeal to the Dean of the College of Science and Health, which is the final level of appeal. The Dean or the Dean's designee will notify the student of the outcome. If the dismissal appeal is granted at any stage of this appeal process, the student will be notified in writing of the conditions of reinstatement which include acceptance that no further reinstatement appeals will be considered for the remainder of the graduate nursing program.

GRADES AND STANDARDS

All graduate students must maintain a 3.0 GPA/B average in order to be considered in good academic standing. The following represents the grading standards for all graduate work at William Paterson University.

A course grade of A indicates an achievement of distinction. It marks work of excellence expressed in an exemplary manner.

A course grade of B indicates the acceptable standard of achievement. It reflects excellence in some aspect of the following areas: completeness and accuracy of knowledge, sustained and effective use of this knowledge, ability to work independently in the specific area, and originality in quality and execution.

A course grade of C indicates the minimum acceptable standard of work for which credit toward the degree can be received. It reflects such factors as familiarity with course content and methods of study, the actual use of such content and methods, participation with a discriminating and active awareness of coursework, and the ability to express one's knowledge and opinions clearly. A matriculated student who receives three "C" grades (C+ or C) will be dismissed from the program and the University.

A course grade of F indicates that the student has not demonstrated work of sufficient quality and quantity. No grade points.

A course grade of WD (withdrawal) indicates official withdrawal and has no effect on grade point average.

A course grade of IN (incomplete) indicates that the student has not completed all the work required in a course. Unless the work is completed within 30 days immediately following the end of the semester, the IN grade will automatically change to an F.

TIME LIMIT TO COMPLETION

A master's degree, certification, or endorsement program must be completed within a period of six years from the time the student matriculates. The time to completion includes leaves of absences, withdrawals, thesis, and comprehensive examinations. The appropriate college dean must approve requests for extension of time. See specific program requirements unless otherwise indicated

DEPARTMENT OF NURSING – GRADUATE PROGRAM GRADING SCALE

Letter grades are derived from course requirements using the following revised grading scale:

<i>A</i>	<i>93.51 - 100</i>
<i>A-</i>	<i>89.51 - 93.5</i>
<i>B+</i>	<i>86.51 - 89.5</i>
<i>B</i>	<i>83.51 - 86.5</i>
<i>B-</i>	<i>79.51 - 83.5</i>
<i>C+</i>	<i>76.51 - 79.5</i>
<i>C</i>	<i>73.51 - 76.5</i>
<i>C-</i>	<i>69.51 – 73.5</i>
<i>F</i>	<i>Below 73.5</i>

A Pass grade encompasses A-C grades (Grading policy revised 7/2017).

WITHDRAWAL FROM THE UNIVERSITY

Overview

A withdrawal from the University will not be refused to any matriculated graduate student. The student must complete appropriate withdrawal forms, which remove them from courses without academic penalty. A withdrawal is for an indefinite length of time and is in force until the student chooses to apply for readmission. Withdrawal is not dropping a course. It involves dropping all courses.

Guidelines

Nonattendance of classes does not constitute withdrawal from the University. Graduate students who wish to leave the University during the academic year are required to go to WP CONNECT (<https://wpconnect.wpunj.edu/portal/>).

Students who withdraw from the University must apply for readmission through the Office of Graduate Admissions & Enrollment Services according to the admissions calendar. Readmission is not automatic; enrollment and other considerations may preclude return during a particular semester.

LEAVE OF ABSENCE

Graduate students may apply for a Leave of Absence for up to one academic year. Applications need to be approved by the Graduate Program and recorded by the Registrar.

If currently enrolled at the start of an approved leave of absence, the grade of “W” will be issued in all courses. If a student re-enrolls in the program, within one academic year, they do not have to re-apply to the Graduate Program

- To apply for a Leave of Absence please go to WPCONNECT at the graduate student services tab and file the necessary information.
- Refunds after the course drop deadline WILL NOT be considered under any circumstances.

INDEPENDENT STUDY

Overview

A student may identify an area of interest that he or she wishes to pursue in depth on an individual study

basis. The proposal for independent study must be developed with the faculty member who has agreed to provide faculty supervision and be submitted to the Graduate Program Director for approval.

Policy

No more than 3 credits of independent study may be applied toward the Master of Science Degree in nursing.

Procedure

Complete the Independent Study Application form (available by contacting the Graduate Nursing Office) and submit it to the Graduate Program Director. The proposal should be submitted to the Graduate Program Director by the middle of the term preceding the one in which the independent study will be pursued. Additionally, a description of project, objectives, strategies for achieving objectives, criteria for evaluation, and number of credits should be submitted with the form. The prepared written proposal must be signed by the faculty supervising the project. The form will be forwarded to the Department Chairperson who if he/she approves of the proposal, will direct it to the Dean for approval. A signature from the Dean will constitute permission for the student to register for the independent study. Student must bring the Independent Study Application to the Office of the Registrar in Morrison Hall.

At the completion of the independent study project, the student must present the completed study or written report to the faculty supervisor for evaluation. Upon successful completion of the independent study project, the student will receive academic credit. Faculty who agree to supervise independent study do so in addition to their regular course load.

INCOMPLETE COURSE WORK

Overview

For various reasons, a student may receive an incomplete (IN) in lieu of a letter grade. The following policy ensures a consistent approach to the completion of IN grades. In special cases, the Graduate Program Director and/or the Department Chairperson can and will review petitions from faculty on behalf of a student regarding the policy.

Policy

The grade of incomplete (IN) can be granted when the student has not completed the assigned work in a course because of illness or other reasons satisfactory to the instructor. The grade of IN is at the discretion of the instructor. Unless the work is completed within thirty days immediately following the end of the semester, the IN grade will automatically change to F.

A student failing to complete the assigned work to remove the IN will be required to drop the subsequent course. University regulations require the removal of the incomplete within thirty days of the end of the semester. In unusual and compelling situations, an extension may be recommended by the Graduate Program Director and approved by the Dean. A specific plan for completion is required for an extension to be approved as follows.

Procedure

The student must discuss his or her request for incomplete status with the instructor. If the incomplete status is acceptable to the instructor, the student obtains the form "Request for Incomplete Status," from the Graduate Program Office, University Hall, Room 302; the student completes the form as instructed. See Incomplete Status Form on page 18. If an extension of time is required, the student and instructor must inform the Graduate Program Director.

THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY
GRADUATE PROGRAM IN NURSING
REQUEST FOR INCOMPLETE STATUS FORM

Instructions: (Type or Print legibly)

A student requesting incomplete status in a course should first discuss the matter with the instructor and the faculty advisor. The form should be returned to the Graduate Program Director by the instructor. This form should then be completed and the necessary signatures obtained.

Copies will be made and sent to the student, the instructor, and the student's faculty advisor. On completion of the course, a Change of Grade form must be submitted by the instructor.

Student's name: _____ Telephone number (home#): _____

Address: _____ (business #): _____

Student I.D. number: _____ Faculty advisor: _____

Semester: _____ Year: _____

Course number: _____ Course title: _____

Date incomplete is to be removed: _____

Reason for requesting incomplete status:

(If more space is needed, use other side or attach additional page)

AGREEMENT BETWEEN STUDENT AND INSTRUCTOR REGARDING THE DATE
AND CRITERIA FOR REMOVAL OF THE INCOMPLETE GRADE

Faculty comments:

(Student's signature) _____

(Instructor's signature) _____

(Date) _____

ATTENDANCE

Students are expected to attend regularly and punctually all classes, laboratory periods and other academic exercises. Students are responsible for all work required in courses. The instructor shall determine the effect of absences upon grades and may permit or deny the privilege of making up work, including examinations, within the time limits of the semester. In the event of a prolonged absence, a student is advised to consult with the Office of Graduate Admissions & Enrollment Services, Morrison Hall 139, 973-720-3577.

STUDENT COURSE END EVALUATION

Overview

1. At the end of each semester students are required to complete an online Course End Evaluation Form which will be provided by the Graduate Nursing Program Office. The links will be provided via email. The evaluation is of the course itself and not the faculty teaching the course. The student's evaluation of course(s) assures maintenance of quality in the curriculum. Student input is valued as a means to revise and update courses in the graduate program.

2. The completed forms will be forwarded to the Institutional Research & Assessment in College Hall for analysis. The findings are summarized. The evaluation outcomes will be reviewed at the Graduate Nursing Program Committee. One copy for the file shall be maintained in the Graduate Nursing Program.

STUDENT RESOURCES:

Accessibility Resource Center (Formerly the Office of Disability Services)

Assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs.

<https://www.wpunj.edu/accessibilityresourcecenter/>

Health and Wellness Center (Ext. 2360) and the ***Counseling Center*** (Ext. 2762)

Offers student health and counseling services.

<https://www.wpunj.edu/health-wellness/>

Tutor.com

Helps students with Writing Assistance, both live and by submitting papers for review - 24/7. Free to WP students. They provide links to learning resources to assist with areas students may struggle in. Tutor.com is linked on the student Blackboard home page. It can be found at the bottom of the Tools menu on the left side of the screen.

Blackboard Help

For Blackboard related issues off-hours, the best path for support is to enter a Helpdesk ticket at www.wpunj.edu/helpdesk under the ticket category of Blackboard.

For regular hours Help Desk information, etc.: <https://www.wpunj.edu/it/>

EDUCATIONAL SUPPORT PROGRAM

The Educational Support Program (ESP) has been an established part of the Graduate Program in the Department of Nursing since 1999. It reflects a commitment to support graduate students toward the successful completion of the program in nursing. Any student may use the ESP as a resource to assist in their academic success at William Paterson University. ESP services primarily assist students by offering academic writing assistance and serves as a referral resource to other university services.

Contact: Renee F. Pevour, RN, MS, AOCN is available at University Hall 220 or pevourr@wpunj.edu or telephone 973-720-3516.

**SCHOOL NURSE CERTIFICATION PROGRAM
MASTER OF EDUCATION IN CURRICULUM AND LEARNING
WITH A CONCENTRATION IN SCHOOL NURSING
AND
MASTERS OF NURSING IN SCHOOL NURSING
INTRODUCTION**

This portion of the handbook has been developed to acquaint the school nurse certification candidate with the program of study leading to state certification as a School Nurse. Contents include information on types of programs offered, required courses, Practicum expectations, policies and procedures for successful completion of the program. Please read this handbook carefully and keep it as part of your permanent advisement materials along with your curriculum guide and semester grade reports.

Disclaimer

Although the provisions of the William Paterson University Graduate Nursing Student Handbook are as accurate and complete as possible, the Department of Nursing Graduate Program reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes. However, the student has the responsibility to know what changes have been made to the handbook and to meet completely and successfully the requirements of the graduate nursing program by reviewing updates in the handbook each semester. Notification of policy revisions, changes, and/or additions of the Graduate Nursing Program can be found posted on the Graduate Nursing web page. <https://www.wpunj.edu/cosh/departments/nursing/graduate-programs/handbooks.html>

Steps to Take: Where Do I Begin?

1. Learn all you can about School Nursing: attend open houses/information sessions, talk to school nurses, and consider the pros and cons of the specialty.
2. Investigate the need for school nurses in your home town or one you would like to work in.
3. Call the University and speak with someone in the School Nurse Certification Program.
4. Consider the finances involved.
5. Substitute as a school nurse so you understand what the position entails.
6. Make the decision to pursue School Nursing.
7. Prepare to begin the program of study, apply on line to the Office of Graduate Admissions.
8. Submit the following documents: (see graduate admission's web site)
 - ✓ Online application for admission to graduate program and application fee
 - ✓ Proof of a bachelor's degree from accredited institution (GPA must be greater than 3.0)
 - ✓ Official undergraduate transcripts from all institutions attended
 - ✓ Copy of your registered professional nurse license
 - ✓ Copy of current CPR/AED certification
 - ✓ Any additional documents requested by office of Graduate Admissions

Please note: Out of State Residents:

The New Jersey First Act, NJSA 52-14-7 (2011), contains a residency requirement for most public officers and employees. If you are an out of state resident, share your residency status with your potential employer. Waivers may be granted but the district must initiate the request.

<https://www.nj.gov/labor/lwdhome/njfirst/NJFirst.html>

PROGRAM STAFF

College of Science and Health-Department of Nursing

Kem Louie, PhD., RN, PMHCNS-BC., APN, CNE. FAAN
Professor and Director, Graduate Nursing Program
(973) 720- 3215, louiek@wpunj.edu

Karen F. Phillips, EdD, MSN, RN
Professor of Nursing
Coordinator School Nurse Certification, MEd, and MSN-
SCN Program
(973) 720-3406, phillipsk116@wpunj.edu

Christina L. Aiello, MASC, Assistant Director
Graduate Admissions and Enrollment Services
(973) 720- 2506, aiellocl@wpunj.edu
(973) 720 - 2035 (fax)

College of Education

Heejung An, EdD, M.A.
Professor and Director, M. Ed in Curriculum and Learning
973-720- 2280

Margaret Renn
Director, Office of Field Experiences (973) 720-
3978, reenm@wpunj.edu
(973) 720-3503 (fax)

Liana Fornarotto, M Ed.
Director, Educational Enrollment and Certification
(973) 720 – 2206, fornarottol@wpunj.edu

Michele Wright
Office of Teacher Certification
(973) 720-3685, wrightm@wpunj.edu

School Nurse Certification Faculty

Mary Ellen Bolton, MA, RN, NJ-CSN, boltonm@wpunj.edu
Janice Loschiavo, MA, RN, NJ-CSN, loschiavoj@wpunj.edu

Field Supervisors

Janet Halder. MS, BS, RN, NJ- CSN, halderj@wpunj.edu
Helen Hodges, MA, BS, NJ –CSN, hodgesh1@wpunj.edu
Joan Seery, Ed.S, MA, BS, NJ-CSN, seeryj@wpunj.edu

School Nurse Certification Programs Available at William Paterson University

The School Nurse Certification Program at William Paterson University of New Jersey is a graduate, non-degree program offered by the Graduate Nursing Department in either of two tracks.

School Nurse (Instructional)

Upon completion of this course of study the candidate will be eligible to apply to the State of New Jersey for a Standard Educational Certificate.

The candidate will be eligible for employment as a school nurse and permitted to perform nursing services in an educational setting, Pre- Kindergarten through grade twelve.

The candidate will be qualified to teach health related areas Pre-K through gradetwelve.

There is a Practicum or Field Experience component.

School Nurse Certificate (Non-instructional)

Upon completion of all course work, the student may apply to the State of New Jersey for a Non-instructional Certificate.

The candidate will be eligible for employment as a school nurse and permitted to perform nursing services in an educational setting grades Pre-Kindergarten through grade twelve.

This certificate does **not** qualify the candidate to teach health.

There is a Practicum or Field Experience component.

Emergency Certification

When the demand for a school nurses exceeds the availability, a school district may apply to the county for a nurse to receive emergency certification. The nurse must be enrolled in a state approved program such as William Paterson and is given three years to complete the course of study. A nurse must also have a course in Public Health Nursing and Developmental Psych.

Once the academic requirements are met, the candidate must have all documents reviewed by the School Nurse Coordinator who will inspect the transcripts and formally clear the individual to apply for certification.

Certification is then recommended and applied for through the Director of Educational Enrollment and Certification at William Paterson University.

Types of Courses

There are three types of course requirements:

Prerequisites

These are required courses, which can be taken previously at another institution and verified by transcript or by taking the courses at WPUNJ.

Program

These are the courses, which must be taken at WPUNJ.

Please note:

- ✓ Undergraduate courses cannot be used to fulfill graduate level coursework.
- ✓ Permission of the Director of the Graduate Program is needed prior to taking program requirements at another institution.

Once the above are submitted, the data will be forwarded to the Graduate Nursing Division for review and you will be considered for acceptance in the program. After acceptance, you may register for courses.

Interdisciplinary

These are courses that are designed to complement the core school nurse courses in the areas of counseling, special education, and psychology

Course Requirements

School Nurse (Instructional) Track

Graduate Credits – Twenty- four (24) -All courses are three (3) credits.

CSP	5601	Counseling Skills for School Nurses
PSY	6830	Substance Abuse Interventions
SPC	5010	Introduction to Special Education
NUR	6170	Legal Issues for School Nurses
NUR	5500	School Health Services I
NUR	5510	School Health Services II
NUR	5021	Instruction of Health Education K-12
NUR	5520	School Nurse Student Teaching Practicum

Pre-requisite Requirements: Six (6) Credits

Undergraduate courses that may have already been taken either at WPU or another institution:

Public Health Nursing

Developmental Psychology

School Nurse (Non-instructional) Track

Graduate Credits – twenty-one (21) All courses are three (3) credits.

SPC	5010	Introduction to Special Education
CSP	5601	Counseling Skills for School Nurses
PSY	6830	Substance Abuse Interventions
NUR	6170	Legal Issues for School Nurses
NUR	5500	School Health Services I
NUR	5510	School Health Services II
NUR	5520	School Nurse Student Teaching Practicum

Pre-requisite Requirements: Six (6) credits

Undergraduate courses that may have already been taken either at WPU or another institution.

Public Health Nursing

Developmental Psychology

MSN in School Nursing (MSN-NUR-SNC)

This 33 credit master’s degree program provides an opportunity for school nurse educators to expand their knowledge and their career opportunities in school nursing and as adjunct faculty in an undergraduate nursing program.

Graduate credits: Thirty-three (33) credits (includes 24 credits from the School Nurse Instructional Track). All courses are three (3) credits.

CSP	5601	Counseling Skills for School Nurses
PSY	6830	Substance Abuse Interventions
SPC	5010	Introduction to Special Education
NUR	6170	Legal Issues for School Nurses
NUR	5500	School Health Services I
NUR	5510	School Health Services II
NUR	5021	Instruction of Health Education K-12
NUR	5520	School Nurse Teaching Practicum
NUR	5001	Theoretical Foundations in Nursing
NUR	5701	Population Health, Legislation, and Social Policy
NUR	6021	Nursing Research Strategies: Translational Science

Prerequisites: Six (6) Credits

Undergraduate courses that may have already been taken either at WPU or another institution

Public Health Nursing

Developmental Psychology

Interdisciplinary: Nine (9) credits

PSY	6830	Substance Abuse Interventions
SPC	5010	Introduction to Special Education
CSP	5601	Counseling Skills for School Nurses

Admission requirements:

- Online application/ Application fee
- Bachelor's degree in nursing (BSN)
- GPA 3.0 out of 4.0
- Current NJ RN License
- Official Academic Transcripts
- Successful completion of: Developmental Psychology and Community/ Public Health Nursing

Masters of Science in School Nursing (MSN-NUR-SCN)

- Students may apply directly to MSN and complete school nurse certification (CNRI) prior to completion of the MSN.
- Students may complete school nurse instructional certification and then apply to the MSN.

Med in Curriculum and Learning with a Concentration in School Nursing (Med CL CNRI)

This 33-credit master's degree program meets the professional development of inquiring educators who want to increase their knowledge and expand their career opportunities in school nursing. Graduates are prepared to become researchers and leaders with a commitment to equity and diversity in curriculum development and reform.

Graduate credits: Thirty-three (33) credits (includes 24 credits from School Nurse Instructional).

All courses are three (3) credits.

CSP 5601	Counseling Skills for School Nurses
PSY 6830	Substance Abuse Interventions
SPC 5010	Introduction to Special Education
NUR 6170	Legal Issues for School Nurses
NUR 5500	School Health Services I
NUR 5510	School Health Services II
NUR 5021	Instruction of Health Education K-12
NUR 5520	School Nurse Teaching Practicum
ELCL 6290	Research in Education I
ELCL 6300	Research in Education II
EDLP 6040	Curriculum Design: Theory and Design

Prerequisites: Six (6) Credits

Undergraduate courses that may have already been taken either at WPU or another institution

Public Health Nursing
Developmental Psychology

Interdisciplinary: Nine (9) credits

PSY 6830	Substance Abuse Interventions
SPC 5010	Introduction to Special Education
CSP 5601	Counseling Skills for School Nurses

Admission requirements:

- Online application/ Application fee
- Bachelor's degree
- GPA 3.0 out of 4.0
- Current NJ RN License
- Official Academic Transcripts
- Successful completion of:
Developmental Psychology and
Community/ Public Health Nursing

Masters of Education in Curriculum and Learning: Concentration in School Nursing (MEd CL CNRI)

- Students may apply directly to MEd and complete school nurse certification (CNRI) prior to completion of MEd.
- Students may complete school nurse instructional certification and then apply to the MEd.

Course Registration Information

Not every course is offered every semester and all will require permits from the coordinator of the program.

<i>Dept. Number</i>	<i>Course</i>	<i>Permit Req.</i>	<i>Offered</i>	<i>Format</i>
CSP 5601	Counseling Skills for School Nurses	yes	Fall, Spring	Hybrid
PSY 6830	Substance Abuse Interventions	yes	Winterim, Summer	On-line
SPC 5010	Introduction to Special Education	yes	All semesters	On-line Summer Hybrid (Fall, Spring)
NUR 6170	Legal Issues School Nurses	yes	Fall, Spring	Hybrid
NUR 5500	School Health Services I	yes	Fall, Spring	Hybrid
NUR 5510	School Health Services II	yes	Fall, Spring	Hybrid
NUR 5021	Instruction of Health Education K-12	yes	Fall, Spring	Hybrid
NUR 5520	Practicum	yes	Fall, Spring	Field
NUR 5001	Theoretical Foundations in Nursing	yes	Fall, Spring	Hybrid
NUR 5701	Population Health, Legislation, and Social Policy	yes	Spring	Online
NUR 6021	Nursing Research Strategies	yes	Fall/Spring	Face-to-Face

ELCL 6290	Research in Education I	yes	Fall, Spring	Face to Face, Hybrid Online
ELCL 6300	Research in Education II	yes	Fall, Spring	Face to Face, Hybrid
EDLP 6040	Curriculum Design: Theory and Practice	yes	Fall, Spring	Face to Face, Online

Face-to-face courses require attendance on - campus. *Hybrid* courses are on-line as well as on-campus.

Permits are given by emailing the School Nurse Program coordinator. Please provide banner # (855...), indicate what course(s) you plan to take.

A permit granted to allow you to enroll in a class does **NOT** enroll you. It overrides the restriction in the computer and allows you to enroll.

By university regulation, faculty are only allowed to communicate with students via the student's university email address. Do *not* use your personal email when contacting anyone at the University.

Suggested Sequence of Courses

School Nurse - Instructional Certification

Year 1: Fall NUR 5500: School Health Services I NUR 5021: Instruction of Health Education K-12	Year 1: Spring NUR 5510: School Health Services II NUR 6170: Legal issues for School Nurses	Year 1: Summer PSY 6830: Substance Abuse Interventions SPC 5010: Introduction to Special Education
Year 2: Fall CSP 5601 Counseling for School Nurses NUR 5520: School Nurse Student Teaching Practicum		

School Nurse Non-Instructional Certification

Year 1: Fall NUR 5500: School Health Services I CSP 5601: Counseling for School Nurses	Year 1: Spring NUR 5510: School Health Services II NUR 6170: Legal Issues for School Nurses	Year 1: Summer PSY 6830: Substance Abuse Interventions SPC 5010: Intro to Special Education
Year 2: Fall NUR 5520: School Nurse Student Teaching Practicum		

**MEd CURRICULUM AND LEARNING in SCHOOL NURSING
SUGGESTED COURSE PROGRESSION**

Part Time Curriculum

Fall Year 1	Spring	Summer
NUR 5500-School Health Services I NUR 5021- Instruction of Health Education K-12	NUR 5510-School Health Services II NUR 6170 Legal Issues	PSY 6830-Substance Abuse Interventions SPC 5010-Introduction to Special Education
6 credits	6 credits	6 credits
Fall Year 2	Spring	Summer
CSP 5601: Counseling for School Nurses NUR 5520-School Health ST Practicum	ELCL 6290-Research in Education I	
6 credits	3 credits	
Fall Year 3	Spring	Summer
ELCL 6300-Research in Education II EDLP 6040- Curriculum Design		
6 credits		Total Credits 33

Full-Time Curriculum

Fall Year 1	Spring Year 1	Summer Year 1
NUR 5500-School Health Services I NUR 5021- Instruction of Health Education K-12 SPC 5010-Introduction to Special Education	CSP 5601-Counseling for School Nurses NUR 5510-School Health Services II NUR 6170-Legal Issues for School Nurses	PSY 6830-Substance Abuse Interventions
9 credits	9 credits	3 credits
Fall Year 2	Spring Year 2	
ELCL 6290- Research in Education I NUR 5520-School Health ST Practicum	ELCL 6300-Research in Education II EDLP 6040- Curriculum Design	
6 credits	6 credits	Total credits: 33

**MASTERS IN SCHOOL NURSING
SUGGESTED COURSE PROGRESSION**

Part-Time Curriculum

Fall Year 1	Spring	Summer
NUR 5500-School Health Services I NUR 5021- Instruction of Health Education K-12	NUR 5510-School Health Services II NUR 6170 Legal Issues	PSY 6830-Substance Abuse Interventions SPC 5010-Introduction to Special Education
6 credits	6 credits	6 credits
Fall Year 2	Spring	Summer
NUR 5520-School Health ST Practicum CSP 5601: Counseling for School Nurses	NUR 5001- Theoretical Foundations of Nursing NUR 5701-Population Health, Legislation, and Social Policy	
6 credits	6 credits	

Fall Year 3	Spring	Summer
NUR 6021- Nursing Research Strategies: Translational Science		
3 credits		Total Credits 33

Full-Time Curriculum

Fall Year 1	Spring Year 1	Summer Year 1
NUR 5500-School Health Services I NUR 5021- Instruction of Health Education K-12 SPC 5010-Introduction to Special Education	CSP 5601-Counseling for School Nurses NUR 5510-School Health Services II NUR 6170-Legal Issues for School Nurses	PSY 6830-Substance Abuse Interventions
9 credits	9 credits	3 credits
Fall Year 2	Spring Year 2	
NUR 5001- Theoretical Foundations of Nursing NUR 5520-School Health ST Practicum	NUR 5701-Population Health, Legislation, and Social Policy NUR 6021- Nursing Research Strategies: Translational Science	
6 credits	6 credits	Total credits: 33

Course Descriptions

All Courses are Three Credits

NUR 5500 School Health Services I

This course presents the organization and administration of school health services. The responsibilities of the nurse regarding assessment and referral of children and adolescents with health problems and concerns will be explored with an emphasis on primary preventive services. The position and role of the school nurse in the educational system will be identified. A one-day observational experience in the school setting and attendance at a county school nurse's meeting will be required for this course.

NUR 5510 School Health Services II

This course continues the discussion of the provision of school health services and application of the nursing process begun in NUR 5500, School Health Services I. Primary, secondary and tertiary health interventions are explored in relation to the role of the nurse in the school setting. Discussion of the legal aspects of practice in the school setting, dynamics of the family system, socio-economic status and current social issues that impact the health and educational progress of the school aged child are explored. A one-day observational experience in the school setting is required for this course. Prerequisite: NUR 5500.

NUR 5021 Instruction of Health Education: K-12

This course is designed to provide the student with the skills, knowledge and philosophy necessary to become a successful school health educator. Principles and procedures used in teaching, planning and evaluating the school health program are emphasized. Prerequisite: School Nurse Certification

SPC 5010 Introduction to Special Education

This course introduces candidates for the Teacher of Students with Disabilities Endorsement to the historical roots of Special Education, including the major legislation and court cases that frame the current state and federal regulations. A major emphasis of the course will be placed on issues and delays in human development, the basic characteristics and defining factors for each of the major disability categories, co-concurrent conditions and how disabilities impact individuals learning and their transition between programs across the lifespan. In addition, participants will discuss family systems, and how language,

culture, gender, environmental and societal influence impact the development and achievement of students with disabilities. Prerequisites: None

CSP 5601 Counseling Skills for School Nurses

This course is designed for school nurse students in order to enhance their basic counseling skills. It is not intended to train professionally prepared counselors. This course will strengthen listening skills as well as basic interviewing, teachings for techniques for use with children at different developmental levels. Utilization of these skills with parents and school personnel will also be addressed.

NUR 6170 Legal Issues for School Nurses

This course is offered for candidates in the School Nursing Certification Program. It covers school law requirements (NJSA and NJAC). It is designed to examine the various issues confronting school nurses and the related implications. The course examines legal concepts concerning students, staff, the board of education and the community from the perspective of the role and responsibilities of school nurses. Specific attention is given to issues such as students with special needs, compulsory education, health application of the Family Education Rights and Privacy Act (FERPA).

PSY 6830 Substance Abuse Interventions

The aim of this course is to provide students with basic knowledge about pharmacology and toxicities of drugs of abuse and about substance abuse disorders. This course also introduces students to the therapeutic approaches and community resources that are most useful in intervening in these disorders. Areas covered include alcohol, marijuana, heroin, amphetamines, and abused derivatives of amphetamines, cocaine, and barbiturates. The course also addresses other addictive/compulsive disorders such as gambling addictions and eating disorders. Students learn counseling intervention techniques for persons with addictive/compulsive disorders.

NUR 5520 School Nurse Student Teaching Practicum

This one semester, 135 hour, field experience is required for a standard, educational services certificate with school nurse endorsement. Half of the hours are to be completed in the nurse's office with a cooperating, certified, school nurse and half in the classroom with a cooperating, certified health educator under the supervision of WPU faculty. This experience provides the student an opportunity to implement school health services and to teach in the classroom. Students meet in seminar sessions with faculty throughout the semester.

Prerequisites: All program and exit requirements, AED and CPR certification, valid NJ- RN professional nurse license, background check, teacher contract if employed, personal and malpractice insurance and Mantoux test within one year. Flu and covid vaccines as recommended by Grad. Nursing Dept.

NUR 5001 Theoretical Foundations in Nursing

Focuses on theory development and criteria for evaluating theories. Emphasis is on a variety of interdisciplinary and nursing theories and their application to clinical and community nursing based practice. Includes an exploration of contemporary issues in theory development and the relationship between theory and research in nursing as a practice discipline.

NUR 5701 Population Health, Legislation, and Social Policy

This course explores the social determinants of health, political process and development of social policy. Evidence based population interventions and outcomes will be examined. Selected legislation which influences health care delivery will be analyzed.

NUR 6021 Nursing Research Strategies: Translational Science

This course provides students with the skills for critically evaluating and participating in nursing research,

evidence-based clinical practice, quality improvement and translational research. All phases of the research process for quantitative and qualitative designs are incorporated. Emphasis is placed on the relationship among theory, practice and research. Ethical implications of research are considered. Students address evidence-based practice and are introduced to quality improvement models. Each student develops a proposal with application to their area of clinical interest. Prerequisite: NUR 5001 minimum grade of C-

ELCL 6290 Research in Education I

This course prepares students to develop, implement, and write up an original educational research project within their fields of specialization in the Curriculum and Learning program. The course is the first of two capstone empirical research experiences in the program for all concentrations. Students are required to select a research topic, review the existing literature related to that topic, and formulate a specific researchable question(s) within that topic. As a final paper, students write the first three chapters of their master's thesis, including a feasible plan for conducting a study of the questions to be carried out during the next semester in ELCL 6300, Research in Education II.

Prerequisite: Permission of graduate director

ELCL 6300 Research in Education II

This course is a continuation of ELCL 6290, Research in Education I, and focuses on students' experiences in carrying out and writing their original educational research projects within their fields of specialization in the M.Ed. in education program. The draft of the first three chapters is revised during this semester and the full five-chapter paper, including a report of results and a discussion of findings, is submitted at the end of the semester. During this semester, scheduled class time is spent primarily in conferencing about individual projects. Group meetings are held to work on developing techniques for presenting the results and discussion chapters of the paper. Oral presentation of completed thesis required.

Prerequisite: ELCL 6290

EDLP 6040 Curriculum Design: Theory and Practice

Designed to develop an understanding of the philosophies upon which the curriculum design is built and the societal influences that affect curriculum design. Candidates are guided to understand the curriculum design model as a decision-making process: deciding what to do, the conditions under which it is to be done, and how it is to be evaluated. The knowledge, dispositions, and activities in this course provide a framework for understanding curriculum design as both process and content. Current theory as well as historical trends are included. The course extends the participant's understanding of the process of curriculum design, its implementation and assessment. Current issues as well as historical trends about standards, neuroscience research, conceptual design, and urban education are some of the topics that are analyzed, synthesized, and evaluated through case studies, field experiences, and seminar discussion.

Prerequisite: Permission of graduate director

Practicum Experience

School Nurse Student Teaching Field Experience

Introduction

A three credit, School Nurse Teaching Field Experience (Practicum) is required for those seeking School Nurse Instructional and Non-instructional Certification. This experience represents the culmination of the entire program of study and allows the candidate to demonstrate, under the guidance of a cooperating teacher/school nurse and university supervisor, all the knowledge and skills they have acquired.

All instructional and non-instructional school nurse certification candidates are required to complete a supervised, clinical experience.

If the candidate is currently working in a school, he/she may remain in the position to complete the clinical experience provided he/she is:

- *Employed full-time*
- *Contracted as a School Nurse and/or Teacher, not Health Aide, RN or Health Assistant*
- *Working under a job description which reflects the responsibilities of a School Nurse*
- *Approved by his/her administrator and/or Board of Education to have assigned a Clinical Nurse and Teacher Educator.*

The Practicum is graded by the university supervisor as pass or fail.

This experience will allow the holder to serve as a school nurse and teach all health- related areas, Kindergarten through grade twelve.

Candidates must contact the Office of Field Experiences at least one semester prior to registering.

Placement is at the discretion of the Office of Field Experiences and School Nurse Coordinator. Access the specific requirements on the Office of Field Services website. See link in Appendix. Prior to beginning the field experience all students must obtain a background check and show evidence of a Tuberculin Skin Test/Mantoux and show evidence that the background check was previously completed.

Students will not have met all the program requirements unless the Practicum is passed and the School Nurse Coordinator has signed off that all course work has been completed. Students who do not fulfill the Practicum requirements will be permitted to register, pay the tuition again repeat the experience one time. Prior to beginning the experience, the student must again show evidence of a: current registered, professional nursing license, CPR/AED certification covering the length of the Practicum, valid Mantoux test, criminal background check, and proof of personal and malpractice insurance.

School Nurse Practicum Requirements

A Practicum experience is required as the culminating experience for all School Nurse/Instructional candidates.

The hourly requirement is equivalent to three credits or a total of 135 hours instructional time. This is to include:

Seminar attendance: Ten hours of seminar - four, two and one half hour sessions on campus.

Written assignments which include a:

1. statement of personal objectives
2. journal of practicum experience
3. personal log
4. health issue research project
5. portfolio preparation
6. cover letter and resume preparation

Online assignments: Twenty-five hours of on-line course work which includes:

NJ Organ Donation Course: If not previously taken, go to:
<https://www.nurse.com/ce/the-organ-donation-choice-what-every-nurse-needs-to-know>
Nurses: 1 contact hour, \$12

Current AED and CPR Certifications

Additional online assignments as indicated in the syllabus

School Attendance:

One hundred hours over a full semester
Any combination of days/hours agreeable to the student, cooperating teacher, and field supervisor is acceptable. Hours are to be tabulated by the student and signed off by the clinical educator at the completion of the experience.

Approximately half, or fifty hours, should be spent in the health office and fifty hours in the classroom. Classroom hours include research, observations, planning and teaching.

At least one day should be spent at a different level school from where the student is assigned.

Supervisor's Observations:

A minimum of two observations should be done in the classroom and two in the health office.

Practicum Checklist

Kindly reference all information from the *School Nurse Handbook* as well as that, which is provided from the Office of Field Services' website.

Please note: You are personally responsible for gathering the necessary documents, transcripts as well as registering and completing all course work in a timely fashion.

Forward all documents by the indicated dates to Dr. Phillips and cc Janice Loschiavo.

IMPORTANT: ALL DOCUMENTS ARE TO BE SUBMITTED TOGETHER. NO DOCUMENTS WILL BE ACCEPTED AFTER THE DUE DATES. IF NOT SUBMITTED AS REQUESTED, IN A TIMELY MANNER, YOU WILL BE REQUIRED TO REREGISTER FOR THE NEXT SEMESTER PRACTICUM.

It is strongly suggested that you keep copies of documents sent to the University. Data must be shared with several departments and numerous individuals are involved in the process. Information can be misplaced and you may be requested to resubmit items.

Pre- Registration - Complete by May 30 for Fall Semester and November 15 for Spring Semester

- ___ Contact Dr. Phillips to have your transcripts, pre-requisite and required course work reviewed. You are permitted to take one course while you do the Practicum. If all is in order, Dr. Phillips will issue a permit for you to register for the Practicum course.
- ___ Complete the *School Nurse Clinical Experience*.
- ___ Complete and return the *Resume for Clinical Work*.
- ___ Register on-line for *School Health Practicum NUR 5520* as soon as the course posted.
- ___ Complete the Functional Status Form **only** if there has been a change in your health status

Required Documents - Submit no later than June 1 for Fall Semester and December 1 for Spring semester.

Provide copies of the following:

- ___ PPD/ Mantoux test administered within 1 year of the Practicum. If you are a known positive reactor submit X ray results and report of the T-spot or QuantiFERON Gold (IGRA) blood test.
- ___ Current CPR/AED certifications covering the length of you Practicum experience.
- ___ Fingerprinting/ background check: You may submit results from your district employment, substitute or emergency certification fingerprinting and background check
- ___ Registered, professional New Jersey license covering the length of your Practicum experience
- ___ Cover page from your malpractice insurance or name of insurer and contract number inclusive of the entire timeframe you will be doing your Practicum
- ___ Name and identification number of your primary, personal insurer – inclusive of the entire time frame you will be doing your Practicum
- ___ Influenza vaccine and other immunizations as recommended by the CDC and in concert with University Graduate Nursing requirements.

Placement for the Practicum

If currently employed full time as a School Nurse, submit a copy of your contract designating you with the title School Nurse. *Your contract must be for School Nurse/Teacher, not Health Assistant, Para-professional, RN or Health Aide.*

Forward the school name where you are employed, address, principal, contact info cooperating school nurse/health teacher's names and their contact info.

or

If you are not currently employed full time as a school nurse, we will place you.

I am requesting _____ District/School and _____
as a Clinical Educator.

I understand that this is a *request* and that my final placement decision will be made by Dr. Phillips and the Office of Field Services.

Please note:

- If your Clinical Educator is Instructionally Certified, she may serve as both your cooperating school nurse and health educator, even if she does not have a formal teaching schedule.
- If your Clinical Educator is not Instructionally Certified or if she prefers not to be involved in your classroom experience, you may request the physical education teacher be your health educator.
- If you are placed in a district, it is recommended that you visit the high school or elementary school that you are not assigned to in order to expose you to all age groups.
- Once your information is received, The Office of Field Services will contact the district and request permission for the University supervisor to visit you at least twice. Often this requires Board of Education approval. This body meets just once a month so understand how the process could be delayed.
- Before the semester starts, you will be notified of the date of the first of four seminar meetings.
- You do not have to take the Praxis.
- You will receive notices of an Orientation and Workshops offered by the Office of Field. You are excused from attending these programs. Janice Loschiavo and/or Mary Ellen Bolton will attend on your behalf and share the information at our seminar meetings.

Again, congratulations to you all. The first order of business at our Seminar meeting will be to apply for *School Nurse Certification*. You are almost there!

Do not hesitate to contact either of us with your questions.

Dr. Phillips (Phillipsk116@wpunj.edu) Janice Loschiavo (loschiavoj@wpunj.edu)

FUNCTIONAL HEALTH STATUS

Students with a change in health status affecting functional capacity must complete the Department of Nursing's Health Status Change form before attending the Practicum. Students with a change in health status that may impact their ability to attend and fully participate in clinical are highly discouraged from registering for clinical courses. However, if they choose to do so, they must submit the Department of Nursing's Health Clearance form completed and signed by their provider prior to attending clinical. Students must again submit this form upon returning from any clinical absences or if there has been a change in health during the semester. Students are advised that any clinical absences may result in the inability to successfully meet the course objectives, thus resulting in failure of the clinical course. In addition to this, all students must abide by the regulations set forth by the clinical agencies. The Department of Nursing has developed this policy for the safety and well-being of the students and the patients.

William Paterson University Department of Nursing Health Status Change Form

By signing below, the Licensed Health Care Provider has determined that the following student, _____ is eligible for clinical practice and agrees with the following statement:

I find the above-named student to be in good physical and mental health; the student is free from any health impairment which is of potential risk to self, patients, personnel, students, or faculty and which might interfere with the performance of student's nursing student responsibilities.

Licensed Health Care Provider's Signature

Date

Signature (Official Stamp Required)

Phone Number

NOTE: THIS FORM SHOULD NOT BE SIGNED UNLESS THE INDIVIDUAL IS ABLE TO FULLY PARTICIPATE IN THE DEPARTMENT OF NURSING'S PRACTICUM PROGRAM.

FIELD EXPERIENCE RESPONSIBILITIES

Responsibilities of the Student

- ✓ Completes all prerequisites for School Nurse Student Teaching Field experience
- ✓ Follows the process for applying for School Nurse Student Field experience.
- ✓ Participates in selecting the district and school placement
- ✓ Attends the orientation meeting and any scheduled seminars on campus
- ✓ Keeps the required schedule and hours as the school faculty and attend all meetings which may take place before, during, or after school
- ✓ Records the number of hours spent doing required tasks
- ✓ Completes all assignments
- ✓ Maintains a portfolio
- ✓ Confers with faculty supervisor to arrange observations
- ✓ Follows district policy to report absences and notifies the University faculty. Absences must be made up.
- ✓ Notifies the faculty supervisor of any problems or concerns.

Responsibilities of the Cooperating District

1. Provides the school nurse certification student with an opportunity for a variety of experiences.
2. Regards the school nurse certification student as a new, temporary staff member who is NOT permitted to function unsupervised, or to act as a substitute for an absent certified school nurse or teacher.
3. Provides the school nurse certification student with the materials needed to perform the tasks required of the job.

Responsibilities of William Paterson University

1. Provide the school nurse certification student with an appropriate placement through the Office of Field Services
2. Secures appropriate certified school nurse and health teachers to provide supervision
3. Provides an orientation program through the Office of Field Placement
4. Provides a faculty supervisor

Responsibilities of William Paterson University Supervisor

1. Set up a meeting with the candidate
2. Arrange the schedule of on-site visits. Each visit should be one-hour in duration.
3. Introduce yourself to the Principal/Supervisor at the student's school
4. Complete all evaluations as requested.
5. Offer constructive suggestions for improvement
6. Review/ensure student requirements for the Practicum are complete (Practicum Checklist)

Responsibilities of the Clinical Educator – (Nurse)

1. Meets with students prior to the beginning of the field experience to discuss concerns and familiarize the student with the school environment and personnel.
2. Welcomes the student into the health office. Provides a wide range of experiences including conducting health screenings, record keeping and health counseling.
3. Completes student evaluation forms as required by the university
4. Holds frequent conferences with the student for the purpose of evaluating progress.
5. Meets with the faculty supervisor to discuss student's progress.
6. Arranges for the student to observe another school nurse at a different grade level.

Responsibilities of the Clinical Educator (Health Teacher)

1. Reviews in advance, evaluate at least three times and discuss the student's detailed lesson plans for each lesson taught.
2. Corrects lesson plans with the student, as needed.
3. Allows the student to assume full responsibility of the classroom as soon as possible.
4. Confers frequently with the student regarding his/her performance.
5. Provides the student with opportunities to participate in a wide variety of activities.
6. Completes the university -required evaluation reports, discusses results with the student and submits them to the faculty supervisor.

RESOURCES

- A. Online application for Graduate Nursing Program/School Nurse Certification/MSN in School Nursing/MEd in Curriculum and Learning with a Concentration in School Nursing
<http://www.wpunj.edu/admissions/graduate/how-to-apply/>
- B. School Nurse Clinical Supervision
<https://www.wpunj.edu/coe/departments/field/assets/clinical-applications/School%20Nurse%20Clinical%20Experience%20Fall%202018%20v2.pdf>
- C. Resume for Clinical Practice
<https://www.wpunj.edu/coe/departments/field/assets/clinical-applications/Resume%20for%20Clinical%20Work%20October%202017%20New%20V4%200Restricted.pdf>
- D. School Nurse District Permission Letter– online
https://www.wpunj.edu/coe/departments/field/assets/clinical-applications/School_Nurse_District_Permission_Letter_2019_2020.pdf
- E. Application for Certification – online
<http://www.wpunj.edu/coe/departments/cert/assets/Application%20for%20licensure%202017%20Packet%20Editable.pdf>
- F. Health and Wellness Center (Ext. 2360) and the Counseling Center (Ext. 2762)
Offers student health and counseling service
<https://www.wpunj.edu/health-wellness/>
- G. Accessibility Resource Center (Formerly the Office of Disability Services)
Assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University’s educational and professional programs
<https://www.wpunj.edu/accessibilityresourcecenter/>

Links

Office of Graduate Admissions www.wpunj.edu/admissions/graduate/

Office of Field Experiences www.wpunj.edu/coe/departments/field

Office of Enrollment and Certification www.wpunj.edu/coe/departments/cert/staff.dot

State of New Jersey Administrative Code for School Nurses
www.state.nj.us/njded/code/current/title6a/chapt.16pdf

References

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New Jersey State School Nurses Association (NJSSNA). www.njssna.org/resources/faq/

New Jersey Stated Administrative Code for School Nurses.
www.state.nj.us/njded/code/current/title6a/chapter16pdf

The National Association of School Nurses (NASN) www.nasn.org/

National Association of School Nurses. (2017). *School nursing: Scope and standards of practice (3rd Ed)*.

Clouducation. (2012). *The importance of the student teaching experience*. Retrieved from
<https://clouducation.wordpress.com>

Promoting Health & Learning: School Nursing Practice in New Jersey Public Schools. <http://www.njssna.org>