Rationale: To be prepared as a school nurse, candidates need to experience programs that are cohesively designed based on a logical rationale, and that are effectively operated in keeping with their intended designs.

Factor One: The program has an organizational structure that forms a logical sequence among the institutional components and that provides for coordination of the administrative components, such as admission, advisement, candidate assessment and program evaluation.

The school nursing program is an integral part of the Department of Nursing’s (DON) overall program offerings. The DON is one of five academic units of the College of Human Development and Community Service (CHDCS). CHDCS, in turn, is one of eight Colleges within California State University, Fullerton (CSUF). The organizational structures for each level of the university are clearly articulated and allow for the effective and efficient operations of all academic programs on campus. University leadership fosters cohesiveness in management, delegates responsibility and authority appropriately, resolves each professional program’s administrative needs as promptly as feasible, and represents the interests of each program in the institution.

Because the school nursing program is part of an established academic unit, it receives the same admission, progression, advisement and evaluative processes as all other programs in the Department. The table below indicates the committees responsible for coordination of administrative components in this standard.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Membership</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Faculty</td>
<td>Department chair heads this committee of the total faculty</td>
<td>Overall coordination and decision making for curricular issues including admissions,</td>
</tr>
</tbody>
</table>
progression, evaluation and student advisement

<table>
<thead>
<tr>
<th>Student Affairs Committee</th>
<th>Representative faculty from the undergraduate and graduate programs in the department as well as student members.</th>
<th>Responsible for coordinating issues of policy and procedures for recruitment, admissions and progression of students, including advisement through the advising center in the department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Committee</td>
<td>Representative faculty from the undergraduate and graduate programs in the department and the Chair of the Department</td>
<td>Responsible for overall quality monitoring and evaluation of the programs in the department</td>
</tr>
</tbody>
</table>

As a CSUF credential program, the school nursing program is subject to the review and monitoring provided by the Credential Programs Committee (CPC) on campus.

**Credential Programs Committee (CPC)**

**Purposes:**
- Review policies for Credential programs.
- Review proposed new Credential programs.
- Review proposed changes in Credential programs.
- Assure programs are in compliance with accreditation requirements and credential program standards.
- Serve as an advisory committee to the Deans of the College of Education and CHDCS Review and advise on all program documents that are sent to the CCTC.

**Membership:**
- Associate Dean - ex officio
- Admissions and Procedures coordinator – ex officio
- Center for Careers in Teaching/R-TEC representative – ex officio
- Credentials Office coordinator - ex officio
- CALStateTeach director - ex officio
- Ed Leadership Dept. chair or designated representative
- Elementary and Bilingual Ed dept. chair or designated representative
- Reading chair or designated representative
- Secondary Ed Dept. chair or designated representative
- SECTEP representative
- Special Education Dept. chair or designated representative
- TESOL program chair or designated representative
- Communicative Disorders chair or designated representative
- Lead Faculty member, School Nursing Program
The Chair is elected annually by the membership of the Committee and the committee meets at least one time per semester with additional meetings as needed.

**Factor Two: There is effective coordination between the program’s faculty and staff, between the education units and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experiences.**

The school nursing program is considered part of the graduate program in the DON. As such it is subject to the same monitoring and coordination processes as the overall graduate program. A designated Graduate Program Coordinator, Dr. Maryanne Garon, is responsible for leading the Graduate Program Committee which oversees all post baccalaureate and master’s degree offerings in the DON. There is frequent dialog among the faculty in the Department and with other graduate faculty across campus with regard to student and curricular issues. This includes communication with non-nursing academic departments with courses in the program. The school nursing program has a designated lead faculty member, Ms. Mary Ann Kelly, who holds a current School Nurse Services Credential and is responsible for maintaining open channels of communication with faculty and staff within the department, across campus, and in the community as well as for coordinating activities at CSUF and off campus with school districts and other interested constituents.

The Advisory Committee for School Nursing and Children’s Health (hereafter referred to as School Nursing Advisory Committee) is made up of multiple constituencies [representatives from the Orange County Department of Education, Orange County School Nurses Organization (OCSNO), Orange County Commission on Children and Families, School Nursing Program Directors from adjacent regions, School Nursing CTC-Standards Consultants, pediatric physicians, CSUF Lead Faculty Member for the School Nursing Program, CSUF department faculty on participating School Nursing Program, and Orange County Public Health Department] and will meet regularly to discuss course offerings, policies and procedures, and student issues. The DON has an overall Community Advisory Committee that meets annually and is made up of representatives from a wide variety of constituents. This group provides input and feedback on the programs, students, graduates and faculty of the Department. The school nursing lead faculty member (LFM) chairs the School Nursing Advisory committee and attends the DON Advisory committee meetings. She serves as liaison to all committees for issues related to school nursing, including the Credential Programs Committee and Accreditation Committee. The LFM also represents CSUF’s School Nursing Program at the Orange County Department of Education’s coordinating school nurses meetings.

**Factor Three: The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).**

School nursing is defined as an advanced practice role within the philosophy of the Department and the conceptual framework of the MSN program. The conceptual framework and curriculum are developed to meet requirements of the American Association of Colleges of Nursing’s (1996) *Essentials of Master’s Education for Advanced Practice Nursing* and incorporate the National Association of School Nurses (NASN) *Standards of Practice*. This provides the theoretical and scholarly base and ensures a logical approach to course work and
field placements throughout the curriculum. Both documents indicate theoretical concepts including evidence based practice which must be included/integrated into the curriculum. Specific theoretical content is addressed in Standard 20. Content and teaching/learning strategies are carefully monitored for relevance and currency, based on input from the faculty and the Advisory committees. The school nursing program is designed using an interdisciplinary approach based on current trends and issues in contemporary school nursing. In the summer of 2004, before the planning process began, a survey and interviews were completed with 33 school nurses throughout 14 school districts in Orange County. This served as a source of current information on the contemporary conditions of schooling, including recent demographic changes, and was used as a foundation for curriculum planning.

As a majority of the students to be enrolled in the program are employed concurrently in school nurse positions, they have a close personal interest in collaborating in the development and evaluation of a program that realistically prepares school nurses to fulfill advanced practice roles and which prepares them to meet the future health care needs of children and their families. Important feedback will result from working relationships between faculty and practitioners to continually shape and maintain currency in program objectives and competencies expected of a school nurse.

Factor Four: Quality programs for professional preparation of school nurses may have a variety of curriculum designs. The design should include the subject areas and competencies described in this document. The design should provide for logical progression of acquisition of knowledge and skills and application to the school nurse role.

The school nursing program offers students a variety of options to meet their individual needs while maintaining the standards delineated in the Standards of Quality and Effectiveness for Developing and Evaluating Programs of Professional School Nurse Preparation in California (CTCC, 1994). The program offers 1) a school nursing concentration within the Master of Science (MSN) program and 2) both post baccalaureate and post Master’s credentials (school nurse services and special teaching authorization in health) options.

The school nursing program is based on the MSN program philosophy and has a unique purpose and outcomes (terminal objectives) for each program option: the School Nurse Services Credential, the Special Teaching Authorization in Health, and the overall MSN program. The curriculum design is based on Tyler’s Model, incorporating logical progression of content and level of difficulty; content building based on prerequisite course outcomes, and measurements of student mastery/levels of performance.

Purpose of the Program:
The purpose of the program is to offer a school nurse credential program to baccalaureate nurse graduates interested in a career as a school nurse. The program will allow graduates to obtain both a School Nurse Services and a STAH credential as well as apply their studies towards an MSN degree with a school nursing concentration. The program will provide nurses with the knowledge, skills, and attitudes necessary for the performance of their professional nursing role at advanced levels of expertise and with the characteristics of a broadly educative and socially responsive person. It will prepare graduates who can function independently and interdependently in a variety of settings and with a diverse population of clients.
**Student Learning Goals**

**Learning Goals (School Nurse Services) Credential**

At the end of this program, graduates will be able to:

1. Provide quality client care services to children and their families, including those with special health needs, using the nursing process as a foundation for problem solving and decision making.
2. Apply knowledge and skills to plan, coordinate and deliver comprehensive school health programs.
3. Participate in the formulation of school health policy/procedures related to preschool and school-aged children.
4. Demonstrate the effective use of communication and collaboration skills when working with children, families, school staff and other key members of the community.
5. Use well-designed and delivered health education/instruction strategies to effectively assist children, families, school staff and community members to optimize their health.
6. Identify professional school nurse roles and values and demonstrate evidence of professional practice, in line with professional standards, ethics, and conduct.
7. Participate in the research process and promote evidence-based school nursing practice and health care to families, children and communities.
8. Articulate a personal philosophy that reflects a commitment to human values, advocacy for health equity and access, professional growth and life long learning.

**Learning Goals (STAH) Credential**

At the end of this program, the graduate will be able to:

1. Comprehensively assess the academic skills and learning needs of pre-school children and students in various school populations (preschool, elementary and secondary levels).
2. Develop, implement and evaluate a variety of pedagogical approaches to teaching health to children.
3. Apply the pedagogical principles and practices related to health education for pre-school and school age children.
4. Demonstrate competence in academic instruction in health topics for preschool and school age students.

**School Nursing Concentration/MSN: Terminal Objectives**

At the end of this program, the graduate:

1. Demonstrates a professional philosophy that incorporates a commitment to human values and lifelong learning.
2. Uses personal and professional influence to promote values and standards of behavior that demonstrate respect for human dignity and diversity, integrity, and social justice among our communities of interest.
3. Demonstrates a spirit of inquiry and critically analyzes data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality health care.
4. Performs in an advanced nursing role and
incorporates safe and informed diagnostic reasoning, judgments and decision-making;
- demonstrates competence in a specialized area of practice;
- manages the effectiveness of care;
- provides leadership and;
- collaborates with diverse groups/individuals, and with multidisciplinary teams in specialized areas of health care.

5. Provides leadership in planning, organizing, directing, and evaluating healthcare delivery in compliance with ethical, regulatory, legal, and professional standards of nursing care in order to assure high quality health care delivery and the advancement of the nursing profession.

6. Implements advocacy roles to promote health
- in relation to the care of diverse (multicultural) and complex client populations in an increasingly global society; and, that
- incorporates socioeconomic and political considerations that positively influence health policy and outcomes, which impact advanced nursing roles and health care delivery.

7. Demonstrates the ability to write and present pertinent information, utilizing an effective presentation style with appropriate media, in a scholarly manner, for a variety of audiences.

The school nursing program requirements are all identified as upper division (400 level) or graduate (500 level) courses to demonstrate post baccalaureate status. The course of study is organized to allow core content to come first and specialty content to build on this foundation. Therefore the first semester in the program, students are expected to enroll in HCOM 461, Audiology and Audiometry, and in NURS 505A, Nursing Research.

The program course requirements are as follows:

**List of courses, by catalog number, title, and units of credit as well as total units to be required**

A. **School Nurse Services Credential:**

<table>
<thead>
<tr>
<th>Catalog Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 505A</td>
<td>Nursing Research</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 524</td>
<td>Health Assessment: Ambulatory Pediatrics</td>
<td>(3+1)</td>
</tr>
<tr>
<td>NURS 526</td>
<td>Health Care of the Young Family</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 530</td>
<td>School Nurse Specialist I</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 532</td>
<td>School Nurse Specialist II</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 533L</td>
<td>School Nurse Specialist Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>HCOM 461</td>
<td>Audiology and Audiometry</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 511</td>
<td>Pre-practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>EDSC 550*</td>
<td>Instructional Strategies</td>
<td>(3)</td>
</tr>
<tr>
<td>SPED 462</td>
<td>Practices and Procedures</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Sub Total** 31
B. Special Teaching Authorization in Health (STAH) Credential:

<table>
<thead>
<tr>
<th>Catalog Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 550*</td>
<td>Instructional Strategies</td>
<td>(3)</td>
</tr>
<tr>
<td>HESC 455</td>
<td>Designing Health Education Curricula</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 530L</td>
<td>School Nurse Specialist I: Health Teaching Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>NURS 534L</td>
<td>Special Teaching Authorization in Health (STAH)</td>
<td></td>
</tr>
<tr>
<td>NURS 534L</td>
<td>Practicum</td>
<td>(2)</td>
</tr>
</tbody>
</table>

Sub Total: 9

* EDSC 550 is required for both credentials but only counted once in the unit totals

Grand Total of Credential Units: 37

C. School Nursing concentration in MSN program:

<table>
<thead>
<tr>
<th>Catalog Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 501</td>
<td>Nursing Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 505A</td>
<td>Nursing Research</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 505B</td>
<td>Nursing Research Seminar</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 507</td>
<td>Advanced Decision Making</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 507L</td>
<td>Advanced Decision Making Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Nursing of Vulnerable Populations</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 508L</td>
<td>Nursing of Vulnerable Populations Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>NURS 524</td>
<td>Health Assessment: Ambulatory Pediatrics</td>
<td>(3+1)</td>
</tr>
<tr>
<td>NURS 526</td>
<td>Health Care of the Young Family</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 530</td>
<td>School Nurse Specialist I</td>
<td>(3)</td>
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<tr>
<td>NURS 532</td>
<td>School Nurse Specialist II</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 533L</td>
<td>School Nurse Specialist Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 534L</td>
<td>Special Teaching Authorization in Health (STAH)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>(2)</td>
</tr>
<tr>
<td>NURS 595A/B</td>
<td>Project/Thesis Seminar</td>
<td>(2)</td>
</tr>
<tr>
<td>NURS 597A/B</td>
<td>Project or</td>
<td>(2)</td>
</tr>
<tr>
<td>NURS 598A/B</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>HCOM 461</td>
<td>Audiology and Audiometry</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 511</td>
<td>Pre-practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>SPED 462</td>
<td>Practices and Procedures</td>
<td>(3)</td>
</tr>
<tr>
<td>EDSC 550</td>
<td>Instructional Strategies</td>
<td>(3)</td>
</tr>
<tr>
<td>HESC 455</td>
<td>Designing Health Education Curricula</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Total Units: 58

CSUF makes every effort to see that the required courses allow enrolled students to complete the program within a 5 year period. Detailed study plans are available outlining all progression options. Courses are offered during the academic year and utilize a variety of
instructional strategies including on-line course delivery and use of executive format (after 5:00 pm and on weekends). Some courses are also available in the summer session.

Supporting Documentation:

*Appendix A:* Organizational charts: CSUF, CHDCS, DON  
*Appendix B:* Faculty Bylaws (includes role of Graduate Program Committee)  
National Association of School Nurses (NASN) *Standards of Practice* (on file in Department)  
AACN (1996). *Essentials of Master’s Education for Advanced Practice Nursing* (on file in Department)  
*Appendix C:* Mary Ann Kelly Curriculum Vita  
*Appendix D:* Philosophy and Conceptual Framework  
*Appendix E:* Credential Approval Flow Chart  
*Appendix F:* School Nursing Advisory Committee List of Members  
*Appendix G:* OC School Nurses Survey: The Importance of Having a School Nursing Program at CSUF (Executive Summary)  
*Appendix H:* Study Plans

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**Standard 2**  
Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program and resolves each program’s administrative needs promptly.

**Rationale:** The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program’s effectiveness and attention to the needs that can suffer from institutional neglect.

**Factor One:** Administrators of the institution support the goals and purposes of the program, the program coordinator is included in the appropriate institutional decision making bodies, and the actual administrative needs of the programs are resolved promptly.

The goals and purposes of the program are consistent with those of the parent institution and receive the full support of the administration at all levels. As a result, the actual administrative needs of the program are resolved promptly. At the Department level, the program has an assigned lead faculty member, Ms. Mary Ann Kelly, who sits on several committees: the Graduate Program Committee (responsible for developing and monitoring all policy, procedural and curricular issues for post baccalaureate and master’s programs), the Faculty Affairs Committee, and the DON Community Advisory Committee. She chairs the School Nursing Program Advisory Committee and is a member of the campus wide Credentials Program Committee. She works closely with the Graduate Program Coordinator, Dr. Maryanne Garon. Ms. Kelly represents the school nursing program at the General Faculty
meeting. School nursing curricular and student issues are dealt with in the same manner as are similar issues elsewhere in the department.

At the college level, the school nursing program’s interests are represented by the Department Chair who attends regular meetings with the Dean and the Council of Chairs in CHDCS. She is responsible for all curricular and academic endeavors within the Department. The DON also has a faculty representative on the CHDCS Curriculum and IT Committees.

At the university level, the Dean CHDCS, Dr. Roberta Rikli, supports the overall goals of the DON which include the school nursing program. She represents the general interests of the DON to all higher administrative officials, including the Vice President for Academic Affairs. She is also very familiar with the College of Education, which until 2004 was part of CHDCS. Therefore she is conversant with the credentials programs on campus and is knowledgeable as to CTC expectations. The Dean CHDCS is a member of the All University Teacher Education Committee (AURTEC) which oversees all credential programs on campus. This committee is composed of the Vice President of Academic Affairs and the Deans of all Colleges on campus.

Although the school nursing program is administered by the DON, it is entitled to the same benefits as all credential programs on campus. It is represented on the CPC (see discussion in Standard I) and can call on the resources of the CSUF Credential Preparation Center.

**Factor Two: The institution has effective procedures to quickly resolve grievances and appeals by faculty, students, and staff.**

Procedures are in place for all grievances and appeals by faculty, staff and students at CSUF. Procedures are governed by university policy (UPS: University Policy Statements) to ensure fair and equitable treatment and quick resolution. Student grievance and appeal procedures are clearly outlined in the *University Catalog* and in the DON *Student Handbooks*. Grievance procedures are also clearly stated in the CPC Policy. Faculty and staff grievances are governed by collective bargaining agreements. Initial grievances are handled at the department level. Unresolved issues are sent to the Dean of the College and if needed, sent to a university level review panel specific to the nature of the complaint.

**Factor Three: The institution allocates adequate and sufficient assigned time to a nursing faculty member or nursing faculty team for program coordination.**

The Graduate Program Coordinator, Dr. Maryanne Garon, is given 4 units of assigned time each year to oversee all MSN program activities in general. In addition, the school nursing LFM, Ms. Kelly, is allocated assigned time as needed to carry out specific coordination activities. This includes supervising the selection of preceptors and monitoring the progress of students placed in various school districts for the clinical field work experiences required of all school nurse services credential students. The Department is fortunate to be able to allocate assigned time to lead faculty who coordinate multiple sections of courses and for distance education course development. One faculty member has a full time role as Director of the Nursing Distance Education Office. A second faculty member serves as Faculty Liaison on distance education technical issues and provides faculty development assistance as needed.
**Factor Four: The institution allocates sufficient clerical resources for the program.**

The DON has sufficient clerical resources to meet the needs of the school nursing program. The department provides staff support to assist with various aspects of the program including preparation of course materials, exams, textbook ordering, class scheduling, and general correspondence. All staff in the DON office are able to field phone calls and handle student questions regarding enrollment and class availability. A Student Services Personnel (SSPII) staff member is specifically responsible for admission and advisement activities for all graduate students and maintains graduate student records in the department. The DON has a Nursing Distance Education Office with its own clerical and technical staff. As a distance education program, school nursing will receive support from staff in this office as well.

**Supporting Documentation:**

*Appendix E: Credential Approval Flow Chart*

Index of University Policy Statements [individual UPS documents available at http://www.fullerton.edu/senate/ups.htm]

*MSN Handbook* Grievance and Appeals procedures ([MSN Handbook available at: http://nursing.fullerton.edu/msn/Default.htm](http://nursing.fullerton.edu/msn/Default.htm) and on file in Department Office)

CPC Policy (on file in department)

*Appendix I: DON Staff List*

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**Standard 3 Resources Allocated to the Program**

*The institution annually allocates sufficient instructional and fiscal resources to enable each program to fulfill the Standards in Categories I through VI*

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**Rationale:** A program’s resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve standards of quality or competence.

**Factor One: Adequate funding is evidenced by a student-faculty ratio comparable to other programs offered by the unit, and by allocation of sufficient material resources, support services, and assigned coordination time, commensurate with the size of the program and curriculum offerings.**

CSU Fullerton is a comprehensive urban university with an extensive array of institutional resources to support the effective operation of its degree programs. Programs are funded through state allocations from the Chancellor. The current funding process calls for the campus to set FTES enrollment targets, and allocations are made on the basis of expected enrollment. The President is responsible for final determination of budgetary allocations for all university programs and operations. Equitable distribution of funding support is assured through
established formulas in areas such as instructional staffing, travel and student assistant support. Deans are regularly consulted in matters related to Academic Affairs budget development, allocations and adjustments of the university academic budget.

The DON has quadrupled in FTES since the 1998-1999 academic year, and this has been accompanied by an increase in full-time equivalent faculty (FTEF), administrative work (reassigned time), and staff support infrastructure. Growth can be attributed to the initiation of the MSN program and the BSN distance program (statewide and regional) that involves the incorporation of instructional technology. This work was made possible by CSUF’s augmentation of funds to resource-intensive programs, external grant funds for instructional innovation, and distance office infrastructure funding that supplements state funding for the DON.

A separate fiscal budget is not allocated for the school nursing program since Department funding has a historical FTE allocation, based on the number of full time equivalent student enrollment. The fulltime student is enrolled for 15 units per semester. The DON is funded according to state university policies for graduate programs. All resources and materials available, including equipment, office space, and instructional support materials and services are available to the school nursing program on par with other components of the graduate program.

The CHDCS Dean is responsible for establishing and managing the budget. She meets and consults regularly with the Department Chairs regarding budgetary and other college-related matters. The Department receives an equitable share of College resources. The Dean is receptive to the needs and requirements of the Department and has provided additional support when requested. The FTES target determines FTEF allocations as shown in the table below:

<table>
<thead>
<tr>
<th>Departments</th>
<th>FTES Targets AY 2004-05</th>
<th>SFR</th>
<th>FTEF</th>
<th>Fall FTES Achieved</th>
<th>FTES Targets Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS</td>
<td>450</td>
<td>23.5</td>
<td>19.1</td>
<td>448</td>
<td>452</td>
</tr>
<tr>
<td>COUN</td>
<td>135</td>
<td>13.5</td>
<td>10.0</td>
<td>135</td>
<td>136</td>
</tr>
<tr>
<td>HUSR</td>
<td>430</td>
<td>23.5</td>
<td>18.3</td>
<td>400</td>
<td>460</td>
</tr>
<tr>
<td>NURS</td>
<td>270</td>
<td>13.5</td>
<td>20.0</td>
<td>266</td>
<td>274</td>
</tr>
<tr>
<td>KHS</td>
<td>1038</td>
<td>23.5</td>
<td>44.2</td>
<td>1031</td>
<td>1045</td>
</tr>
<tr>
<td>MLSC</td>
<td>15</td>
<td></td>
<td>14</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Dean's Office</td>
<td></td>
<td></td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2338</strong></td>
<td><strong>20.40</strong></td>
<td><strong>114.4</strong></td>
<td><strong>2293</strong></td>
<td><strong>2383</strong></td>
</tr>
</tbody>
</table>
The Table below shows the Department’s growth by full-time equivalent faculty (FTEF), full-time equivalent students (FTES), and student faculty ratio (SFR) for years 2000-2001 through 2003-2004. FTEF has increased every year. During this period, FTES increased from 98 in 2000-01 to 228 in 2003-04, or an increase of 130%. While the Department has more than doubled in size since 2000-01, the SFR has remained relatively steady. This is especially important because of the need for lower student/faculty ratios to support field-based and upper division/graduate classes. Colleges are funded at a fixed SFR. The DON Chair is responsible for allocating budget and assigning faculty to implement the school nursing program. The student-faculty ratio (SFR) for the school nursing program is consistent with that of the DON (SFR = 13.5).

### Achieved FTEF, FTES and SFR

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>7.61</td>
<td>11.4</td>
<td>15.9</td>
<td>16.9</td>
</tr>
<tr>
<td>FTES</td>
<td>98</td>
<td>150</td>
<td>215</td>
<td>228</td>
</tr>
<tr>
<td>SFR</td>
<td>12.9</td>
<td>13.2</td>
<td>13.5</td>
<td>13.5</td>
</tr>
</tbody>
</table>

Ms. Kelly, the lead faculty member for the school nursing program has access to the same support services (i.e. personal computer technology, secretarial, media, AV, professional development) as do all other DON faculty.

In 2000, due to both the baccalaureate program expansion and the initiation of the graduate program, the DON was allocated, by CHDCS, a state-supported office coordinator and one clerical assistant. Today there are 3 FTE staff positions in the DON office. The Nursing Distance Program Office, initiated in Fall, 2000 has resources that support a clerical person, nursing student recruiter, two web technicians, a programmer, and two full-time, 12-month faculty who serve in reassigned positions as the Director of Distance Education in Nursing and the Distance Education Specialist. This Office is supported by University augmentation of the nursing distance effort that was approved by the President. While this office is charged with overseeing distance education operations, there are clerical duties that overlap with the DON, and most operations are discussed with and approved by the Department Chair.

**Factor Two: The program’s faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.**

**Education Building - Facilities and Equipment**

The DON’s academic and support personnel are housed in the Education Classroom (EC) Building. In January 2001 additional academic and support personnel from other colleges moved from the Education Classroom (EC) Building to a newly acquired building so that additional space (office, conference room, and staff) became available to handle increased needs
in CHDCS from Spring 2001 onwards. Full-time faculty have individual offices with state-of-the-art equipment, and part-time faculty share office space.

**Laboratory/Classroom and Related Space - Education Classroom Building**

The majority of course work is offered on-site (CSU Fullerton) or via distance delivery (on-line and or video conference) with the fieldwork and practicum courses being offered at specific field based locations. For on-campus instruction, the majority of courses are in the EC building. CSUF has a long standing relationship with school districts in Orange County and neighboring counties. The districts are eager to allow our students to participate in practice where exemplary programs are a focus. The cooperating school districts offer the use of on-site curriculum and materials for students placed in specific field sites. In addition, since many of the students enrolled in our programs are full-time employees of specific districts, the use of their own materials facilitate the overall fieldwork experience.

The following table provides information about the rooms available in the Education Classroom Building that support DON programs or services.

<table>
<thead>
<tr>
<th>Name</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s Conference Room</td>
<td>EC-303</td>
</tr>
<tr>
<td>*Child/Family Studies Conference Room</td>
<td>EC-130H</td>
</tr>
<tr>
<td>*Education Department</td>
<td>EC - 527</td>
</tr>
<tr>
<td>Technology Support</td>
<td>EC-102</td>
</tr>
<tr>
<td>Documents Room</td>
<td>EC-102</td>
</tr>
</tbody>
</table>

*Available to all programs that make reservations.

**Instructional Support Services**

**Availability of Computers**

All full and part-time faculty and full-time staff are assigned an electronic address and provided with Titan Access Internet Service Provider. Students, too, are assigned electronic addresses and may access mail from many locations across campus or from home. With Titan Access, students and faculty may also access electronic information retrieval programs in the library. The university has in place a process for upgrading and replacing outdated technology. All new full-time faculty are assigned a computer and printer and given training. There are twelve servers to support the academic and administrative needs. The web pages are updated by specified individuals in departments and maintained by Anh Lu, Director of IT for C HDCS.

Additionally, the California State University Network (CSUNET) links the campus to additional central computers and to specialty computing centers at other campuses world-wide. The computing environment provides access to hundreds of software products, including
programming languages, mathematical and statistical programs, large research database systems and interactive graphics tools. Computing Services staff provides systems programming support and consulting services for faculty and staff; lab assistants assigned to the terminal labs provide minimal consulting services for research.

**Television/Media/Distance Learning**

Television and Media Support Services provide support to faculty and staff by acquisition and distribution of instructional media, distribution and maintenance of audio visual equipment, and in the design of instructional and information modules to use in the classroom or on the Titan Cable Channel and other video delivery systems. Design and production services are available for a wide range of media. Satellite teleconferencing is provided in conjunction with Distance Learning through Extended Education. Services include assistance in the preparation of instructional packages and presentation materials for project dissemination purposes.

**Faculty Development Center**

The Faculty Development Center (FDC) offers training for promoting faculty development, vitality and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities and other campus wide intellectual and community-building events. The Center provides ongoing training opportunities in the use of technology, including Blackboard and courseware development tools utilized by many faculty. Help Desk staff are available to provide immediate assistance on both hardware and applications issues, and other staff are available on an individual, small-group or department-wide basis. Periodic and emergency maintenance is provided on all computers to identify and eradicate viruses. Many vital software programs, including FrontPage and Microsoft Office are available free to faculty and staff, and upgrades are provided on a regular basis.

**University Extended Education Office of Distance Education**

In 2000, the University Extended Education instituted an Office of Distance Education (ODE) to assist faculty in the incorporation of instructional technology into courses. The ODE on the CSUF campus provides services to the University and its off-campus centers in all aspects of distance education, including course development/delivery and student support/services. This office has a staff of technical engineers, television production assistants, and a media coordinator to facilitate interactive televised instruction. This ODE staff has been heavily utilized by the DON faculty for technical assistance with web and videoconferencing work at the baccalaureate level, and is beginning to be used for MSN coursework.

**Information Technology Office: Internet Access and Remote Computing Capabilities**

Direct (on-campus) and remote (off-campus) access to all of the Internet resources and campus network is available to CSUF faculty, staff, and students through the university’s remote access
plan that was developed by the Information Technology (IT) Service on the CSUF campus. The fiberoptic and T1 lines provide networking capabilities to every room on campus allowing subscribers to access e-mail, the World Wide Web, library databases, and all other University resources from multiple sites on campus. Remote access is also available from home or from a variety of places using an off-campus computer and an internet service provider (ISP). Part-time and full-time faculty are given the CSUF TITAN ISP at no charge. Students can apply for admission, register for courses each semester, and request books and expanded course syllabi booklets from the Titan Bookstore over the Internet. Faculty and students have access to student records information for display (read only) through TITAN Online Tour (http://titanonline.fullerton.edu) by selecting the "Tour TITAN Online" button. This resource serves as a training vehicle for faculty, staff, and students. The tour is self-guided in that you may navigate your way through the features of TITAN Online in any order you choose. This new service also provides a link to allow students to pay their tuition fees on-line. Future capabilities will be expanded to allow students to confidentially view their course grades, transcripts, etc. on the web.

IT also administers a help service to faculty using technology. There is a Titan Help Desk service accessible by e-mail and phone that provides technical support to faculty, staff, and students from a single point of contact. Support is provided for hardware and software issues, configuration and setup for Titan Internet Access, and network issues and concerns. The web site for the Titan Help Desk also provides e-mail and web-based support, as well as facilitating communication.

Faculty have access to a number of interactive instructional technologies. Electronic discussions can be course-based or University-based. For example, course-based chat rooms can facilitate a synchronous discussion, and rooms can be set up in Blackboard and WebCT software-based templates to facilitate asynchronous networking between various student sites to work on group projects. The University also provides a set of folders for students to use for electronic discussion, with one folder for each section of each class. Students can access these folders with their web browser or with a "network news reader" such as those built into Netscape Communicator or Microsoft's Outlook Express. These discussion folders provide a way for students to ask each other questions without the need to be in the same place at the same time. Faculty can monitor or participate in student discussions as appropriate to a specific class. Training is offered for all adjunct and full-time faculty by the Faculty Development Center on our campus.

Finally, University Instructional Technology’s (IT) Director, Mike Parker, has been extremely supportive of the development of a state-of-the-art database for the DON, and has provided a separate University server that is maintained by IT. This database houses all program evaluation and student aggregate data and serves as a faculty advisement resource for individual students. The DON faculty and staff are in the process of converting paper-based information to this database. This database accommodates Department applications, student surveys with direct entry/analysis, and advisement.

Web-Based Infrastructure:

The high-tech support component within the FDC assists faculty in bridging from traditional teaching to technology-based instruction. The FDC has five full-time, four part-time, and seven other faculty coordinators who act as liaisons with faculty. There are four Ph.D.-
prepared technologists who partner with faculty for the purpose of developing and implementing distance learning, including Web-based instruction and video courses. The technologists attempt to guide the faculty through the use of technology for appropriate courses, and together they explore possible high-tech teaching strategies appropriate for the content. The aim of this partnering is to use technology to assist nursing students in meeting course objectives.

**Department Resources To Augment Technology-Based Instruction.**

The DON has developed an infrastructure to facilitate innovative instruction and the incorporation of instructional technology. The faculty have adopted more interactive and collaborative strategies as part of their instructional methodology. For example, group work is assigned and the contribution of students to the group process is student-evaluated. The Department has a rich collection of videos, CD ROMS, and literature for faculty instruction. Much of this collection is purchased by the Department and housed in faculty offices.

The DON has taken a lead role on the CSUF campus in attempting to integrate resources related to instructional technology, student support services, and administration. As part of the innovation in faculty teaching, the Department’s DHHS, Division of Nursing Grant provided nursing faculty with release time from instruction to work on incorporating technology in course delivery. Over the 2000-2001 year, 30.8 units of release time (a total of 2 FTEF) were given to faculty to accomplish this. As a result, all baccalaureate and some of the graduate courses were web augmented, or completely converted to web-based courses. More recently the DON received a one year planning grant, in the amount of $385,000, from the Children and Families Commission of Orange County (Prop 10) to establish a school nursing program. This grant has provided increased technology support staff and material resources to develop the online courses within the school nursing program.

**University Library**

Chief among the learning resources on the campus is the Paulina June and George Pollak Library. The Library consists of a six-story south wing and a newer four-story north wing. The Library houses a collection of over 700,000 books, almost 6,000 current periodical subscriptions and one and a half million other items. During the Fall and Spring semesters, the Pollak Library is open 84.5 hours per week, with more than 40% of those hours after 5:00 pm or on weekends to accommodate the large numbers of working students. On Saturdays, it is open from 10:00 am to 5:00 pm, and 12:00 to 7:00 pm on Sundays. Professional reference service is available more than 95% of this time so that students, faculty, and staff can receive guidance on choosing and using the best sources for the information they need. Graduate students and faculty can also make appointments with librarians for in-depth consultations on long-term or difficult projects. Several librarians have extensive experience with medical and nursing searches. The library also maintains an e-mail reference service, available 24 hours a day, providing answers to simple reference questions sent from CSUF e-mail accounts within 24 hours. Beginning in Fall 2001, the library phased in a real-time virtual reference service, available to students over the Internet for selected hours. These services are particularly valuable for graduate students. The library is used by students and faculty for literature searches, and interlibrary loans, since it has access to a substantial collection of advanced journals (list available). The library allows graduate students
to get up to 10 free interlibrary loan articles, and maintains a graduate student web page on its web site.

Nursing faculty can request and receive library instruction sessions tailored to their assignments and class goals. The library has facilities for hands-on instruction, and has experimented with software for hands-on instruction for distance students. There are two rooms with an instructor station/projector and 20 computers, and one additional room with an instructor station/projector and 10 computers set up for group use, so that active and collaborative learning can occur during these scheduled sessions. In addition to teaching the mechanics of searching, students are taught information competency skills: how to evaluate the information they find in terms of relevancy, currency, authority and accuracy. The library’s basic introductory workshop (Library Survival Skills), emphasizing the Association of College & Research Libraries information competency standards, is available as an interactive, online tutorial accessible via the library homepage. The newly appointed library Distance Education Team will be responsible for coordination of resources and services for distance students. One librarian, Ms. Rachael Green, is designated as the contact for the DON.

Information about collections and research strategies will be found on the Library’s Web Site (http://www.library.fullerton.edu), which includes the Library’s online catalog (OPAC). The library notebook contains sample copies of Web pages. Interlibrary Loan and borrowing through Link+ libraries can supply free of charge to the campus community many materials not held by CSU Fullerton. In addition, mutual use agreements permit students to use the collections of other CSU libraries and a number of local institutions of higher learning. The new ILLiad Interlibrary Loan service enables students and faculty to request books and articles via the web and track their requests themselves. Frequently articles can be delivered electronically. El Toro students can get delivery of books and paper articles from the main campus. The library’s budget has been increased yearly to accommodate the increased needs of the university’s students and faculty.

The University Library contains a broad range of educational materials: books, pamphlets, microforms, CD-ROMS, electronic databases, journals and periodicals, dictionaries, directories, indices, bibliographies, maps and other materials. A list of nursing and nursing related periodicals is available.

Library Facilities and Equipment

Study stations and supportive equipment available in the University Library include:

- OPAC workstations – the Pollak Library OPAC (Online Public Access Catalog) is available to anyone on the Worldwide Web
- Audio/Video stations 27 (VC turntable, dual-deck audocassette/CD player)
- Audio listening stations 10
- Photocopy machines 17 for public use
- Micro reader/printers 9
- Microfilm reader stations 7
- DVD players 8
- Laser disc players 7
- 16-mm film projectors filmstrip/slide projectors 3

The north wing has four PC-equipped instruction rooms (PL-103, PL-130, PL-303, and PL-420) in which library faculty provide instruction to individual classes (at the professor’s
request) or offer more general sessions. The Library has three separate computer areas for student use: Internet Oasis (50 Pentium computers with Internet access), Electronic Resources Area (80 Pentium computers with Internet access), and the Titan Computer Lab (185 Pentium PC computers and 10 Power MacIntoshes with Internet Access). The Oasis is self service, the Electronic Resources is serviced by reference librarians, and the Titan Lab is serviced via lab assistants.

Access to materials is provided by the Library’s Web Site (http://www.library.fullerton.edu), which includes

- The Library’s online catalog (OPAC)—author, title, subject, and keyword approaches to the Library’s own collections (except for subject access to journal articles).
- Links to other online library catalogs.
- Proprietary online databases and other electronic resources that offer subject access to journal and newspapers and full-text reference/research sources and electronic journals
- Research guides and tips.
- Information about the Library and its services.

The Library has access to over 100 electronic resources. Students and faculty can search most of these databases from any campus computer and also, if they have set up Titan Access as their Internet provider or configured their computer to go through the proxy server, they can also access these resources from home computers. Titan Access is available free of charge to faculty and staff, and at a reasonable monthly fee to students—see (http://access.fullerton.edu/).

Faculty and students at the El Toro campus have the same electronic access as the on-campus students. They may also request books or Xeroxed articles from the Pollak Library, which will be provided with a turnaround time of two to four days. The Pollak Library does have adequate holdings to fully accommodate the needs of students enrolled in both academic and professional preparation programs. Furthermore, the library has a variety of special collections and services that provide both enrichment and ability to effectively access the many books, materials, and other resources that are available to both students and faculty.

CHDCS also makes supplementary purchases of books, periodicals, non-print materials and equipment in support of credential programs and general operations. In addition to relatively small annual purchases for these types of special resources from annual state allocations, the Dean authorizes end of year purchases of these materials from CHDCS unexpended funds.

**Graduate Studies Office**

The Graduate Studies Office (GSO) assists faculty and students in issues related to graduate curriculum and advisement. For example, personnel in the GSO serve as consultants to faculty and administrators who are developing new procedures and policies related to particular graduate programs. This Office hosts an annual update meeting for graduate advisors, publishes a *University Graduate Advisement Handbook*, approves classification for all master’s students, serves as a first level of communication with applicants to graduate programs and solves problems related to graduate studies. The University Graduate Studies personnel authorize the Admissions and Records Office to award all master’s degrees at CSUF. The Director of Graduate Studies coordinates the issuance and edits the final version of the *University Catalog* every two years. The Director of Graduate Studies facilitated initiation of the Nursing MSN
program by assisting with the interpretation of policies related to curricular approval and academic partnership issues.

**University Learning Center**

The University Learning Center assists students in developing collaborative efforts, such as learning groups of students, and tutors and tutorials that focus on study skills, test-taking strategies, and effective note-taking. This Center has provided the DON with effective strategies to evaluate pronunciation and diction (students who use English as a second language) and computer tutorials.

**Extramural Grant Funding**

The DON has received a large number of grants to support faculty, students, and innovation. A summary of research and program grants is available.

**Supporting Documentation**

*Appendix J*: List of Library Periodicals related to Nursing
*Appendix K*: Grant Funding Table
California State University, Fullerton *University Catalog* (available at the following website: [http://www.fullerton.edu/catalog](http://www.fullerton.edu/catalog) and on file in the Department Office)

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### Standard 4
**Qualifications of Faculty**

*Qualified persons teach all courses. Faculty teaching school nursing courses and supervising clinical experiences are recognized as having expertise in the field of school nursing*

**Rationale:** The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses must be taught or supervised by qualified persons.

**Factor One:** Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experiences that are directly related to his/her assignment in the program.

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in the program. Faculty are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.
Department of Nursing

Full-time faculty allocated positions in the DON during the 2004-05 academic year totaled 18 full-time equivalent positions. All tenure-track faculty—including those who teach within the school nursing program—hold earned doctorates. All other full time faculty hold, at a minimum, a Master’s degree and have relevant teaching and/or clinical experiences.

Full-time tenure track faculty are employed as a result of nationwide searches which are conducted in accordance with established university policies. Normally, program faculty initiate position requests, and establish need, at the Department level. Approval must then be obtained from the Dean and Vice-President for Academic Affairs. UPS 210.001 outlines the policies and procedures for Recruitment of Faculty.

Faculty are assigned to teach courses based on their advanced studies and professional experience. Specific information pertaining to individual academic background, professional experience, teaching loads, professional membership, and professional growth activities can be obtained from faculty vitae.

All faculty members in the DON are academically and experientially qualified. Of the full time faculty, three are tenured (one is currently in a pre-retirement program), five are in tenure-track positions and 10 are lecturers. Nine of the current faculty, including the department chair, have teaching assignments in the MSN program. As the DON has grown, the number of full time faculty has increased and reliance on part time faculty has decreased. Between 2001 and 2004, one full time tenure track faculty member left the Department and six new faculty joined. The faculty maintain currency in their specific areas of expertise through continuing education programs, practice and research. More than 80% of the faculty teaching courses in the school nursing program are full time lecturers or tenure track faculty at the university. All faculty meet the minimum qualifications for a faculty position in the discipline.

Qualified faculty members from each of the College Departments on campus offering courses in the program are appointed by their respective Deans and/or Department Chairs and are chosen because they have the necessary advanced study and professional experiences needed for their assigned course.

Factor Two: Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.

The cultural diversity of society is well reflected in the schools and classrooms throughout California. School nurses throughout the state are fully grounded in the cultural competency skills needed to work in the public school system. In this program all school nursing specialty courses will be taught by the lead faculty member, who holds a current School Nurse Services credential, and by part time faculty who are school nurses current in their field and working in the local area. Field placement requires students enrolled in the program to work with preceptors (school nurses) to achieve the objectives associated with each clinical course.

The diversity of faculty and staff in the Department of Nursing reflects California’s population. The School Nursing Advisory Committee (SNAC) for the school nursing program will include representation from the Orange County Department of Education, Orange County School Nurses Organization (OCSNO), Orange County Commission on Children and Families, School Nursing Program Directors from adjacent regions, School Nursing CTC-Standards
Consultants, pediatric physicians, CSUF Lead Faculty Member for the School Nurse Program, CSUF department faculty on participating School Nursing Program, and the Orange County Public Health Department. Other members who are devoted to school-aged children include representatives from local and state-wide school nurse academic programs. These members of SNAC represent the county’s diverse school-based population.

The department faculty are a combination of full-time and part-time faculty. The full-time faculty provide continuity in developing and monitoring the school nursing program. The part-time faculty provide expertise in specific areas of school nursing, advice in program evaluation and direct links to the day-to-day operations of schools and districts. It is the policy of the department to staff the program with a mix of full and part-time faculty in order to maximize the contributions from both groups of faculty.

Preceptors working directly with students must meet several criteria in order to be selected for this role. Selection is made jointly with the County’s School District input and the school nursing LFM. A Preceptor Handbook, developed specifically for the program, outlines the roles and responsibilities of preceptors. School nursing program preceptors must, in addition to the criteria identified in the Preceptor Handbook, be fully credentialed school nurses. The LFM maintains a preceptor profile containing verification of each preceptor’s training and experience as well as an agreement to serve as a preceptor. The preceptors are evaluated by the students and faculty. Continuation in the program is based on these evaluations as well as the extent to which the preceptor meets organized program and course objectives.

**Factor Three: The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.**

The campus also reflects a very diverse culture. The President, Dr. Milton Gordon is African American. The DON is required to meet all of the Affirmative Action mandates as prescribed by the University. The faculty are committed to recruiting ethnic/minority participants to meet the needs of the diverse student populations being served.

CSUF practices nondiscriminatory employment practices and ensures all personnel are selected for employment without regard to race, color, national origin, gender, age or disability. CSUF affirms its commitment to equality of opportunity for all individuals. This policy is in accord with Title VI of the Civil Rights Act of 1964, Title IX or the Educational Amendments of 1972, as amended, Section 504 of the Rehabilitation Act of 1973, and related administrative regulations and executive orders. CSUF ranks sixth in the nation for institutions granting degrees to Latino students.

Administrators and faculty at CSUF have extended considerable effort in securing faculty who reflect the diverse populations in the regional area. All searches and appointments/recommendations must be approved by the University Director of Affirmative Action. Procedures for Search Committees are outlined in UPS 210.500 Campus policies and procedures have greatly facilitated the recruitment of minority and women faculty in disciplines where significant under-representation exists. This policy serves as a supplement to exiting faculty employment policies. CHDCS is committed to ensuring a broad range of experiences and perspectives and diversity figures prominently in the college philosophy.

In recruiting minority and women faculty, resources have been authorized to fund announcements in various publications, numerous individual faculty contacts have been made, and information has been circulated widely at various state and national professional conferences
and meetings. The DON follows University and College Affirmative Action policies in its efforts to recruit and retain the best ethnically balanced faculty that becomes available via recruitment pools. Our long range goal is to continue to utilize Affirmative Action procedures to ensure the equitable hiring of the best faculty available.

Supporting Documentation

*Appendix L:* List of Faculty and Qualifications (full CVs available in department office)
*UPS: Faculty Recruitment* (available at the following website: http://www.fullerton.edu/senate/ups.htm)
*UPS: Affirmative Action* (available at the following website: http://www.fullerton.edu/senate/ups.htm)

*Appendix M:* School nursing part-time faculty CVs
*Appendix N:* Preceptor Handbook

### Standard 5

**Faculty Development and Evaluation**

*The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.*

**Rationale:** For a program to maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, faculty and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

**Factor One:** *The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.*

The DON requests students to evaluate each course offered at the end of every semester of instruction. A specific course evaluation form is used for this purpose. All school nursing program courses will follow the same process. In addition surveys are used at key points to gauge student satisfaction with the program and to evaluate the quality of experiences they received in the program. An end of program survey is used to measure student satisfaction and goal achievement. Surveys are sent at one and five years post graduation to alumni and employers. Students in preceptored experiences are expected to evaluate the quality of the field experience as well as the preceptor using preceptor evaluation forms.

The Graduate Program Committee (GPC) and the Evaluation Committee in the DON are responsible for ongoing quality monitoring. A schedule of course reviews is maintained by the GPC and the DON Evaluation Plan guides all program review. Specific CSUF policies exist for
review and approval of new and/or modified courses or overall program changes. The University Curriculum and Graduate Curriculum Committees oversee this process.

**Factor Two: Course development and evaluation are consistent with the practices in the academic unit.**

University policy (UPS) governs new course development and other curricular practices to ensure consistency across academic units on campus. This includes the roles and responsibilities of departments creating new courses, roles of the university level curriculum committees in reviewing proposals for new courses and course modifications, and approval processes by the Academic Senate. All new courses must be reviewed by the College level Curriculum Committee before being submitted to university level committees.

At the Department level, the Graduate Program Committee is charged through the Faculty Bylaws with all matters related to course development and evaluation for the MSN program, including the post baccalaureate credential programs. The school nursing program was subjected to rigorous review by this body, in compliance with department practices. Course evaluations are monitored by the GPC and periodic reviews of each course in the program are required. A formal review includes all aspects of the course syllabus, input from the lead instructor, and student feedback. Recommendations for change are often generated from these reviews. The school nursing program LFM is a member of the GPC.

The DON Evaluation Committee has overall responsibility for ongoing quality monitoring of the program. This ensures that the same standards are applied to all aspects of program evaluation and allows for periodic review of outcomes, data analysis and recommendations for improvements as needed. The Department Chair is responsible to see that all aspects of program and course development go through the proper review and approval channels of the university in compliance with university policy.

**Factor Three: faculty evaluation is consistent with practices in the academic unit and may include student and peer evaluations.**

**Evaluation for Tenure and Promotion of Probationary (Tenure Track) Faculty**

University wide procedures for retention, tenure and promotion are guided by university policy statements (UPS 210.000 Faculty Personnel Policy and Procedures) and include the university’s policy on review of faculty. While primary responsibility for retention and attaining promotion and tenure rests with the faculty member, the department, in conjunction with the probationary faculty member share the responsibility for establishing clear goals for the probationary period before tenure decisions are made. Therefore, continuing assessment of progress toward the goals will be made throughout the probationary faculty member’s review process. All faculty are expected to maintain currency in their specialty area.

Criteria for tenure are clearly articulated in the *Department Personnel Standards*. A Developmental Narrative for each probationary faculty member hired after Fall 2001 is now required. Full time lecturers and tenure track faculty submits a portfolio for review on an annual basis demonstrating performance in the following 3 areas:

**Teaching Effectiveness and Professional Growth**

An important criterion for tenure is assessed through summary analyses of student evaluations of classroom teaching and peer evaluations of classroom teaching. Course syllabi and content,
examinations, handouts, writing requirements, grading procedures, and other academic contributions to teaching effectiveness are also evaluated. Effective academic advising, counseling of students on course-related matters, and the ability to work with a diverse student population are included in this area. A precondition for retention is assessed through the candidate’s increasing, strengthening, and updating of his/her professional expertise for classroom and clinical instruction.

Scholarly/Creative Activities
Performance in this area is assessed through scholarship and academic credentials (e.g., research, publications, presentations, development of innovative course work, etc.). In the area of scholarship, primary emphasis is given to peer reviewed works, though faculty engage in providing a variety of scholarly and creative works.

Service
A requirement for retention and tenure is the faculty member’s participation, productivity, and collaboration in the collective efforts and functions of the department, college, university, and community, including professional organizations.

Recommendations for retention and tenure are based solely on the contents of the candidate’s Portfolio.

Tenured Faculty Evaluation

Tenured faculty have earned the right under California law to continued employment by virtue of probationary and tenured service during which both competence and performance have been rigorously reviewed and found to meet a high professional standard. Therefore, in light of the special nature of tenured appointments, performance appraisals are formative in that the focus is upon the improvement of instructional performance. Tenured faculty shall be evaluated pursuant to this policy at least once every five years. The Performance Appraisal for tenured faculty includes an evaluation of the faculty member’s full range of responsibilities with particular emphasis upon teaching effectiveness and currency in the discipline. The faculty member being reviewed submits a file, and upon completion the Department Chair and the Personnel Committee will review the file and prepare a report. The Department Chair will review the report with the faculty member and forward to the Dean. The Dean reviews the report with the faculty member. The Vice President for Academic Affairs will then review the performance appraisal process with the Dean (UPS 210.020 Review of Tenured Faculty). The faculty member has a right at each stage to file an appeal.

Temporary Faculty Evaluation

Full time lecturers, who are not in a tenure seeking role, are also evaluated annually based on university policy (UPS 210.050). Lecturers are evaluated on the basis of their teaching effectiveness as well as their contributions to scholarship and/or service as indicated in their position descriptions. Part-time faculty are required to have student evaluations of every course taught. This information is assembled by the Department Chair and reviewed by the Department Personnel Committee. The results are placed in the part-time faculty member’s portfolio.

Types of Evaluations

Multiple measures of evaluation are used to judge faculty performance:

Self Assessment
All faculty members submit a portfolio for review. Faculty are expected to write a self-
assessment narrative in each area (teaching, scholarship, service) as appropriate to their position. This includes an analysis of numerical data such as Student Rating of Instruction scores, comparison with Department mean SRIs, and course GPA trends. Faculty portfolios are used to showcase scholarly work such as publications, academic work such as course syllabi and student assignments, and service activities.

**Student Evaluations**

Student opinions of teaching performance (SRI: Student Rating of Instruction) assess teaching effectiveness. Scores are recorded on Scantron sheets and collapsed mechanically. Written feedback by students is consolidated by department staff and includes the numerical data when it is placed in the faculty member’s file and given to the faculty member for his/her Portfolio.

**Peer Evaluations**

Individual peer evaluations of instruction are encouraged. A written report on each classroom visit is prepared, signed, and submitted by the evaluator for placement in the faculty member’s file. Information obtained from peer visitation reports and/or student evaluation questionnaires is confidential and restricted to the instructor, those charged with conducting evaluations or administering the policy, and those with access to personnel files (Personnel Committee Members).

The Department Personnel Committee, made up of faculty peers, is the first group to evaluate each portfolio submitted for annual performance review. The DPC prepares a written evaluation of each faculty member’s portfolio and shares this with the Dean, HDCS.

**Improvement of Performance**

University personnel procedures include opportunities for faculty to review all of their evaluations and respond to the decision of the committees and administrators. All evaluations are in written form. Faculty are encouraged to improve their performance in each of the areas: teaching effectiveness and professional growth, scholarly/creative activities, and university and public service. Improvement is noted in the review process.

Evaluations are utilized to provide feedback to faculty about the quality of their individual contributions to the department, College and the University. Faculty peers, Department Chairs, and the Dean are available to discuss alternate ways for faculty to engage in activities to improve their performance or to become otherwise involved. If a faculty member is found to be performing at less than an acceptable level, a conference is held between the Department Chair and the faculty member. During this meeting, a plan of rededication is developed by the faculty member in consultation with the Department Chair.

The Dean is consulted as necessary in making personnel changes and approves all contracts. Part-time faculty with low student evaluations are counseled and may not be reappointed if teaching evaluations do not meet Department expectations.

**Factor Four:** Faculty development is provided for and faculty currency is maintained through measures such as faculty in-service programs, funding for attendance at professional meetings, professional development activities, continuing education, and/or research.

There is ample evidence of the extensive involvement of DON faculty in a variety of professional development and scholarly activities as shown in the supporting documentation. The university offers a number of opportunities for faculty development. Some of the available services and opportunities for professional growth include:
Faculty Development Center
The Faculty Development Center provides on-going training opportunities in the use of technology, including Blackboard, and course development tools utilized by many faculty. It also holds varied workshops in the areas of professional life and scholarly activity.

Counseling and Psychological Services
This university program offers professional consultation to assist employees in solving a wide range of human problems which might affect their personal lives or professional careers. The office offers a wide range of programs, workshops, and classes to promote personal, physical, and social health and well-being.

Grants and Contracts Office
This unit provides assistance to faculty in securing funding for research and grant projects, including contracts with other agencies. Post-award management support of funded grants and research projects is also provided.

Special Conferences and Workshops
Throughout the year, university faculty and administrators have access to a number of special conferences and workshops that serve to enhance professional growth and development. This includes the Fall and Spring Academic Affairs Forums in which national level speakers are invited to campus to address current and relevant academic issues.

Faculty Fee Waiver Program
The university provides faculty with the Faculty Fee Waiver Program for purposes of professional growth and development. The program features opportunities for faculty to maintain contemporary thought and currency in professional areas of expertise. The fee waiver program provides for an overall atmosphere of university concern and commitment.

President’s Annual Awards
The President hosts a recognition dinner each year to recognize faculty who have gone beyond the norm. Awards are given for outstanding service, scholarship, and teaching.

University Advancement
This unit works with outside donors to support faculty research projects.

Faculty Mentor Program
The program provides training for faculty who volunteer to be a one-on-one mentor to a student.

Faculty Enhancement and Instructional Development Award Programs
Faculty are regularly invited to attend a variety of Faculty Enhancement and Instructional Development Award Programs including institutional development workshops and training seminars. Both university and system-wide programs are offered annually and encouragement is offered for attendance.

Periodic Incentives
The university and the Dean’s office provide periodic incentives in the form of release time as well as monetary stipends for purposes of continued professional growth and research. Included and strongly encouraged, are release time opportunities for the purposes of pedagogical enhancements.

Professional Opportunities for Growth
The CSU system provides for Professional Opportunities for Growth including incentive grants and performance enhancements with special emphasis on opportunities for minority faculty members as well as untenured faculty and junior faculty. The administration of such program
incentives is managed at the Dean’s level and through the specific departments, resulting in easy access to a myriad of opportunities.

**The Developmental Research Center (DRC)**
The DRC in the Department of Psychology supports the research and institutional activities of faculty and students in development psychology. Research experts in the Center are available for consultation. The Center conducts research on longitudinal assessment of the relationships between home environment, mental development and school readiness; life-span changes and parent-child relationships among other relevant studies. Many faculty and students make use of this resource.

**California State University, Fullerton Foundation**
The CSU Fullerton Foundation is a nonprofit corporation, self-financed, and chartered specifically to provide and augment essential services that are an integral part of the educational program at the University. The Foundation supports the University by providing functions and services not funded by the State. The Foundation services as the fiscal agent for grants, contracts, and other revenues totaling more than $50 million annually.

**Conferences with the Dean**
The Dean meets annually with all probationary faculty, reviews performance, and prepares a written evaluation which also includes suggestions directed toward the enhancement of professional growth and development. As needed, additional meetings with individual faculty are held throughout the year.

**UnTenured Faculty and Full Time Lecturer Organization (ULO)**
ULO is composed of junior faculty in the College whose purpose is to work with the Associate Dean to identify, develop, and implement programs of support for all untenured and full time faculty in CHDCS. Specific areas of interest include support programs and activities in the areas of research, teaching, service and professional activities, retention, tenure and promotion issues, student issues, and multicultural issues. More information can be obtained at [http://hdcs.fullerton.edu.ulo/](http://hdcs.fullerton.edu.ulo/)

**Professional (Faculty) Travel**
Allocations of professional travel to the colleges in the university are done on a formula basis determined by the FTES generated. UPS 100.200 outlines Policy for the Allocation of Travel Funds. This typically equates to approximately $700 annually for individual faculty members in the DON. In addition, faculty have an opportunity to apply for international travel funds from the university.

**Dean’s Travel Supplements**
Through various special projects and grants, the Dean augments travel funds available for faculty and staff. Faculty apply for this funding each semester. Not only has the amount allocated for travel increased over time, but the Dean’s augmentation has increased as well.

**Assigned Time/Faculty Loads**
The University and the President have made it a priority to support new faculty. The Dean’s office provides three units of release time for all new tenure track faculty members during both semesters the first two years of employment. This incentive allows for optimal opportunity for new faculty to acclimate to the demands of the university and to develop a productive, professional work style. The CSU defines the full-time faculty teaching load as the equivalent of 15 units per semester. Three units of this load are allocated for the completion of service to the campus and research resulting in an effective direct instruction load of 12 units per semester. As part of the direct instruction load, instructional assigned time is available for a variety of assigned activities including, among others, program coordination, instruction-related research, and teaching large sections. For part-time faculty, the full-time equivalent teaching load is 15
direct instruction units per semester. The instructional load across semesters is mutually decided between the faculty member, the Department Chair, the Associate Dean and the Dean. Faculty may also receive release time of three or more units per semester and summer stipends through intramural or extramural grant funding to conduct research and provide service. The majority of faculty take advantage of this opportunity. The university makes more than adequate funding opportunities available to those who wish to apply.

**Fulbright Hays Group Project Abroad: Exploring Culture in Education and Health Care: Lessons from Thailand**

A group of 15 faculty from CHDCS spent a five week study tour of Thai culture and institutions; studying educational and health care systems; and sharing the knowledge and experiences acquired with the university and community upon their return. The purpose of this Fulbright Hays Group Project Abroad was to provide the faculty with information on cultural awareness needed to improve post-secondary education curricula. This needed change will not only enhance cultural sensitivity on the part of the faculty, but also extend to the students, and ultimately, the community at large. Two DON faculty members were on this team.

The University and the College offer a number of opportunities for professional growth and development of part time faculty. Beginning Fall 2000, all part-time faculty receive a mandatory orientation. Many of the professional development opportunities available to full-time faculty discussed above are also available to part-time or adjunct faculty. At the DON level, additional opportunities are provided for part-time faculty. Some of these include:

**Orientation/Training/Reception**

Each semester the Program Coordinators and Director, Distance Education hold an orientation/reception for part-time faculty. This provides an opportunity for an update on the program, special events, etc. It also provides an opportunity for part-time faculty to meet with full-time faculty. Departments provide their own specialized training for part-time faculty.

**Lead Instructors**

Lead instructors are appointed for all courses. These instructors assist part-time faculty with course orientation, training, and support throughout the semester. Lead instructors discuss course goals, objectives, content and outcomes. The lead instructors lend support to the faculty throughout the semester via phone, personal appointment, e-mail and visitations to class when possible.

**Office Space/Computer/E-Mail/Internet Access**

All part-time faculty are provided shared space with access to a computer as well as office and home e-mail, phone and internet access for planning and research purposes for home computers.

**Factor Five: The institution recognizes excellence of faculty by appointing and promoting faculty members who serve in the program.**

CSUF offers a number of opportunities to recognize and honor outstanding teaching, scholarship and service. Letters of commendation and excellence are placed in faculty files. University, college and department recognition of teaching and academic excellence is evidenced by the following:

**Special Events.**

Special ceremonies are held annually to recognize published authors and outstanding faculty.
Sabbatical Leave.
Faculty must apply for sabbatical leave. A letter of support is sent from the Department Chair, dean and the final approval is made by the President’s office. It is considered a prestigious award on this campus, as not everyone who applies is granted sabbatical.

Recognition in the Public Affairs Office Compendium and Dateline.
Faculty can self-submit articles or recognition announcements to be posted in the University wide Public Affairs publication.

Special Invitations to Front and Center Event.
Front and Center is our University’s annual fund-raiser for scholarship monies. Each year the President and the Dean select a handful of hard working faculty and invite them to the event. The event is attended by supports and alumni who pay $500 a plate.

Selection of Outstanding Faculty of the Year to Serve as Marshall at Graduation.
Each college within the university selects an outstanding faculty to serve as the graduation Marshall.

Special Invitations to Grant and Contract End of Year Celebration Reception.
Every year the Grants and Contracts office teams with University Advancement to invite faculty who have been successfully awarded grants to attend a reception in their honor. The President usually congratulates the faculty and thanks them for efforts to obtain externally funded support.

Special Invitations to President’s Home for Department Chairs and Associate Deans.
Every fall as a new semester approaches, the President invites Department Chairs and new faculty to attend a reception at his home. He thanks all in attendance for their support and dedication to CSU Fullerton with an experience in fine dining and a certificate.

Outstanding Professor Award
Each year the University selects a faculty member to receive the CSUF Outstanding Professor Award. This individual becomes the campus nominee for the statewide Outstanding Professor Award, an honor conferred annually on two system faculty by the Trustees of the California State University (UPS 290.000 Outstanding Professor Award). Every two years a faculty member from CHDCS is appointed to serve on the Outstanding Professor Award Committee which reviews campus wide nomination files and recommends to the President.

Factor Six: The institution follows equitable procedures for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.

Procedures for identification of effective/non-effective instruction and removal of instructors are outlined in the university series of personnel documents for faculty personnel policy and procedures. College administrators and faculty have procedures established for review of both effective and ineffective instruction and removal of ineffective instructors that are consistent with university policies. Student and peer evaluation of instruction are used in assembling information about teaching effectiveness. Probationary faculty members are reviewed annually. Teaching effectiveness, professional growth and scholarly activities, and university and public service are elements considered by department, school, and university faculty and administrators in their review and recommendations for an additional probationary year, promotion, or recommendation for termination of service. Part-time faculty decision to re-
employ is based on the ongoing performance annual review. Part-time faculty whose work does not meet division standards are not re-employed.

**In summary**

CSUF takes pride in its faculty. We attract and retain qualified personnel. They are recognized for their outstanding teaching and other accomplishments. There are many supports for faculty development. We regularly evaluate the performance of all instructors and field supervisors and retain only faculty who are consistently effective.

**Supporting Documentation**

UPS 210.00 (available at the following website: [http://www.fullerton.edu/senate/PDF/200/UPS210-000.pdf](http://www.fullerton.edu/senate/PDF/200/UPS210-000.pdf))

UPS 210.050 (available at the following website: [http://www.fullerton.edu/senate/PDF/200/UPS210-050.pdf](http://www.fullerton.edu/senate/PDF/200/UPS210-050.pdf))

**Appendix O:** Course Evaluation Form

**Appendix P:** Clinical Site Evaluation Forms

**Appendix Q:** Student Rating of Instruction (SRI) form

**Appendix R:** Sample Surveys

**Appendix S:** DON Evaluation Plan

**Appendix T:** Department Personnel Standards

**Appendix U:** Faculty Accomplishments/Awards

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**Standard 6**

**Program Evaluation and Development**

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants, local practitioners and community members, and that leads to substantive improvements in each program.

**Rationale:** To achieve high quality and full effectiveness, its sponsors and clients must evaluate a program comprehensively and continually. Developmental efforts and substantive improvements must be based on these systematic evaluations.

**Factor One:** The institution evaluates the program systematically on the basis of criteria that are related to design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.

The Western Association of Schools and Colleges (WASC) is the California State University, Fullerton regional accreditation body. CSU Fullerton has successfully completed all periodic reviews by WASC. The final report is available.

CSUF is well known for a high degree of faculty involvement in the governance of the University and, very specifically, in the curriculum of degree programs. The University has
faculties committees that oversee all curriculum matters related to graduate education. All proposals are eventually reviewed by the Academic Senate. There are University Policy Statements (UPS) related to development of new programs and courses as well as course modifications. Each of the colleges has a faculty committee that reviews new courses and degree programs proposed by departments or programs.

The University Self-Study for the WASC accreditation visit in the Spring of 2000 states “The process of building assessment into the curriculum represents the third major unifying data they cover in the Self Study.” The focus on outcome-based assessment has been a major activity on campus in the last few years so that in preparation for the WASC visit each department and program was asked to provide a written answer to seven questions:

1. How do you decide what you want your students to learn in your program?
2. What do you expect your students to know and be able to do as a result of completing your program?
3. How do you communicate these expectations to students?
4. How is the curriculum structured to reflect your program’s goals for student learning and to facilitate student progress toward achieving them?
5. How do you know students are learning what you expect them to learn at the various points in the curriculum?
6. How do you know graduates have accomplished the goals of the program?
7. How do you use this information to improve your program?

The responses to these questions for each program in nursing are referenced in the Final WASC Report.

Factor Two: The institution collects information about the program’s strengths, weakness and needed improvement from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.

Program development and revision is ongoing in the DON. Program administrators and faculty members rely on follow-up studies, final assessment and course evaluations, assessments from field experience site supervisors, formal and information discussions with students and faculty, current research and readings, and feedback from the community for input and direction regarding program development. DON committee minutes provide evidence of continuous program and curriculum review and modification.

The DON takes the evaluation of all of its programs very seriously. The relevance of courses offered, the expertise of the faculty, services to students, and the success of those completing the program are of great importance to the faculty. Therefore, program evaluation and program development are ongoing, multidimensional endeavors, involving continuous input from students, faculty and community as well as the health care institutions that we serve.

In Spring 2001, the DON completed a self-assessment of the MSN program. All full and part-time faculty were involved. This study was presented to the Commission on Collegiate Education in Nursing (CCNE) as part of the accreditation process. The CCNE visit occurred in November 2001. The MSN program received the full 5-year accreditation through Spring 2007. The next CCNE visit is scheduled for Fall 2006.

The All-University Responsibility for Teacher Education Committee (AURTEC) meets on a regular basis to discuss governance issues regarding credential programs, the Center for Careers in Teaching, admissions and recruitment issues, and accreditation. Changes made as a
result of this meeting include the revisiting of membership, roles, and responsibilities of all committees concerned with the Education Unit.

**Students**

Students are often interviewed informally at the end of each academic year by the program coordinators and faculty. This practice provides an opportunity for the credential candidates to give feedback to the University, College and Department regarding their experiences and to make suggestions for possible changes or modifications to the program. Because of the controlled class sizes in the programs and frequent opportunities for students to talk with faculty and administration, many informal discussions take place between faculty and students regarding course content, texts, relevance of the course objects, and so forth. More formally, students are asked to complete course evaluations for each course taken in the program. They also rate faculty instruction in each course using a university approved form (Student Rating of Instruction: SRI). Other types of surveys are used to measure student satisfaction with the program as they progress in their studies.

**Faculty**

Faculty meet regularly, formally and informally, to assess programs. This practice provides an opportunity for them to give feedback regarding their experiences, to keep content current, and to make suggestions for possible changes or modifications to the program. The faculty discuss program issues and explore changes or modifications which will enhance the relevance of the curriculum. The Department Chair and program coordinators communicate with adjunct faculty for the same purpose. A systematic review of all MSN courses is carried out by the Graduate Program Committee based on an established schedule. This review includes analysis of the course evaluations provided by students, preceptor input and peer faculty review.

**Candidates**

Each candidate is requested to complete an end of program survey. Upon completion of their programs, candidates are given the opportunity to respond to program strengths as well as to offer suggestions for improvement. This is normally done at the end of each program. Candidates, fieldwork mentors and faculty supervisors are consulted for evaluation purposes. The results of the program evaluations are compiled, and a summary is used by the Graduate Program and Evaluation Committees. This information is used in making course and program modifications on a continuous basis. Each faculty member and preceptor completes evaluations of candidates’ field work experiences. Feedback is provided regarding assessment of each candidate’s competence and reflects on the candidate’s preparation to perform successfully. These results are returned to the LFM who share these data with faculty giving valuable information as program changes and modifications are considered.

**Graduates and Employers**

At one and five years after graduation, all alumni and their employers are sent questionnaires that are used to identify program strengths as well as areas that are in need of improvement. This information is given to program coordinators and is used in periodic review and modification of program content as needed. Program Coordinators and Lead Faculty Members are responsible for securing periodic needs assessments of professional constituencies and community recipients. These are conducted in various ways which among others include: contacts with advisory committees, individual contacts with school and agency professional staff, and by formal needs assessments. Results of the student evaluations, follow-up of graduates and employers, and needs assessments are reviewed by program faculty, and adjustments to a program are made if deemed appropriate.

**Educational Partners**

CSUF calls on many Educational Partners to contribute to the evaluation of the quality of courses and field experiences, which leads to substantive improvements in the program, as
needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities. The DON has both an overall Community Advisory Committee and a school nursing program specific advisory group. This is composed of program faculty, community members with expertise in that area, employers of graduates, and program students. Each advisory committee meets at least once per academic year for the purpose of reviewing the program operations, productivity, and proposed changes. Advisory group members also offer suggestions directed toward program changes and improvements so constituencies’ needs are more effectively met. Advisory group members are active participants in the review of programs and offer suggestions for improvement that more effectively meet the needs of the diverse area population.

**Factor Three: Improvements in all components of the program are based on factors such as the results of program evaluation, new regulations affecting school nurse practice, trends in school nurse practice, and/or new knowledge in the field of nursing to maintain a high level of quality, and the identified needs of schools and districts in the local service region.**

Improvements in all components of the program are the result of systematic review and ongoing quality monitoring. The DON has adopted a quality improvement model, CIPP (Context, Input, Process, Product) to guide this process. Within this framework, the school nursing program is monitored for relevance and currency of context in terms of keeping abreast with new regulations, trends, practices, and/or knowledge in the field affecting the roles of school nurses. Valuable input in this area is provided by community partners through Advisory groups and contacts with local school district personnel on site. Faculty are encouraged to keep current by attending various seminars and conferences in their area of expertise, keeping abreast of the professional literature, and by participating in professional activities such as serving as an officer in a professional association.

**Factor Four: There are opportunities for involvement by persons who represent the diversity of the community in program evaluation and development that are meaningful and substantive.**

The School Nursing Advisory Committee, which consists of members from the DON, Department of Education, Orange County School Nurses Organization (OCSNO), Orange County Commission on Children and Families, School Nursing Program Directors from adjacent regions, School Nursing CTC-Standards Consultants, pediatric physicians, CSUF Lead Faculty Member for the School Nurse Program, CSUF department faculty on participating School Nursing Program, and Orange County Public Health Department, is set up to meet at least annually. This body plays an important role in program evaluation and ongoing quality monitoring. SNAC is crucial in providing information about CSUF’s graduates and programs’ image in the community as well as sharing information about new regulations, trends in school nurse practices, and/or new knowledge in the fields of school nursing and education. In turn the program faculty share results of program and course evaluations and other relevant student feedback with SNAC.

**Supporting Documentation**
WASC report (on file in the Department Office)
Table of Program Changes based on Systematic Program Evaluation (on file in the Department Office)

CATEGORY II
ADMISSION AND STUDENT SERVICES

<table>
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<th>Standard 7</th>
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<tr>
<td>Admission of Candidates: Academic and Professional Licensure Qualifications</td>
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<td>As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators selected by the institution, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each admitted candidate holds valid licensure as a registered nurse in California and the appropriate academic degree as determined by the institution.</td>
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Rationale: The academic qualifications of credential candidates influence the quality and effectiveness of the program and the profession, so each group of candidates should attain at a level of academic qualifications equivalent to or higher than candidates admitted to other post-baccalaureate programs at the institution. School nurse preparation is a specialty area of the nursing profession and is post-baccalaureate; candidates must be professionally licensed as Registered Nurses and hold a baccalaureate degree prior to program admission.

Factor One: The institution uses multiple measures to define academic achievement.

All California State University, Fullerton applicants must comply with admission requirements to the California State University, which are in accordance with Title 5, Subchapter 3 of the California Code of Regulations.

Applicants for the School Nursing Program must apply for University Graduate Status. To do this, they must complete a university application, pay an admissions fee, and secure transcripts. Also, they must:

a. Hold an acceptable bachelor’s degree from a regionally accredited four-year institution or have equivalent preparation as determined by appropriate campus authority;

b. Be in good academic standing at the last college or university attended;

c. Have attained a 2.50 GPA (A = 4.0) in last 60 (90 quarter) units attempted; and

d. Satisfactorily have met professional, personal, scholastic, and other standards, including qualifying examinations, as appropriate campus authorities may prescribe.

For more specific information, refer to the CSUF University Catalog.
Beyond general admission to CSUF, school nursing applicants must meet Department of Nursing (DON) criteria:

- Overall 3.0 GPA (based on a 4-point scale) of nursing and baccalaureate work.
- Completing of an Admission Application which requires the applicant to report current and prior school nursing work experiences and specific education goals.
- Evidence of current RN licensure in the state of California.
- Participating in an interview with an appropriate program coordinator and/or faculty member(s) who assess ability to work with children, parents and school personnel from diverse backgrounds, self-initiative, and effectiveness of communication skills.
- Securing three letters of recommendation from former instructors, supervisors, or other individuals who are in a position to recommend the applicants. Letters should verify academics, character, and include experiences working with children.
- Securing a valid Health Clearance. The clearance may be completed at a private physician’s office or HMO, the County Health Department, or the CSU Fullerton Student Health Center.
- Provide preliminary School Nurse Services Credential
- Writing a letter of intent.

### Multiple Measures of Achievement and Potential for School Nursing Program Admissions

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<tr>
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<th>Sensitivity to those from diverse backgrounds</th>
<th>Leadership potential</th>
<th>Adherence to moral and ethical standards of behavior</th>
<th>Prior experiences</th>
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<td>Application</td>
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<td>Resume</td>
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<td>Purpose Statement</td>
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<td>Recommendations</td>
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**Factor Two: The program’s recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity, and handicapping conditions.**

Each student is evaluated on his or her own merit. Candidates are encouraged to apply irregardless of race, gender, age, ethnic origin, language, religion, or physical handicap. CSUF is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of handicap, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program. Accordingly, in recruitment and admission practices all potential candidates receive the same information, guidance, and consideration.
Attention to Admission of Under-Represented Groups

University
The CSUF University Catalog outlines the university Nondiscrimination Policy. Two full time individual staff university offices act on inquiries concerning compliance with acts and implementing regulations: Director of Affirmative Action and Director Disabled Student Services. CSU Fullerton actively recruits candidates for program admission from under-represented groups. The campus student body represents minority and traditionally under-represented populations. Currently sixty percent of Department of Nursing graduate students are from minority populations.

College
The College of Human Development and Community Service faculty and administrators are committed to achieving a balanced student population in terms of gender, race, ethnicity and handicapping conditions. The sensitivity of applicants to individuals with various disabilities and from diverse ethnic, cultural, linguistic and socio-economic backgrounds is assessed in recommendations which request this information; and specifically, interviews which probe for experience in this area.

DON
The DON gives consideration to applicants from under represented populations. We use multiple criteria and in different ways state that no single criterion by itself will determine whether or not an applicant is admitted to a program. In reviewing applicants, the Department considers that admission of new students includes their academic potential and exposure to bilingual and multi-cultural experience.

Factor Three: The institution maintains records of all post-baccalaureate admissions and the program uses these in making admission decisions.

A database is maintained on each student in University Admission and Records (available through SIS+) and in a Department e-file. Documents are provided with each student application as evidence that the admission requirements have been met. At the time of receipt of each application a file is developed on each student and copies of all student documents are included. The completed application and documents are considered by DON graduate academic advisors and faculty in making admission decisions.

Factor Four: Evidence is available to the team that the program consistently adheres to this policy.

Student files are maintained in the Department student advisement center. Committee minutes document adherence to all policy and procedural issues. A database is maintained on each student in University Admission and Records (SIS+) and in a Department e-file.

Factor Five: Successful candidates have met the identified institutional standards for admission.
Candidates are not allowed to enter the program until all requirements for admission are completed.
**Factor Six:** Program applicants demonstrate evidence of potential for academic achievement and have completed prerequisites.

There are criteria for entrance into the School Nursing Program that must be met before the student is accepted. The criteria are discussed with candidates and the individual student provides evidence in the form of transcripts and recommendations. Individual applications are screened for courses in undergraduate research and Community Health Nursing. Prerequisites must be met to be accepted.

**Supporting Documentation:**
*Appendix V: Admissions Brochure*
Access to SIS+ and DON database available through Department

<table>
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<td><strong>Admission of Candidate: Personal Attributes and Professional Skills</strong></td>
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*Before admitting candidates into the program, the institution determines that each individual has personal attributes and professional skills that suggest a strong potential for success and effectiveness as a school nurse.*

**Rationale:**
Academic qualifications are not sufficient factors for program admission. Appropriate personal characteristics as well as professional skills and experience are essential in ensuring a basis for building both advanced nursing skill and attaining the human qualities necessary for effective school nursing.

**Factor One:** The institution uses multiple measures for determining each applicant’s personal qualities and prior experiences, for example, personal interview with candidates and written evaluations of candidate’s experiences with children and youth and other relevant experience.

Prior to admitting candidates into the Master of Science in Nursing: School Nursing Concentration, School Nurse Services Credential (SNSC), or Special Teaching Authorization in Health (STAH) Credential, information is sought regarding the individual’s personal attributes and professional skills and prior experiences through:

- Evaluation of three Department of Nursing Recommendation forms required at application.
- Review of Statement of Purpose describing reasons for pursuing post-baccalaureate/graduate study in the specialty of School Nursing.
- Examination of work experience and pattern as documented on admission application.
• Personal interview, as deemed necessary, with a faculty advisor which includes information on goals, prior experience with children, and attitude toward children and families of diverse ethnic, cultural, and socio-economic backgrounds.

**Factor Two: The program’s admission criteria considers the candidates’ sensitivity to (and interest to) the needs of children and youth, with the special consideration for sensitivity to students with diverse ethnic, cultural and socio-economic backgrounds.**

The three required recommendations request information regarding the applicant that is specific to school nursing. This includes the applicant’s ability to work with children, the applicant’s ability to work with children from diverse backgrounds, the applicant’s ability to work independently, and the applicant’s communication skills. Personal interview and a review of each student’s Recommendations and the Statement of Purpose essay assist the faculty in assessing the applicant’s clinical skill, sensitivity to others and ability to work with children and youth with diverse ethnic, cultural and socio-economic backgrounds. The School Nursing LFM screens all applications and attends interviews of all screened candidates.

**Factor Three: The program’s admission criteria require the candidate to have prior experience in which suitability for the specialist or service area is demonstrated.**

Students are required to have nursing experience working with children before beginning graduate study. Most students are currently working in school nursing when applying to the program. Each student possesses a preliminary School Nurse Services Credential prior to entering the school nursing program.

**Factor Four: Programs do not discriminate on the basis of race, gender, age, ethnic origin, language, religion, or physical handicap.**

Each student is evaluated on his or her own merit. Candidates are encouraged to apply irregardless of race, gender, age, ethnic origin, language, religion, or physical handicap. CSUF has an excellent mix of students from diverse races and ethnic backgrounds. Currently 60 percent of graduate students enrolled in nursing at CSU Fullerton are from minority groups. All students whose baccalaureate degree was obtained at an institution where English is not the principal instructional language must demonstrate competence in English by passing the TOEFL. An applicant’s religion is not discussed at any point in the admission process. Students are requested to provide information to the Admissions Office about any physical handicap for the purpose of securing assistance, if needed, from Disabled Student Services. CSUF has a non-discrimination policy clearly stated on all applications for admission and in the University Catalog.

**Supporting Documentation:**

*Appendix V: Admissions Brochure and application materials*

*UPS: Statement of Non-Discrimination (available at [http://www.fullerton.edu/senate/ups.htm](http://www.fullerton.edu/senate/ups.htm))*

*Appendix W: Ethnic Diversity of Graduate Students*
Standard 9
Availability of Program Information

The institution informs each candidate in the program about (a) all admission requirements, academic standards and procedures that affect candidate’s progress toward certification, and (b) all individuals, committee and offices that are responsible for operating each program component.

Rationale: To make informed decisions regarding professional competence and certification, applicants must have information about the applicable policies and requirements. With this information, applicants are better able to make sound career decisions.

Factor One: Each candidate is informed in writing, early in the program about: (1) the program’s prerequisites and goals; (2) program course work and internship requirements; (3) the legal requirements for certification, and (4) specific standards and deadlines for making satisfactory progress in the program.

Each prospective candidate is given a recruitment/admissions packet which clearly articulates the program’s prerequisites and goals, course work and clinical requirements, and legal certification requirements. These packets are updated annually and available on request.

Once admitted to the program, students are given a copy of the MSN Handbook at Orientation and asked to sign a statement indicating they understand all program polices and procedures as outlined in the Handbook. The Handbook outlines students’ rights and responsibilities, academic progression and clinical policies, support services on campus, Department operations, and other general information. During orientation, students are informed about DON committees and are asked to think about volunteering to serve on specific committees (Graduate Program, Student Affairs). Every course syllabus contains information about specific standards of performance, evaluation criteria and deadlines for satisfactory progress. Students not making satisfactory progress are notified at midterm by the course faculty. All students are given a copy of the CCTC School Nursing Standards.

Students meet with an advisor who helps them develop an official study plan. Study plan materials indicate the units for graduation, prerequisites, and specific course work required. Related forms and applications are kept in the DON files and are available to students on request. Advisors are able to discuss specific program standards and milestones to help students assess their progress throughout their studies.

The University Catalog and Schedule of Classes contain information about all university policies and procedures for admission, progression and graduation. They contain the academic calendar which clearly indicates all due dates for final exams, graduation checks and other deadlines, such as financial assistance. The DON Advising Center posts announcements about
upcoming deadlines, which are also announced by faculty in courses. The catalog contains descriptions of courses offered in all departments on campus.

**Factor Two: Each candidate is informed in writing, early in the program about: (1) advisement services, assessment criteria and candidate appeal procedures, (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.**

The *MSN Handbook* clearly indicates the advisement services, assessment criteria and appeals procedures used in the DON. The handbook also contains information on student financial aid programs and who to contact on campus. This information is available online at the DON website and also stated in the *University Catalog*. Each course syllabus contains information about pre/co requisites, objectives to be met, evaluation measures and assessment tools used. The grading policy is clearly stated in each syllabus. The name and contact information of the course faculty is given in the syllabus. At orientation, all students are introduced to the Department Chair, Graduate Program Coordinator, and senior program faculty, including the School Nursing LFM. They meet the Advising Center personnel and are given written information about the services provided.

**Factor Three: Program information is clearly written.**

All program information can be located in a variety of ways. Recruitment and admissions packets are available as hard copies and as efiles. General program information is included in the *University Catalog* and *Schedule of Classes*. The DON maintains a website ([http://nursing.fullerton.edu](http://nursing.fullerton.edu)) with current information about all program offerings. The *MSN Student Handbook* provides clear, written policies and procedures for academic progression in the program. It contains useful information about campus services, student life, and other program issues. A variety of handouts and other program materials is shared with students at orientation sessions and during advisement.

**Factor Four: Specific faculty or staff members are designated as advisors or contact persons for interested applicants and students.**

The School Nursing LFM, Mary Ann Kelly, is the designated advisor for all school nursing program students. She works closely with the Graduate Program Advisor, Dr. Maryanne Garon, and with the Student Services Personnel staff in the DON Advising Center. All staff in the Advising Center and in the DON Office serve as contact persons for interested applicants and students. The staff has knowledge about general program processes and policies and can either assist students directly or refer them for appropriate help and assistance as needed. A list of all faculty, program advisors, and other key administrative staff are posted on the Bulletin Board outside the DON office.

**Supporting Documentation**

*MSN Handbook* (available at: [http://nursing.fullerton.edu/msn/Default.htm](http://nursing.fullerton.edu/msn/Default.htm) and on file in Department Office)
Standard 10
Candidate Advisement and Placement

Members of the institution qualified in school nursing are assigned and available to advise candidates about their academic progress, professional growth and personal development as the need arises, and to assist with professional placement.

Rationale: Once an educational institution admits a candidate to a professional program, it has an obligation to provide her or him academic, professional and personal development as the need arises.

Factor One: Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members or appropriate academic departments).

The school nursing program lead faculty member is responsible for the academic advising of all school nursing program students. Progress in the program is part of this process. The Graduate Program Advisor is also involved in advising all graduate students. Both of these individuals are knowledgeable regarding program requirements and the Lead Faculty member is knowledgeable regarding school nurse practice. Both faculty members hold regularly scheduled posted office hours during which time program planning, inquiries and general advisement are available.

The LFM updates brochures and notices about the program each year. She works with the Advisement Center staff to prepare and update recruitment and admissions packets. These are distributed as requested to all interested students. Candidates are provided with the office phone number and email address of all key contacts in the DON.

The LFM meets with each student and maps out an individualized study plan. Information about appropriate program courses in other departments or on other campuses is made available. During the initial interview with the candidate, a tentative schedule for required course work is planned, considering the student’s time frame for completion, work experience, personal responsibilities and other pertinent information. Students are encouraged to discuss their academic program needs each semester, but as adult learners, the final responsibility for selecting courses and meeting requirements for graduation rests with each student. The candidate has access to his/her academic file during regular office hours and can make an appointment to see an advisor whenever needed.

Candidates are also made aware of a full range of student support services available to them on campus, including advisement, health, counseling and career guidance among others. These services are discussed in Standard 11 and described in the University Catalog and MSN Handbook. Counseling and Health Services are staffed by fully qualified personnel.
Factor Two: The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.

Information on career opportunities and placement resources are available to candidates in the Career Planning and Placement Center. This Center assists students in preparing professional resumes, letters of application, and preparation for job interviews. Many School Nurse Services Credential candidates are already employed and usually do not need these services. However, if a student would like to change employment or does need assistance, the service is provided.

Job opportunities, descriptions and/or information for school nursing positions are frequently mailed to the Lead Faculty member or Department Chair. These job opportunities are posted on the bulletin board outside the Department Offices. The Lead Faculty is aware of candidates eligible for and/or desiring employment and forwards information to the School Nurse Coordinators at local County Offices of Education.

Supporting Documentation
Information on the CSUF Counseling Center, Student Health Center, and Career Planning Center can be found on the University’s web site at http://www.fullerton.edu.

| Standard 11 |
| Candidate Assistance and Retention |

The institution identifies and assists candidates who need academic, professional, or personal assistance. The institution retains only those candidates who are suited to enter school nursing and who are likely to attain the necessary skills and knowledge to practice as a School Nurse.

Rationale: The institution identifies and assists candidates who need academic, professional, or personal assistance. The institution retains only those candidates who are suited to enter school nursing and who are likely to attain the necessary skills and knowledge to practice as a School Nurse.

Factor One: The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about the opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
Advisement of Candidates

Program coordinators, program faculty and staff assist credential applicants and candidates with questions and concerns by answering their inquiries, providing explanatory materials, or directing them to the person best qualified to assist them. All program faculty members are updated regularly about program information and changes in advisement policies and procedures at department meetings and program meetings. Therefore, they are qualified to provide important advisement support to all candidates. Students are provided access to advisement in a systematic and consistent manner than extends from program entry support to placement. Student advisement and assistance is present in terms of University-wide services available to students, advisement support provided by the DON and its faculty and by program faculty in off campus locations.

A. University

Academic Affairs and Student Affairs at CSUF provide a full array of services and programs that promote student success at the University. These services are designed to encourage student development to enable students to realize their academic, personal, and career goals. Some of the most important services are listed and described as follows:

1. **Admissions and Records** determines student’s eligibility for admission to the University, conducts registration for courses, maintains student academic records, coordinates articulation of courses with other institutions and is responsible for evaluation of a student’s progress toward completion of degree requirements.

2. **Academic Advisement** assists students in undergraduate academic advising, undeclared major advising, academic petitions procedures, change of major process, general academic problem solving, general education advising, and appropriate referrals.

3. **Career Planning and Placement** provides services that help students and graduates develop and implement their career plan. Services include career counseling, part-time employment, job search hot lines, job search workshops, seminars, job fairs, full-time job interviews (held on campus and off campus) and career information.

4. **Financial Aid** provides students with assistance obtaining financial support to offset the costs associated with University enrollment. This unit manages four basic programs of financial aid: grants, loans, work-study and scholarships.

5. **The University Learning Center** services include: individual and group tutoring in many university course subjects, academic assessment and advising, specialist assistance in reading, writing, including English as a second language, mathematics, study and testing skills.

6. **The Women’s Center/Adult Re-entry** provides a support system created specifically for women and non-traditional students who are beginning or resuming their college education. It seeks to provide a supportive environment for interaction and self-discovery through a wide range of activities and campus events.

7. **Disabled Student Services** provides a variety of support services to students with physical disabilities, learning disabilities and emotional disorders to ensure full access to the educational process at CSU Fullerton. Services include assessment and identification, priority registration, special parking and cart service, interpreter services, note taker
services, adaptive equipment, recordings for students with visual impairments, modality orientation, accommodation testing, housing, tutoring, advising, library study rooms and general guidance and counseling related to university life.

8. **The University Outreach/Relations with Schools and Colleges** (Enrollment Management) office coordinates all of the University’s ongoing outreach programs and recruitment. The primary focus is to assist students with preadmission procedures necessary to attend CSU Fullerton and to improve access for students from educationally and/or economically disadvantaged families.

9. **Student Health & Counseling Center Services** are available at the Health Center on a walk-in or appointment basis and subject to availability of staff and clinical specialties. Nurse practitioners and other specially trained clinical staff members provide additional services.

10. **The University Testing Center** provides testing and advisement regarding testing.

11. **International Education and Exchange** services include academic advising, program planning, degree monitoring, enrollment verification and certification, problem solving, immigration services, advising for F and J Visa holders, assistance to international faculty and scholars, international credentials evaluation and advocacy for international education.

12. **Educational Opportunity Program** (EOP Admissions) is designed to make higher education a possibility for students by providing comprehensive support services which include orientation, academic advising, counseling, and learning skills development. Nancee Wright, a full-time college-based Associate Dean, assists students in CHDCS with accessing student support services. In addition, she designs and coordinates programs with faculty, students and administration that enrich the academic environment and enhance student development. Responsibilities include: counseling, coordinating orientation and retention programs, advising student groups, administering scholarship programs and developing alumni and community support.

B. **Department of Nursing**

The DON’s advisement system includes the following components:

1. **The Advising Center** (EC 169) houses all admissions information, student records (application through first semester in a program) and credential/master’s degree applications. The Advising Center is staffed with two Student Services Professionals (SSPIIs), an Administrative Assistant and a Student Assistant. One faculty member is designated as Advising Coordinator. The Graduate Program Coordinator and the School Nursing Lead Faculty member work closely with the staff in this office.

2. **DON Office Complex** (EC 197) has brochures and program information available to all interested students. An online program query system is established and materials can be sent by email to interested applicants. The DON office staff refers students to the Advising Center for individual appointments. Advisement material is available for every program offered in the DON. The advisement hours of faculty, courses required to complete the programs and times and dates of special advisement meetings are posted and copies of this information are available. Overviews/Orientations to programs/credentials are offered at a variety of times to accommodate students’ schedules. Advisement materials are also updated when needed.
3. **Graduate Program Advisor and School Nursing Lead Faculty** provide academic advising and professional guidance to students.

4. **Every full-time faculty member** in the University must schedule a minimum of four hours per week for office hours and must be available for student advisement and professional assistance during that time.

5. **As each candidate progresses through the program, he/she is encouraged to interact with** the program faculty, all of whom are knowledgeable about program requirements, deadlines and procedures. When appropriate, small portions of class time (particularly in prerequisite classes) are used to update and remind students about upcoming deadlines, requirements and other important program matters.

All programs are described in the CSUF *University Catalog* and can be referenced for advisement purposes. Programs also have written plans to assist students as they navigate through the program. Major program and department offices are staffed throughout the year from 8:00 am -5:00 pm week days and are generally accessible to students 12 months a year. Admissions staff, Coordinators, individual advisors, and the Associate Dean are available for college career days and special University-sponsored graduate events that promote student application and enrollment in credential and degree programs.

C. **Availability of Program Advisement Information**

The professional preparation programs at California State University, Fullerton ensure that candidates for credentials and degrees have access to the information and assistance to support them throughout their programs.

1. **The CSUF University Catalog** informs the candidate of the requirements for admission to the University and to credential and degree programs. The catalog contains information about program admission, program and course content and requirements for program completion procedures, dates and information pertaining to campus services and offices are also provided in the catalog. [http://www.fullerton.edu/catalog/](http://www.fullerton.edu/catalog/)

2. **The Class Schedule** (also available online) provides information regarding course offerings and schedules, fees, and other information necessary for enrollment. [http://portal1.fullerton.edu/schedule/](http://portal1.fullerton.edu/schedule/)

3. **Program Brochures and Program Requirement** sheets offer information describing policies and procedures specifically related to each program offered.

4. **Program Advisement Packets** provide student information about the requirements of the programs and the responsibilities of the students participating in them.

5. **Program Handbooks** provide detailed information about programs, fieldwork and assignments.

6. **On-line Resources** The DON Web site ([http://nursing.fullerton.edu](http://nursing.fullerton.edu)) provides information related to programs, admission requirements and procedures, advisory information and course prerequisites.

D. **Assistance in Professional Placement**

Students receive considerable support related to career planning and placement. Support for students is provided at both the University-wide and College levels.
1. University

Career Planning and Placement provides services that help students develop and implement their career plan. Services include resume development, interview techniques, scheduled interviews, and job placement activities. Career Planning and Placement also offers seminars, job fairs, career counseling, part-time employment, job search workshops, full-time job interviews (held on campus) and career information. The Career center also publishes a very useful handbook for student on the job search process with specific advice on how to structure letters of applications, resumes, etc.

2. College

Notices of positions from professional journals, newsletters and recruitment inquiries are posted in program and department offices. They help inform candidates of current professional positions available.

Professional contacts by the faculty members in the university are of great assistance to candidates who are seeking professional placement. Contacts with professionally employed alumni of programs are also of assistance. Professional contacts made during field placement, internships, and partnership projects and collaborations are also of great value to students as they complete their program.

E. Opportunities Provided for Candidates Who Need Special Assistance

University students may be making unsatisfactory progress in a program/credential for a variety of reasons. These may include: inadequate CBEST scores, low GPA, emotional problems, low grades in professional education courses, or limited successful experience in working with children. Some of these problems can be address at the College/Department level and for others, assistance is available in other units of the University.

1. University

The University provides a host of support services for students needing various forms of special assistance. Among the more prominent ones are:

a. **The University Learning Center** provides individual and group tutoring in subject areas, assistance in reading, writing, mathematics, study skills, etc.

b. **The Disabled Student Services** office provides assistance for students with temporary or permanent disabilities that may affect academic performance. Services include: priority registration, special parking and cart service, interpreter services, note taker services, adaptive equipment, recordings for students with visual impairments, modality orientation, accommodation testing, housing, tutoring, advising, library study rooms and general guidance and counseling related to university life.

c. **The Academic Advisement Center** provides a variety of special advising related to general education programs.

d. **The Student Health and Counseling Center** offices provide medical and counseling services by trained staff psychologists, counselors and physicians.

e. **Women’s Center and Adult Reentry Program** is designed to facilitate and enhance the experience for women and reentry students.
f. **Faculty Mentor Program** provides volunteer faculty who mentor students one on one.

2. **Department of Nursing**

   a. All University faculty are required to hold a minimum of four office hours per week. This time can be used in meeting with individual students and providing assistance as requested.

   b. Students experiencing academic or personal problems which interfere with attainment of expected standards are individually counseled by faculty and/or program coordinators. When the assistance described here is not successful, students may be counseled out of the program.

   c. Each student’s progress is monitored on a periodic basis by individual faculty members to evaluate the quality of each candidate for continued pursuit of his or her stated credential objective. Students who fail to maintain an adequate grade point average are placed on probation and formally advised regarding the expectations of continued enrollment. Informal review occurs frequently at faculty meetings while formal review occurs prior to the field-work placement of each candidate. Candidates deemed to be struggling academically regarding their class activities and participation are asked to meet with their faculty advisor.

   d. In order to progress though the program the candidates must satisfactorily complete each phase of the program before entering the next. For example, the candidates must perform adequately in fieldwork, receive credit for all course work and meet all designated competencies prior to advancing to the next course.

   e. In addition to Department policies regarding informal regulations of academic performance, the Department adheres to University policy regarding student probationary status for insufficient academic performance. Students placed on probationary status are invited to discuss their academic performance with their advisor and/or the Department Chair (depending on the circumstances). The meeting is designed to readdress the academic concerns.

**Factor Two: The institution reviews each candidate’s competencies at designated check points, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to practice in the credential area and considers candidate appeals.**

**Monitoring Student Progress**

1. **Basic Credential Programs**

   a. A student’s progress in a basic credential program is carefully monitored by faculty advisors and program coordinators.

   b. Students receive the published criteria for admissions from the DON and/or Admissions Office and complete requirements for admission.

   c. The Graduate Program Advisor, with the assistance of technical/clerical personnel document compliance with each of the requirements for admission. A separate file is created for each student and kept in the Advising Center (EC 169).

   d. Early in the first semester in the program student files are screened for all compliances (subject matter competence, minimal GPA of 3.00 in all professional
preparation course work). After the first semester, students are again informed by letter of their status.

e. At program completion, the candidate meets with the School Nursing Lead Faculty member to review requirements. The Lead Faculty member makes a recommendation to the Graduate Program Advisor, who completes the final Study Plan. Candidates for the credential are recommended to the Dean, HDCS.

f. Students apply to the Credential Analyst in Credentials during the semester of anticipated program completion. A separate application is used for this purpose and the Credential Analyst verifies completion of all requirements. Students are notified by mail of their status. The LFM, along with the Department Chair of Nursing give final endorsement and makes the final recommendation for the credential to the California Commission on Teacher Credentialing.

2. Master’s Degree Program

a. Students are notified by the Admissions Office concerning admission. Three admission categories are defined in terms of academic objectives:

i. **Postbaccalaureate standing: classified.** This applies to students with a credential or certificate objective

ii. **Graduate standing: Conditionally classified.** This category applies to students with a graduate degree objective. An applicant with deficiencies in departmental prerequisites or in departmental grade point average requirements may be considered for admission in conditionally classified standing with the approval of the recommendation of the academic unit. A student in this category may be subsequently granted classified standing in a graduate degree program if requirements are met.

iii. **Graduate standing: Classified.** A student’s status is changed to classified when the study plan has been approved by the associate vice president, Academic Programs (or designee). An eligible student may apply for classified standing prior to the first registration or during the first semester of registration.

Each student’s program for a master’s degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the departmental graduate program adviser, the student’s graduate committee, and the Office of Graduate Studies (see *University Catalog*).

b. Students obtaining a master’s degree are subject to the University’s graduate student monitoring system that requires declaration of degree objective, grad checks, and continuous monitoring of GPA to assure students are meeting the required standard of maintaining a 3.0 GPA. The Graduate Studies Office will send probation letters to all students who do not maintain a 3.0 GPA.

c. The department also requires a 3.0 GPA for completion of the credential program. During the first and second semester any faculty member who has a concern about a student’s progress and potential to successfully complete the program can trigger a review by the department. The faculty advisor is responsible for monitoring student progress and all faculty are expected to alert the student and the advisor to problem areas by midterm of each semester. The advisor will meet with all students placed on academic probation.

**Ensuring Competence of Candidates**

The program uses performance assessment in many forms to ensure the competence of its candidates during the program as well as at the time of completion. Commonly used assessment tools are group work, simulations, role playing, debates, laboratory activities, case studies, field experiences and student presentations to enhance and support lecture, discussion and faculty demonstrations (see Course Syllabi in Supporting Documentation).
Student Behavior Expectations and Grievance Procedures

Information regarding institutional policies, including clear statements for such policies as campus climate, cheating and plagiarism, disruptive behavior, making up incomplete grades, sexual harassment, etc. are found in the current CSUF University Catalog published every three years and in the Schedule of Courses which is published each semester. These policies are also available in the University’s Advising office and the Office of the Dean of Student Affairs. The Dean of Student Affairs and the Student Grievance Board handle all formal grievances with exception of matters related to grading.

In addition to providing written policies on due process and grievance procedures for faculty and staff, the University also has in place well defined student policies for student rights, grade protest and review processes for student petitions. The process for grade protest is outlined in the university policies, Faculty Handbook, University Catalog, and Schedule of Courses. The policy detailing the student academic petition process is available in the University Catalog. The Credential Programs Committee drafted and approved a “Standards for Continued Participation in Credential Programs at CSU, Fullerton” Policy that became effective with the 2002-2003 academic year. The MSN Student Handbook addresses professional demeanor and the appeals policy at the Department level.

Supporting Documentation
Credential Programs Committee Standards Policy (on file)
University Catalog
UPS documents (can be found at the following website: http://www.fullerton.edu/senate/ups.htm)
CSUF Student Handbook (on file in Department Office)
Appendix X: NURS 505A: Course Syllabus
Appendix Y: NURS 524: Course Syllabus
Appendix Z: NURS 526: Course Syllabus
Appendix AA: NURS 530: Course Syllabus
Appendix BB: NURS 530L: Course Syllabus
Appendix CC: NURS 532: Course Syllabus
Appendix DD: NURS 533L: Course Syllabus
Appendix EE: NURS 534L: Course Syllabus
Appendix FF: HCOM 461: Course Syllabus
Appendix GG: HESC 455: Course Syllabus
Appendix HH: COUN 511: Course Syllabus
Appendix II: SPED 462: Course Syllabus
Appendix JJ: EDSC 550: Course Syllabus
Standard 12
Determination of Candidate Competence

Prior to recommendation for the School Nurse Credential, the candidate is evaluated to determine that all performance standards have been met and that the advanced knowledge and skills necessary for school nursing practice have been acquired. This determination is made in writing by university program faculty and staff, and when applicable, by the Nurse preceptor.

Rationale: If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document, and determine that the candidate has fulfilled the standards of professional competence.

Factor One: There is a systematic summative assessment by one or more persons responsible for the program of each candidate’s performance that encompasses the skills and knowledge necessary for professional competence and that is based on documented procedures or instruments that are clear, fair, and effective. The assessment must include a clinical evaluation component.

Ongoing, Formative Evaluation

A systematic evaluation of each candidate’s progress toward completion of the program objectives occurs on an ongoing basis throughout the candidate’s course work. Competencies are established and minimal attainment levels give direction to the evaluations made by faculty who are teaching the required courses, supervising field based practice experiences, and providing academic counseling. In order to graduate from the program, each candidate must meet the following criteria:

1. Satisfactory completion of all required course work (nursing and supporting courses) with a B or better in each course.
2. Satisfactory evaluation of acquisition of clinical role competencies for school nursing as set forth in CTC standards.
3. Satisfactory evaluations in all clinical preceptored courses.
4. Recommendation from Graduate Program Advisor that all program courses and credential requirements have been met satisfactorily as well as confirmation of current RN status and calculation of service toward the two years of professional practice required for the issuance of the professional credential.

All policies and procedures for evaluation of candidates and progression to degree are clearly written in the MSN Student Handbook. A variety of assessment forms are used throughout the program. These instruments are fair and effective tools to evaluate performance both in the classroom and clinical setting. Specific evaluation measures are outlined in every course syllabus and copies of assessment tools are included. Periodic advisement sessions
initiated by the candidate or the school nursing lead faculty member provide the candidate with course sequence and clinical placement planning. These sessions also provide the candidate with validation concerning his or her progress to date.

**Summative Evaluation**

A matrix/program verification form has been developed as a summative evaluation tool showing all program competencies outlined in the state standards (CTC, 1994) and in which course or courses a given competency was met. Passing grades (“B” or better) are used as a form of verification to determine course objective achievement. A study plan developed for each candidate outlines the requirements for program completion. The school nursing LFM and the Graduate Program Advisor monitor all study plans. This includes review of all transfer credit to determine program objective equivalency and/or relation to course objectives in the CSUF program. At the completion of the candidate’s course of studies, the candidate meets with the school nursing LFM to review and validate that all course work, clinical hours, and objectives have been satisfactorily met. Upon reviewing the final study plan and a summary of all clinical accomplishments, the LFM makes the final determination as to whether the candidate has demonstrated the necessary academic and professional skills required.

The LFM notifies the Graduate Program Advisor and the candidate is directed to the Credential Preparation Center to initiate an application for the issuance of the credential. The Credential Preparation Center will forward the candidate’s application to the Commission on Teacher Credentialing when the candidate has submitted verification of 2 years of full time work experience in addition to the Advisor’s verification that the candidate has completed all course and field work requirements.

A candidate who questions the evaluation process is directed to use the DON appeal process. This process is written into the *MSN Student Handbook*. Once the student makes a written appeal, the Department Chair ensures an investigation is made. The Chair reviews the appeal and makes the final determination of outcome, which is communicated to the student in person. The candidate is informed of the decision in writing. Any candidate can choose to take their appeal to a higher level (College, University) if not satisfied at the Department level.

**Supporting Documentation**

*Appendix KK*: Matrix/Program Verification Form
*Appendix P*: Clinical Evaluation Forms
 CATEGORY III  
 CURRICULUM  

Standard 13  
Attainment of School Nurse Competencies

The Program gives each candidate adequate opportunities to attain the standards and professional competencies in Category V and to apply and practice those standards and competencies in the school nurse clinical experience.

Rationale: A primary mission of specialty practice preparation programs is to give candidates opportunities to acquire the skills and knowledge that meet standards of professional care, professional performance and current mandates. Didactic and clinical experiences are related and integrated to promote optimal learning.

Factor One: The program prepares the candidate to assume the multi-faceted role of the school nurse through curriculum based current standards of practice.

The multifaceted role of the school nurse is embedded in each of the curriculum-based standards of practice. Each of the CTC standards in Category V and the competencies nested within the Factors to Consider are reflected in at least one of the program courses as may be seen in the curriculum matrix (Appendix LL). The program course content and the evaluation instruments used in the practicum course reflect the role of the nurse based upon national standards of care and professional performance as delineated by the American Nurses Association (ANA, 2004), and the National Association of School Nurses (NASN, 2003). Sufficient clinical hours and breadth of clinical opportunities are provided to enable the candidate to master the competencies required for the multi-faceted role of the school nurse.

Factor Two: The curriculum provides preparation related to both mandated and other professionally recommended competencies for school nurses.

The program courses, both in nursing and in other disciplines, prepare and inform candidates as to the broad scope and standards of current school nursing practice. Coursework includes state-mandated activities from the California Education Code and the Nurse Practice Act. Coursework explores contemporary school nurse roles as defined by the changing demographics of society, and the complex, dynamic nature of the nurse’s role in schools as reflected in current definitions of practice.

Factor Three: The curriculum is designed to coordinate didactic content with the clinical experience.

The two school nurse specialist courses (NURS 530 and NURS 532) as well as NURS 524, (Health Assessment), NURS 526 (Health Care of the Young Family), and HCOM 461
Audiology) include knowledge and skills expected of the candidate in the practice setting. NURS 524, NURS 526 and HCOM 461 have field-based clinical experiences built into the syllabus that serve as a foundation for the specialty courses (NURS 530 and NURS 532). The specialty courses are designed to directly relate to expectations within the practicum course (533L).

**Supporting Documentation:**
ANA (2004) Standards of Practice (on file in Department Office)
NASN (2003) National Standards-Scope and Standards of Professional School Nursing Practice (on file in Department Office)

*Appendix LL: Curriculum Matrix*
*Appendix Y: NURS 524: Course Syllabus*
*Appendix Z: NURS 526: Course Syllabus*
*Appendix FF: HCOM 461: Course Syllabus*
*Appendix AA: NURS 530: Course Syllabus*
*Appendix CC: NURS 532: Course Syllabus*
*Appendix DD: NURS 533L: Course Syllabus*
*Appendix HH: COUNS 511: Course Syllabus*
*Appendix II: SPED 462: Course Syllabus*
*Appendix X: NURS 505A: Course Syllabus*
*Appendix BB: NURS 530L: Course Syllabus*
*Appendix GG: HESC 455: Course Syllabus*
*Appendix JJ: EDSC 550: Course Syllabus*
*Appendix EE: NURS 534L: Course Syllabus*

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**Standard 14**

**Development of Professional School Nursing Perspectives**

*Within the program, each candidate examines contemporary issues, theories, and research in nursing, education, and related disciplines.*

**Rationale:** Prospective school nurses must develop philosophical, theoretical, and practical perspectives that are compatible with a contemporary role of school nursing.

**Factor One:** *Curriculum for the School Nurse Program is developed within the context of professional nursing, its relationship to the education profession, and to other health and human services professions.*

The AACN’s *Essentials of Master’s Education for Advanced Practice Nursing* (1996) provides the foundation for the professional, advanced nursing practice focus for this program. The essential aspects for professional nursing programs include attention to core subjects such as research, ethics, professional role development, theoretical foundations of nursing practice,
human diversity and social issues, interdisciplinary practice, and health promotion and disease prevention. School nursing specialty core courses include advanced health assessment (audiology, children and family assessment), and advanced pathophysiology and pharmacology. School nursing specialty courses and selected courses in educational and health sciences disciplines round out the program. This ensures that professional school nursing is placed in context with the educational system and integrated with other health/education/human services professionals in the field. The entire school nurse program is reflective of national standards of school nursing practice.

**Factor Two: Contemporary trends and issues related to nursing and school health are incorporated into the curriculum.**

Students begin the School Nurse Services Credential Program by taking NURS 505A, Nursing Research. This course is an overview of research methodology, research problems, interpretation and utilization of current research results, with emphasis on critique of contemporary nursing research. The skills developed in this course enable the students to effectively examine contemporary issues, theories, and research in nursing, education, and related disciplines.

The school nurse specialist courses, NURS 530 and NURS 532, are theory and research-based. Nursing and education theory and research are applied throughout both courses. Research papers relevant to the practice of nursing in an educational environment are required reading for both courses. The non-nursing courses also apply theory and research in audiometry, education, special education and counseling to the practice of nursing in an educational environment.

The school nurse specialist courses require students to read from a variety of contemporary school nursing, school health, pediatric, and public health nursing resources. Some of these include the *Journal of School Nursing* and professional organization publications of the National Association of School Nurses, the California School Nurses Organization, the American School Health Association and the National Association of Pediatric Nurse Associates and Practitioners.

Finally, consistent with the role acquisition and synthesis goals of the school nurse specialist courses, considerable time is spent assisting students in transitioning to nursing practice within the school setting. The multi-disciplinary curriculum facilitates understanding of the views of different disciplines within the practice setting, e.g. educators, speech therapists, counselors, etc.

The faculty members who teach the school nurse specialty courses are active members of professional nursing organizations and board members of professional school nursing organizations. These affiliations enhance teaching by providing opportunities for the faculty to keep abreast of legislation and state and national trends and issues in school nursing.

**Available Documentation:**
ANA (2004) Standards of Practice (on file in Department Office)
Standard 15
Institutional Rationale for Variations in Candidate Requirements for Program Completion

Program requisites that vary from those required for the majority of candidates must be based on a sound rationale

Rationale: To justify the inclusion of varied or additional program requirements for individuals, an institution must identify what is indispensable about the variation, and must logically and soundly support its position.

Factor One: Each program identifies a sound rationale for admission standards and/or program requirements. This may be based on data such as profiles of successful candidates, program evaluation results, or recommendations of national nursing organizations.

Program requirements were initially determined according to the recommendations of professional school nursing organizations, the Commission for Teacher Preparation and Licensing, input from School Nurse program director’s from CSU Fresno, CSU San Bernardino, and CSU Sacramento, and a curriculum committee consisting of CSU Fullerton Nursing faculty and school nurses who are currently practicing in Orange County. The results of a needs-assessment conducted with 33 Orange County School Nurses, from 24 school districts were taken into account. Decisions regarding program content were based on practices within the scope of school nursing and the Standards as determined by the Commission on Teacher Credentialing. Admission standards are uniformly applied according to CSUF policy and credential program requirements.

Factor Two: Variations in, or additions to, program requirements are based on the unique competencies and/or specific needs of individually evaluated candidates.

The three common areas in which variation to the MSN program occur are:
1. Evaluating program requirements that have been previously met,
2. Assessing coursework or experience for the students whose baccalaureate degree is not in nursing,
3. Meeting the School Nurse Services Credential practicum requirements.

Equivalency to Past Coursework

Previous coursework will be evaluated for equivalency to credential or M.S. program courses. Decisions regarding the equivalency are based on the nature and content of the course, the age, and the level of the course, and in consideration of residency and graduate requirements at CSUF. Once admitted candidates may present documents detailing previous coursework and petition for program requirement waiver. Students who are credentialed as classroom teachers will meet the requirement for courses in curriculum development and teaching strategies. Students who have fulfilled the course requirement for the state audiometrist certificate will not be required to take the audiology course. Students who have a MS degree in mental health nursing or a graduate degree in counseling will have met the counseling course requirement. Students who have an MS degree as a pediatric nurse practitioner will have met the assessment course and health care course requirements. Additionally, nurse practitioner curricula often are infused with considerable counseling content.

Students with a Non-Nursing BSN

The Department of Nursing accepts students into the School Nurse Services Credential and MSN School Nursing Concentration who do not hold a BS in nursing. This is consistent with Title V and the California Commission on Teacher Credentialing requirement that while school nurses practicing in the state of California must have a bachelor’s degree it need not be in nursing. While other MSN concentrations at CSU Fullerton require the BSN, the faculty agrees that due to the nature of this program, the variability of student preparation for their current roles, and the terminal goals of this program, this exception is appropriate. However, the faculty believes that there are essential components of undergraduate nursing education which are important to graduate study in school nursing. These required undergraduate prerequisites to the program include preparation in community health nursing and research. Students who do not hold a BS in Nursing are evaluated for previous coursework or experience in these areas. Depending upon the outcome of the evaluation students may be required to enroll in courses in these areas.

Each candidate will be evaluated individually. If equivalency is granted, the units are credited toward credential or M.S. requirements. CSUF requires 29 units in residence at CSUF for the Master of Science degree.

Practicum requirements:

Individual variability in meeting the practicum requirement will be considered. The majority of the candidates have previous school nursing experience. This experience is reviewed and a customized practicum is developed by the faculty, preceptor and student to meet the needs of each individual student. For example, students with extensive elementary experience may write self-designed objectives that places greater emphasis on secondary and special education placement. The ultimate goal of the program is to assure that each student has mastered the required and recommended competencies for school nursing practice. Within that framework some variability for the process of achieving that goal is allowed.
Available Documentation:
*Appendix DD*: Practicum Option guidelines in NURS 533L: Course Syllabus
*Appendix V*: Admissions Brochure
*Appendix MM*: Petition form
Petition Policy (on file in Department)

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**Standard 16**

**Preparation for Cross-Cultural Nursing**

*Prior to or during the program, each candidate engages in cross-cultural study and participates in cross-cultural experiences.*

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**Rationale:** California’s population is multicultural. Each school nurse must be prepared to effectively provide nursing and health services to members of its varying cultures.

**Factor One: The curriculum includes exploration of the multi-cultural aspects of contemporary society.**

Nurses are quite familiar with the cross-cultural nuances of health care, childbearing and childrearing practices, beliefs about health and illness and morbidities and mortalities of various sub-cultures in the United States. This content is a required component of undergraduate education in nursing. Nurses who have their baccalaureate in a discipline other than nursing must complete a community/public health nursing course as a prerequisite to being admitted to the School Nursing program.

The Department of Nursing at CSUF recognizes the importance of cross-cultural study and incorporates multicultural learning at all levels of nursing education. Exploration of the multi-cultural aspects of contemporary society is included in various degrees in every course included in the School Nurse Services Credential. Cross cultural nursing theory is discussed and cultural content included in NURS 530, and NURS 532. Culturally-related application is also made as students complete assignments in these two courses. The health education courses (NURS 534L, EDSC 550, HESC 455) consider students’ diverse cultural, linguistic, ethnic and socioeconomic backgrounds and deep understanding of challenges and issues related to instructing culturally diverse students. In SPED 462 an assignment requires students to evaluate bilingual/bicultural considerations in teaching minority students with special needs. In the MSN program, NURS 508/L specifically deals with multicultural issues in regard to vulnerable populations.
Factor Two: The unique health issues of major cultural groups are addressed.

The unique health needs of major cultural groups are addressed specifically in NURS 524, NURS 526, NURS 530, and NURS 532. The assessment course (NURS 524) addresses biopsychosocial-cultural-gender developmental and economic components as students are taught and participate in taking a complete history and physical exam. In NURS 526 students address cultural variations in individual and family dynamics. NURS 530 includes insights and challenges of providing healthcare for children with culturally diverse backgrounds. In NURS 532 unique health needs of major cultural groups are explored.

Factor Three: Socio-economic factors affecting the health status of students are addressed.

School Nursing is a subspecialty of community health nursing; consequently, emphasis is placed upon socioeconomic deprivation and its relationship to the health of children and families and their ability to access health care. Poverty and associated conditions, violence, child abuse, domestic violence, and gang-related activities are discussed in NURS 530 and NURS 532 as they impact the health of the school community, the child, and the family. NURS 532 addresses school district policies, budgets and the economics of education in public schools.

Factor Four: Opportunities are provided for candidates to work with children and families from diverse cultures and ethnic groups.

The practicum (NURS 534L) and required field-work in NURS 524 contain required clinical experiences in which students work with families from diverse cultures and ethnic groups. The extensive ethnic and socioeconomic diversity of the school districts in Orange County, as well as throughout the state of California, will provide opportunities for the students to fulfill these requirements. Students are evaluated on their ability to offer services in a culturally considerate manner, as they meet the needs of children from various backgrounds. Each student is required to do a cultural interview and a culturally sensitive family assessment. Student experiences with socioeconomic, ethnic and cultural issues are also discussed in the clinical post-conferences.

Available Documentation:
Appendix JJ: EDSC 550: Course Syllabus
Appendix AA: NURS 530: Course Syllabus
Appendix CC: NURS 532: Course Syllabus
Appendix II: SPED 462: Course Syllabus
Appendix GG: HESC 455: Course Syllabus
Appendix DD: NURS 533L: Course Syllabus
Appendix EE: NURS 534L: Course Syllabus
Appendix NN: NURS 508: Course Syllabus
Appendix OO: NURS 508L: Course Syllabus
The School Nurse clinical experience program component: (1) provides each candidate with a substantive supervised, guided and evaluated clinical practicum with credentialed School Nurse Preceptor(s); (2) provides opportunity to practice school nursing with children of varying ages, developmental stages and health needs; (3) provides for achievement of the Standards in Category V; and (4) defines and describes candidate roles, responsibilities and performance expectations.

Rationale: Consistent with nursing education standards, a substantive supervised clinical experience is essential. The purposes are to: (1) provide opportunities to integrate theory to practice; (2) prepare the candidate for assuming the role of the school nurse; (3) enable the program faculty to evaluate the candidate’s readiness to practice school nursing, and (4) provide opportunities to fulfill the candidate's professional needs.

Factor One: A substantive supervised, guided clinical practice may be demonstrated by the use of a planned and systematic process with input from the preceptor, faculty and student.

The curriculum planning process for CSUF’s School Nurse Program incorporated a planned systematic approach to building clinical practice experiences into the program. Two instruments were developed to guide the student’s experiences and ensure a substantive, supervised, guided and evaluated clinical practicum. These instruments are the Clinical Contract and the Student Evaluation Form (NURS 533L).

The school Nurse Clinical experience is planned by the student and preceptor using these two instruments which have been prepared by faculty for this purpose. Once completed, these instruments are reviewed and approved by a clinical faculty member.

Prior to the onset of the experience, the student meets with his or her preceptor and jointly plans an experience based upon objectives listed in these two instruments; input from both student and preceptor is utilized. The Clinical Contract is reviewed by a clinical faculty member and signed by all parties. A copy is retained by the student and the original of both documents are placed in the student’s file.

Because most students are already employed as school nurses, three kinds of supervised “preceptorships” are available: 1) on-site: the student spends all of his or her required hours on-site with the preceptor at the preceptor’s schools; 2) consulting: the student who is employed full time as a school nurse is assigned to a “consulting” preceptor (not on site) with whom the student confers and meets periodically. The preceptor visits the student at the student’s worksite and the
student spends time with the preceptor at the preceptor’s worksite; 3) combined: the student who is a part time school nurse spends part of the required hours on-site with the preceptor and the remainder at his or her school of employment. The preceptor visits the student at the student’s worksite.

Preceptors are contacted at regular intervals during the semester for input regarding the types of available student experiences and formative evaluation of the student’s progress in meeting the course objectives. At the end of each clinical experience, both preceptors and students complete evaluations of each other and the clinical site experience.

Factor Two: Optimal learning within the clinical placement setting is promoted and facilitated.

The school nurse clinical experience is “customized” to optimally meet the learning needs of each individual student. For example, a student who has had several years of school and public health nursing experience will be encouraged to focus on the development of individualized learning objectives as determined by identified learning needs and interests. Someone who is new to school nursing and comes from the acute care setting may identify fewer individualized objectives and spend the majority of their clinical time experiencing and mastering the objectives listed in the Clinical Contract and the Student Evaluation Form.

Factor Three: Candidates assess the role of the school nurse with children of varying ages and developmental stages.

The preceptor advises each student as they select desirable experiences with children of varying ages or children with special needs. Various factors are taken into account depending on the type of preceptorship.

In the case of an on-site preceptorship, for example, the preceptor may arrange to have the student spend time with a nurse who serves the Infant-Toddler Program within the school district or community. In a combined preceptorship (student is employed part-time as a school nurse), the on-site portion of the student’s hours are with a preceptor who serves an age group different from the student’s place of employment. If the student is a full time employee (consulting preceptorship) and the student’s assignment is limited to a single age group or population, additional learning experiences will be required which take the student to a setting where nursing care is provided to populations of learners different from that of the student’s worksite. Further, students unfamiliar with a special needs group (e.g., severely emotionally disturbed) or a particular age group are encouraged to identify additional learning experiences for themselves which allow them to work with these diverse learners.

Factor Four: Candidate roles and responsibilities are clearly defined and reflective of Category V.

The Clinical contract and the Student Evaluation Form directly reflect the competencies within Standards 20 through 29. Although organized and presented in different categories, all competencies may be found within these two instruments.
Factor Five: The school nurse clinical experience is in field settings reflective of California’s ethnic, cultural, and racial diversity.

Most students are employed in school districts that reflect the wide range of ethnic, cultural and racial diversity found in California. In the uncommon event a given school or district has insufficient diversity, additional learning experiences are planned for that student in order to satisfy this requirement. Students who are part time school nurse employees, for example, are assigned a preceptor whose district is diverse.

Supporting Documentation:
Appendix LL: Curriculum Matrix
Appendix DD: Clinical Contract located in NURS 533L: Course Syllabus
Appendix DD: Student Evaluation Form located in NURS 533L: Course Syllabus

| Standard 18 |
| Qualifications and Recognition of School Nurse Preceptors |

*Each school nurse who serves as preceptor to one or more school nursing candidates is (1) credentialed and experienced in school nursing; (2) jointly selected by the institution and an authorized school district official; (3) oriented to the roles, rights and responsibilities of school nursing students and preceptors; and (4) appropriately evaluated and recognized by the institution.*

Rationale: Supervising school nurse preceptors are significant sources of professional role modeling for credential candidates; therefore, they must be well qualified, selected, oriented, and recognized.

Preceptors working directly with students must meet several criteria in order to be selected for this role. Selection is made jointly with the County’s School District input and the school nursing lead faculty member (LFM). A Preceptor Handbook, developed specifically for the program, outlines the roles and responsibilities of preceptors. School nursing program preceptors must, in addition to the criteria identified in the Preceptor Handbook, be fully credentialed school nurses. The LFM maintains a preceptor profile containing verification of each preceptor’s training and experience as well as an agreement to serve as a preceptor. The preceptors are evaluated by the students and faculty. Continuation in the program is based on these evaluations as well as the extent to which the preceptor meets organized program and course objectives.
Factor One: Criteria are used for the selection of preceptors.

Criteria for the Selection of Clinical Preceptors located in the Preceptor Manual are used to guide faculty in choosing appropriate preceptors. In addition to academic, credential, and experiential qualifications, preceptors must demonstrate a willingness to serve in the role of a preceptor. Essential requirements for preceptors, they must:

- possess a current active California Registered Nurse license and a California School Nurse Credential
- show continued professional growth as evidenced by membership in professional organizations
- have been employed in the school district for 2 years,
- provide a vitae to be kept on file in the CSUF Department of Nursing
- be available for clinical consultation and supervision.

If a preceptor proves to be effective, as based on faculty evaluation and end-of-semester student input and written evaluation, the Department of Nursing will utilize this individual again. A file will be kept with data on possible preceptors.

Factor Two: The role and responsibilities of the preceptors are clearly defined and described.

The Preceptor Handbook with which every preceptor is provided, details roles and responsibilities for preceptors, students, and faculty. The Preceptor Handbook is identical to the Clinical Manual used by students except for the title difference. In addition to being provided with written course materials, a new preceptor will meet with a faculty member to be oriented to the role.

Factor Three: Preceptors are evaluated for effectiveness.

Preceptors are evaluated by students. There are two evaluation forms which are used. One is a form used by the Department of Nursing for evaluating the effectiveness of all preceptors used within the graduate programs. School Nurse Candidates will also evaluate their preceptor at the end of the clinical experience using the Student Evaluation Form contained in the Preceptor Handbook.

Factor Four: A mechanism for recognition of preceptors exists.

A letter of agreement is used to officially designate a preceptor. This spells out roles and responsibilities as well as privileges. CSUF Department of Nursing recognizes all preceptors with a thank you letter and encourages addition of the experience to their curriculum vitae. No monetary reimbursement is available to nurse preceptors.

Currently, planning is underway for the Department of Nursing to provide a thank-you luncheon where preceptors will be recognized for their time and hard work. The luncheon will also provide preceptors with an opportunity to discuss their experiences and collaborate as a team to contribute ideas for program growth.
Standard 19
Candidate Performance

Throughout the school nurse clinical experience, each candidate’s performance is guided and evaluated in relation to the standards in Category V by a school nurse preceptor, by the institutional faculty, and by candidate.

Rationale: Candidates can reasonably be expected to attain competence only if their performances are guided and evaluated in relation to standards of competence, if they receive complete, accurate and timely information about their progress toward competence, and if they participate in the evaluation process.

Factor One: An ongoing systematic process for evaluation of the student is used.

Structured evaluation between student and preceptor occurs at least twice during the clinical practicum for on-site students and weekly for students doing consulting preceptorships. The clinical experience is set up in such a way that students have an equal part in the evaluative process. Faculty are also in contact with preceptors throughout the experience and make at least one site visit to the student’s and/or preceptor’s school.

The following tools are used for the formal mid-term and final evaluation.

- The Student Evaluation Form is the principal and most important evaluation instrument for the clinical experience. Both the student and preceptor complete this document during the midterm and final evaluation.
- The Clinical Experience Contract lists objectives and/or experiences which serve as a guide for constructing the clinical experience. The student should jointly determine with the preceptor how the objectives will be met as well as identifying self-objectives. How and when these objectives are met is discussed in the midterm and final evaluation.

Factor Two: Input from the preceptors, faculty and the students is used in evaluative process.

The grade the student receives for the course will be based on: a.) clinical performance and b.) quality of the related clinical assignments. The Related Assignments (log and clinical conferences) are evaluated by the clinical faculty. The Clinical Experience in the schools and community agencies is evaluated by the student and the preceptor. Guidelines for student self-
evaluation and evaluation of student performance by the preceptor adhere to the following principles and practices.

a. Both parties strive for an open, collegial relationship.
b. Preceptor and student self-evaluations are equal in weight and importance.
c. Communication is to be frequent and consistent between both parties.
d. The clinical faculty should be contacted immediately should any concerns arise.
e. Written materials (Student Evaluation Form and Clinical Experience Contract) serve as the focus of all evaluations of the Clinical Experience in the schools.

Available Documentation:
Appendix RR: Student Evaluation Form
Appendix SS: Clinical Experience Contract
Appendix N: Preceptor Handbook

CATEGORY V
CURRICULUM, CANDIDATE COMPETENCIES AND PERFORMANCE

ROLE CONCEPT I
SCHOOL NURSE ROLE AND FUNCTION AS PROVIDER OF CLIENT CARE

Standard 20
Clinical and Theoretical Knowledge

The school nurse utilizes appropriate theory and clinical knowledge as a basis for decision-making in nursing practice. The candidate applies theoretical concepts from nursing, the behavioral, social, and public health sciences. The program includes but is not limited to several of the following specific theories and clinical knowledge domains delineated below (Adapted from A.N.A. Standard I, 1983, as cited in NASN, 1993)

Rationale: Quality school nursing practice requires clinical knowledge and skills as well as knowledge of appropriate theories and concepts upon which to base decisions and actions.
**Factor One:** The candidate applies theoretical concepts from nursing, the behavioral, social and public health sciences. These include (but are not limited) several of the following domains:

1. Adaptation
2. Caring
3. Change
4. Communication
5. Crisis
6. Cultural care
7. Developmental
8. Epidemiological
9. Ethical
10. Family
11. Hierarchy of needs
12. Learning
13. Management
14. Maternal role attainments
15. Motivational
16. Parent child interaction
17. Self care deficit
18. Social support
19. Stress and coping
20. Systems
21. Wellness-illness

Most of the theories listed within the Factors to Consider for Standard 20 are addressed within the following courses: NURS 530, School Nurse Specialist I; NURS 532, School Nurse Specialist II; NURS 524, Health Assessment; NURS 526, Health Care of the Young Family; COUNS 511, Pre-Practicum; SPED 462 Practices and Procedures in Special Education; or NURS 533L, School Nurse Specialist Practicum. The theories are referenced within course presentations and applied in the role seminars, online discussions (NURS 530 and NURS 532), and experiential activities (COUNS 511). The theories are also applied during lab, (NURS 524), and the practicum, (NURS 533L). MSN students will receive additional exposure to others of these theories in Theoretical Perspectives for Nursing Practice (NURS 501).

**Factor Two:** The candidate acquires clinical knowledge and experiences related to contemporary health/social concerns. These include, but are not limited to the following domains of knowledge and experience:

1. Access to health care
2. Adolescent pregnancy
3. Child abuse/neglect
4. Child/adolescent suicide
5. Common health, developmental And learning problems
6. Cultural aspects of health care
7. Environmental health
8. Disabling conditions of childhood
9. Health promotion/health risk
10. Infectious/communicable disease
11. Multi-problem family
12. Nutritional issues
13. Poverty
14. Sexuality and sexual behavior
15. Substance use/abuse
16. Violence

All of the contemporary health and social concerns noted within the Factors to Consider of Standard 20 are addressed within NURS 530, School Nurse Specialist I; NURS 532, School Nurse Specialist II; NURS 524, Health Assessment; NURS 526, Health Care of the Young Family; COUNS 511, Pre-Practicum; or SPED 462, Practices and Procedures in Special Education. Additionally, opportunities for experience with the designated health and social
issues are available to the students within the practicum course, NURS 533L. Emphasis is placed on current concerns such as obesity in children.

**Factor Three:** The candidate acquires theoretical knowledge and has opportunities to practice selected psychomotor skills in the school setting. The program includes but is not limited to the following psychomotor skills:

1. Hearing screening
2. Scoliosis screening
3. Vision screening
4. Physical assessment

Theoretical knowledge of and practice of psychomotor skills within the Factors to Consider for Standards 20 are included either within the nursing courses NURS 524, NURS 530, or NURS 532, or within the coursework (HCOM 461) for audiometric certification. Experience with each is provided in NURS 533L, School Nurse Specialist Practicum.

**Supporting Documentation:**

- Appendix LL: Curriculum Matrix
- Appendix Y: NURS 524: Course Syllabus
- Appendix Z: NURS 526: Course Syllabus
- Appendix AA: NURS 530: Course Syllabus
- Appendix CC: NURS 532: Course Syllabus
- Appendix DD: NURS 533L: Course Syllabus
- Appendix FF: HCOM 461: Course Syllabus
- Appendix HH: COUNS 511: Course Syllabus
- Appendix II: SPED 462: Course Syllabus

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**Standard 21**

**Nursing Process**

_The school nurse uses a systematic approach to problem solving in nursing practice._

*(Adapted from A.N.A. Standard V, 1991, as cited in N.A.S.N., 1993).*

**Rationale:** The problem-solving process used by nurses is the Nursing Process. Nursing Process is defined as a systematic process used in nursing that includes assessment (data collection), nursing diagnosis (analysis), planning, implementation (intervention), and evaluation. The Nursing Process is taught to guide the delivery of nursing and health services in order to achieve desired outcomes with children and families.

**Factor One:** The candidate collects health data in a systematic continuous manner.

**Factor Two:** The candidate analyzes collected data through comparison to norms and standards in order to formulate a nursing diagnosis.
Factor Three: The candidate develops a plan of care.

Factor Four: The candidate identifies and implements elements of the plan of care.

Factor Five: The candidate identifies expected outcomes unique to the client.

Factor Six: The candidate evaluates the appropriateness and effectiveness of the plan of care.

Factor Seven: There is evidence that the curriculum components which comprise this standard are included within both program didactic courses and the school nurse clinical experience.

The use of the nursing process is a cornerstone of competent nursing practice in any setting or specialty. Students are reacquainted with the nursing process in both school nurse specialist courses (NURS 530 and NURS 532). Required reading includes Standards of Professional School Nursing Practice: Applications in the Field (NASN, 2000), a section of which (Standards of Care) covers the steps of the nursing process. Role seminars in each of these courses provide opportunities to discuss how the focus and resources available to school nurses alter the way these standards are met. Students are required to write an IHP (Individualized Healthcare Plan) on a student of their choice.

Students are introduced to various nursing taxonomies which provide tools to standardize school nursing documentation (NURS 530). Specifically, NANDA-approved (North American Nursing Diagnosis Association) nursing diagnoses are discussed and students identify appropriate NIC (Nursing Intervention Classification) and NOC (Nursing Outcome Classification) languages appropriate to school nursing practice (Johnson, Dochterman, Maas, & Moorhead, 2000; Arnold & Silkworth, 1999; Haas, 1993). NANDA, NIC, and NOC are all built on the six steps of the nursing process: assessment, diagnosis, outcome identification, planning, implementation, and evaluation (ANA, 2004).

Emphasis is also placed on the use of the nursing process within the practicum course. Students are required to write a FHP (Family Healthcare Plan) on one of the families that they work with during their practicum. In addition, a large component of the Student Evaluation Form (an evaluative instrument used in the practicum course) is an assessment of the student’s ability to utilize the nursing process.

Other courses required in the program (SPED 462, COUNS 511, HCOM 461, NURS 524, NURS 526) address various components of the nursing process and provide the student with an enriched understanding of how the nursing process specifically applies to school nursing.

Integration of research is a foundational component of the CSUF School Nursing Program curriculum. Course readings and assignments emphasize the value of evidence-based practice.
Supporting Documentation:
Appendix Y: NURS 524: Course Syllabus
Appendix Z: NURS 526: Course Syllabus
Appendix AA: NURS 530: Course Syllabus
Appendix CC: NURS 532: Course Syllabus
Appendix DD: NURS 533L: Course Syllabus
Appendix FF: HCOM 461: Course Syllabus
Appendix HH: COUNS 511: Course Syllabus
Appendix II: SPED 462: Course Syllabus
Appendix LL: Curriculum Matrix: Standard 21

Standard 22
Clients with Special Health Needs

_The school nurse contributes to the education of the client with special health needs by assessing such clients, planning appropriate nursing care, implementing the care, and evaluating the outcome of care._

Rationale: Contemporary school populations enroll clients with special health needs. This includes clients in Special Education Programs and clients with chronic health problems. The school nurse must be prepared to assist these clients as a health professional, knowledgeable about health-care laws, programs and personnel.

Factor One: The candidate assesses, plans, diagnosis, identifies outcomes, implements and evaluates nursing care for the client with special health needs.

Working with students who have special health needs is a significant component of school nursing practice. Because of the importance of this subject matter, a significant amount of time (approximately one-half of NURS 530) is spent addressing the role of the nurse with students who have special health needs and those students in special education. An IHP (Individualized Healthcare Plan) written to address the needs of a student with special health needs is required in this course. The IHP requires that the credential student assesses, plan, diagnose, identifies outcomes, implement and evaluate nursing care for the child with special health care needs.

The practicum course, NURS 533L, also extensively requires students to examine and participate in the role of the nurse in special education. Case studies are presented addressing students with special health needs. Students are required to participate in an IEP or IFSP and engage in all aspects of the nursing role with regard to preparation for the team meeting.

In SPED 462 the student completes a project related to providing services to children who receive special education services.
Factor Two: The candidate demonstrates an understanding of the history of current laws governing clients with special health needs.

Students are required to complete a special education course (SPED 462) as part of their credential requirements. This course presents information which includes special education history, law and practice, non-discriminatory assessment and parent participation, least restrictive environment and free appropriate public education, individualized plans, and due process. The student completes a project related to providing services to children who receive special education services.

Factor Three: The candidate is cognizant of programs designed to meet the needs of clients with special health needs.

Students are made cognizant of programs designed to meet the needs of students with special health needs in the Nursing Specialist I course (NURS 530), and in the Special Education course (SPED 462). Also, as they participate in the practicum course (NURS 533L), students examine and participate in an IEP or IFSP and during that process evaluate many of the programs available to students with special health needs.

Factor Four: The candidate demonstrates an understanding of the role of the school nurse with regard to clients in Special Education and other clients with chronic health problems.

Working with students who have special health needs is a significant component of school nursing practice. Because of the importance of this subject matter, a substantial amount of time (approximately one-half of NURS 530) is spent addressing the role of the nurse with students who have special health needs and those students in special education. Also, development of an IHP (Individualized Healthcare Plan) demonstrates an understanding of the role of the school nurse with regard to clients in Special Education, and with chronic health problems.

Factor Five: The candidate demonstrates an understanding of the role of allied professionals and of the family in serving the special health needs of clients.

The school nursing student gains an understanding of the role of allied professionals and of the family in serving the special health needs of clients as part of the coursework in NURS 530 and in the SPED 462 course. During the practicum course (533L) students demonstrate this role as they work with allied professionals and families providing services to students with special health needs.
Factor Six: There is evidence that the curriculum components which comprise this standard are included within both program didactic courses and the school nurse clinical experience.

The curriculum components which comprise this standard are included in School Nurse Specialist I (NURS 530), Practices and Procedures (SPED 462), and School Nursing Practicum (533L).

Supporting Documentation:
Appendix AA: NURS 530: Course Syllabus
Appendix DD: NURS 533L: Course Syllabus
Appendix II: SPED 462: Course Syllabus
Appendix LL: Curriculum Matrix: Standard 22

ROLE CONCEPT II
SCHOOL NURSE ROLE AND FUNCTION AS PLANNER AND COORDINATION OF CLIENT CARE

Standard 23
Program Management

The school nurse is prepared to establish, maintain and coordinate a comprehensive school health program and to contribute to the formulation and evaluation of school health policy (Adapted from A.N.A. Standard II, 1983, as cited in N.A.S.N., 1993).

Rationale: Contemporary nursing role in the schools goes beyond the delivery of services and necessitates skills in guiding both policy development and program operation and evaluation.

Factor One: The candidate demonstrates an understanding of school health policy including the development, implementation and evaluation of health policy and procedures. This shall include, but not be limited to policies and/or procedures for: emergency care management; communicable disease control; child abuse and neglect management; medication and treatment administration; para-professional supervision; documentation, recording and reporting of health data; family life education activities; and, the provision of specialized physical health care services.

A model for the development and evaluation of policy that is applied to the policies in this factor, is utilized in NURS 532 and in a role seminar in which specific policies are analyzed for their efficacy. In the practicum course (NURS 533L) students are asked to evaluate a wide variety of health policies within their district of choice. NURS 530 and NUR 532 address the topics listed in Factor One and students are exposed to current policies and the importance of the
nurse’s involvement in policy development is stressed. Course objectives in NURS 507/507L within the Master’s program emphasize policy development and analysis, as well as legislative advocacy.

**Factor Two: The candidate demonstrates an understanding of program planning including the development, planning, implementation and evaluation of nursing, health or health education programs.**

Content on program planning and evaluation, including needs assessment, is presented within NURS 532. Students are required to analyze the program planning process in their own or their preceptor’s school districts. Program development is also addressed in HCOM 461 and NURS 524 in relation to planning hearing, vision and scoliosis screening activities.

**Factor Three: The candidate demonstrates an understanding of concepts related to the overall organization, budgeting and management of the school health programs. This shall focus on sources of funds for nursing and health services, the organization of the school year with regard to staff-nurse level concerns and the development of a simple budget.**

The organization of the school year is addressed in both NURS 530 and NURS 532. Students are asked to examine how this process occurs within the practicum course. Budgeting is addressed in NURS 532 as are sources of funds for nursing and other health services. Students are asked to examine the sources of funding for nursing and health services and identify district personnel responsible for making fiscal decisions. Grant writing is also addressed in this course.

A written course assignment in NURS 532 requires students to choose a selected topic and develop a written prospectus. The three selected topics are: an overview of a possible program plan, grant proposal, or presentation to a Board of Education.

**Factor Four: There is evidence that the curriculum components, which comprise this standard, are included within both program didactic courses and the school nurse clinical experiences.**

Coursework which addresses this standard is contained in both didactic classes and in clinical experiences during the practicum.

**Supporting Documentation:**
*Appendix LL: Curriculum Matrix Standard 23*
*Appendix Y: NURS 524: Course Syllabus*
*Appendix AA: NURS 530: Course Syllabus*
*Appendix CC: NURS 532: Course Syllabus*
*Appendix DD: NURS 533L: Course Syllabus*
*Appendix FF: HCOM 461: Course Syllabus*
*Appendix TT: NURS 507: Course Syllabus*
*Appendix UU: NURS 507L: Course Syllabus*
Standard 24
Collaboration with the School System

The school nurse collaborates with other school professionals, parents, and care givers to meet the health, developmental and educational needs of clients (Adapted from A.N.A. Standard IV, 1983, as cited in N.A.S.N., 1993).

Rationale: Many child health, developmental, and learning problems can be effectively remediated by the combined efforts of school professionals, including the nurse, parents and care givers, working collaboratively to bring about change, or to promote, and maintain the client’s health.

Factor One: The candidates demonstrate an understanding of the role and function of the school nurse in collaborative efforts including school based clinics. This shall include an emphasis on nursings’ primary function as an advocate for clients.

The school nursing program courses emphasize collaboration throughout and are discussed in depth in the nursing specialist courses (NURS 530 and NURS 532). The role of the school nurse in school-based clinic settings is included in these courses. Additionally, since the school nurse role is presented within the context of public health and public health nursing models, collaboration and advocacy, as integral to both, is further reinforced.

Factor Two: There is evidence that the curriculum components which comprise this standard are included within both program didactic course and the school nurse clinical experience. Collaboration is a key concept in the CSUF School Nurse Services Credential curriculum. This is evidenced by the presence of coursework from disciplines such as counseling, special education, education, communication, and health science in addition to the nursing courses required.

The school nursing courses emphasize collaboration with other disciplines to enhance children’s health and utilize proper referral as needed. This concept is integrated within and is a foundation of all discussion. Additionally, since the school nurse role is presented within the context of public health and public health nursing models, collaboration is integral to both and is further reinforced.

In the first school nursing specialist course (NURS 530) students read the Scope and Standards of Professional School Nursing Practice (NASN, 2001), which includes a standard of collaboration. Other professional readings also stress collaboration as essential to the role. An assignment within the practicum course (NURS 533L) requires exploration of the roles of other professionals as part of the IEP or IFSP team. The student’s preceptor also evaluates the student with regard to collaboration effort and effectiveness.
### Standard 25

**Community Health Systems**

The school nurse collaborates with other key members of the community in the delivery of health care to clients and families, and utilizes knowledge of community health systems and resources to function as a school and community liaison (Adapted from A.N.A. Standard VII, 1983, as cited in N.A.S.N., 1993).

**Rationale:** The delivery and management of nursing and health services to a pupil, family or community is integrally tied to the network of health services available through public or private agencies within the community. Many client needs may not be met without the assistance of community resources. The school nurse, as a community health nurse, promotes primary, secondary and tertiary prevention.

**Factor One: The candidate demonstrates an understanding of interagency communication and networking.**

Students are exposed to curricular content relating to this standard in school nursing specialty courses (NURS 530, NURS 532, NURS 533L), audiology coursework (HCOM 461), counseling coursework (COUNS 511), and special education coursework (SPED 462). In these courses they gain knowledge about community resources, interagency communication and networking. Students develop a good understanding of the process of assessing individual students and families and the process of interagency communication and networking.

**Factor Two: The candidate utilizes and evaluates appropriate community agencies and resources.**

The practicum course stresses examination of the school nurse’s role with the family and community agencies. During the practicum students demonstrate ability to utilize and evaluate appropriate community agencies and resources.
Students are encouraged to evaluate community agencies in regard to their eligibility requirements, length of waiting lists, and viability. Many small agencies are short-lived due to funding difficulties. Students are therefore advised to assess potential referral sources prior to using an agency so that the referral is appropriate for individual family needs, and the family can be assured of receiving services in a timely manner with efficacious outcomes.

Factor Three: The candidate demonstrates an understanding of the contemporary role of the public health care nurse.

In NURS 532, School Nurse Specialist II, a portion of the course is devoted to community health and community health nursing concepts. The practicum course, NURS 533L, stresses examination of the school nurse’s role with the family and community agencies. Students are encouraged to spend time with a public health nurse if it has been a significant amount of time since the student had such an experience.

Factor Four: The candidate demonstrates an understanding of the importance of the home visit and makes home visits. This shall emphasize the role of the nurse as a professional skilled in family and home assessment.

Students demonstrate an understanding of the importance of the home visit as they complete the family assessment assignment in NURS 532. During the visit they collect information from which they develop a Family Healthcare Plan. Within this plan the student details how the family’s needs will be met through collaboration with other key members of the community.

Home visitation, a concept integral to public health nursing practice, is required as part of the practicum course (533L).

Factor Five: There is evidence that the curriculum components that comprise this standard are included within both program didactic courses and the school nurse clinical experience.

Objectives addressing some of these behaviors are contained in both the program didactic classes as well as the clinical evaluation materials used by nurse preceptors in assessing student performance in the role.

NURS 508/508L courses in the Master’s program include further evaluation of community agencies that could be used as referrals for children and their families.

Supporting Documentation:
Appendix LL: Curriculum Matrix Standard 25
Appendix BB: NURS 530: Course Syllabus
Appendix CC: NURS 532: Course Syllabus
Appendix DD: NURS 533L: Course Syllabus
Appendix FF: HCOM 461: Course Syllabus
Appendix HH: COUNS 511: Course Syllabus
Role Concept III

School Nurse and Function as Client Teacher

Standard 26
Health Education

The school nurse assists clients to achieve optimal levels of wellness through appropriately designed and delivered health education (Adapted from A.N.A. Standard V, 1983, as cited in N.A.S.N., 1993).

Rationale: The school nurse, because of professional preparation, has the knowledge and skills to provide health instruction in the classroom settings or acts as a resource to promote the development of appropriate health attitudes, values, and behavior.

The school nurse service credential curriculum at CSUF is unique in that students who complete the 37 required units will also have completed required coursework for the Special Teaching Authorization in Health (STAH). Four courses which address this standard, as well as the STAH, are EDSC 550: Instructional Strategies, HESC 455: Designing Health Education Curricula, NURS 530L: Health Teaching Observation and NURS 534L: Special Teaching Authorization in Health Practicum.

Factor One: The candidate demonstrates an understanding of developmentally appropriate concepts and methodologies in the design of health curricula.

HESC 455 thoroughly explores the theory and skills necessary to develop health education curriculum based on analysis of individual, community and societal needs and interests. As part of this course, students study the State Department of Education’s Health Education Framework for California Public Schools (DOE, 2003). Assignments in this course require the student to demonstrate an understanding of developmentally appropriate concepts and methodologies in the design of health curricula.

Factor Two: The candidate develops, delivers, and evaluates a health instructional unit.

EDSC 550 involves age-appropriate teaching strategies, course design, and instructional planning and student evaluation. In this course students are required to develop, deliver, and evaluate health instructional units.
NURS 530L is a field-based course which students observe health teaching in the classroom. Students observe and assess health teaching strategies in a variety of classroom settings. In NURS 534L, students, under the supervision of master teachers, develop deliver and evaluate 45 hours of direct health instruction based on current principles of health education.

**Factor Three: The candidate provides the client with individual health instruction.**

A portion of NURS 532, School Nurse Specialist II, is devoted to the subject of individual health counseling. NURS 526, Health Care of the Young Family, provides students with the knowledge and skills needed to identify and provide health promotion/disease prevention information to school staff, parents and children. During the practicum students are given opportunities to provide individual health instruction using the knowledge and skills acquired in their didactic coursework.

**Factor Four: There is evidence that the curriculum components that comprise this standard are included within both program didactic courses and the school nurse clinical experience.**

In addition to the curricular components in the didactic and clinical courses enumerated in Factors one, two, and three, within the practicum course, NURS 533L, students are required to teach an age-appropriate health lesson which involves lesson planning and evaluation.

**Supporting Documentation:**
- Appendix LL: Curriculum Matrix Standard 26
- Appendix CC: NURS 532: Course Syllabus
- Appendix BB: NURS 530L: Course Syllabus
- Appendix JJ: EDSC 550: Course Syllabus
- Appendix GG: HESC 455: Course Syllabus
- Appendix EE: NURS 534L: Course Syllabus
- Appendix Z: NURS 526: Course Syllabus
ROLE CONCEPT IV

SCHOOL NURSE ROLE AND FUNCTION WITHIN THE DISCIPLINE OF NURSING

Standard 27
Professional Role

The school nurse identifies, delineates and clarifies the nursing role, promotes quality of care, pursues continued professional development, and demonstrates professional conduct (Adapted from A.N.A. Standard VI, 1983, as cited in N.A.S.N., 1993).

Rationale: In order to be effective in the school setting, and to provide quality care and services, the school nurse must have a clear vision of role and maintain knowledge and professionalism. Issues related to school nurse role, evaluation and professionalism must be comprehensively understood if nursing is to be effective in the school setting.

Nurses who enter the field of school nursing come from varied acute care and public health settings, often with very limited understanding of what school nursing practice is. Achieving excellence in school nursing practice involves understanding new and different roles and acquiring knowledge and skills to enable competent performance. An overriding goal of both school nursing specialist courses, NURS 530 and NURS 532, is to facilitate role acquisition, integration, and synthesis. Helping students arrive at a clear understanding and internalization of the role is a fundamental purpose of these courses.

Factor One: The candidate demonstrates knowledge of the legal aspects of school nursing practice.

Emphasis is placed on legal parameters of practice throughout NURS 530 and NURS 532 and within the practicum course (NURS 533L). Legal Issues in School Health Services: A Resource for School Nurses, Administrators, and Attorneys (Schwab & Gelfman, 2001) is a required text in both nursing specialist courses. The California School Nurses Organization’s Legal Guidelines for School Health Practice: a Compendium of Statutes and Regulations through 1998 Governing School Health Practice (2000) is also a required text for NURS 530. Legal concepts are applied within class and small group discussion. Additionally SPED 462 (special education course) and HCOM 461 (audiology course) note the legal frameworks for practice as they relate to their disciplines.

Factor Two: The candidate demonstrates an understanding of ethical issues in school nursing practice.

Ethics and their application to practice are covered in NURS 532 with opportunities to explore related concepts and concerns within the practicum course. Clinical scenarios are
analyzed using ethical theories and principles. A significant portion of the MSN courses NURS 507/507L are devoted to understanding and applying ethical reasoning as part of decision-making.

**Factor Three: The candidate synthesizes a school nurse role. This shall include national, state, and local definitions of school nursing, personal philosophy of school nursing, and methodologies for communicating, clarifying, and implementing this role.**

All of the courses facilitate synthesis of the school nursing role. A role paper assigned in NURS 530 requires students to contrast philosophies of nursing and school nursing. The student specifies a conceptual framework for school nursing practice and analyzes their actual practice (or that of a preceptor) in relation to the identified philosophy and conceptual framework. Varying definitions of practice are required reading within both NURS 530 and NURS 532. Content from these courses includes strategies for communication, clarification, and implementation of role perspectives. Discussion includes a nurse presentation to a Board of Education. Role perspectives are analyzed within the practicum. The fact that students enroll in courses outside the nursing department, such as counseling, audiology, secondary education and health science, also contributes to role integration. The MSN courses NURS 507/507L focus on role implementation and differentiation from other disciplines.

**Factor Four: The candidate projects an understanding of concepts related to nursing performance evaluation and quality of care in school nursing practice. This includes appropriate performance evaluation, peer and self-review.**

Quality of care and nursing evaluation issues are included in NURS 532 and the concurrent NURS 533L practicum course. Related readings reinforce class discussion. Students keep journals during the practicum for self-review and evaluation. Online discussion boards are utilized as a vehicle for the peer review process.

**Factor Five: The candidate demonstrates professional growth and collegially.**

School nursing seminars NURS 530 and 532 emphasize these attributes. Although most nurses are already aware and appreciative of the importance of these qualities, professional lifelong learning and collegiality are addressed within the practicum course as well. Objectives addressing some of these behaviors are contained in clinical evaluation materials used by nurse preceptors in assessing student performance in the role.

**Factor Six: The candidate demonstrates a professional image through responsible behavior and accountability.**

Emphasis is placed on the professional role and image of the school nurse. Students are expected as part of their practicum to demonstrate professionalism in their behavior, appearance, and assumption of responsibility and accountability. Preceptors are encouraged to convey any concerns they may have about a candidate’s professionalism directly to the instructor. If the instructor validates the concerns, referral to the advisor for counseling regarding these issues would be initiated. In addition, by requiring school nurse credential students to prepare
themselves to be professional teachers (completing courses and CBEST for Special Teaching Authorization in Health) school nurses gain additional stature in the eyes of their peers in their school districts.

**Factor Seven:** There is evidence that the curriculum components that comprise this standard are included within both program didactic courses and the school nurse clinical experience.

Objectives addressing some of these behaviors are contained in both the program didactic classes as well as clinical courses and in evaluation material used by nurse preceptors in assessing student performance in the role.

**Supporting Documentation:**
*Appendix LL:* Curriculum Matrix  
*Appendix AA:* NURS 530: Course Syllabus  
*Appendix CC:* NURS 532: Course Syllabus  
*Appendix DD:* NURS 533L: Course Syllabus  
*Appendix FF:* HCOM 461: Course Syllabus  
*Appendix II:* SPED 462: Course Syllabus  
*Appendix TT:* NURS 507: Course Syllabi  
*Appendix UU:* NURS 507L: Course Syllabi

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**ROLE CONCEPT V**

**SCHOOL NURSE ROLE AND FUNCTION AS INVESTIGATOR**

<table>
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<th>Standard 28</th>
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<td>Research</td>
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_The school nurse contributes to nursing and school health through innovations in practice and participation in research related activities (Adapted from A.N.A. VIII, 1983, as cited in N.A.S.N., 1993)._

**Rationale:** Each professional nurse has the responsibility for the continuing development and refinement of knowledge and skills in the practice of school nursing and school health through research or research related activities.

**Factor One:** The candidate has the opportunity to collect data in the school setting and to relate the data to client health problems.

Understanding the formal process for data collection occurs in the beginning of the SNSC curriculum in NURS 505A. School nursing students are expected to gather and relate
assessment data within the school nursing specialist courses (NURS 530 and NURS 532) and the practicum course (NURS 533L). In the practicum, data is collected for the purpose of writing a family assessment, carrying out a cultural interview and presenting a case study, as well as other activities.

In the school nursing specialist courses students relate data to client health problems in the required IHP (individualized healthcare plan), and FHP (family healthcare plan). Attention is paid to the incorporation of education research and how and when data may be collected about and from children.

**Factor Two: The candidate demonstrates an understanding of the importance of responsible standards of research in investigative studies, including assurance that a mechanism for the protection of human subjects exists.**

The School Nurse Services Credential coursework at CSUF provides the students with skills necessary to understand and responsibly participate in research. One of the first courses required for credential students is NURS 505A. This course provides an understanding of research methodology, research problems, interpretation and utilization of research results with an emphasis on critique of qualitative and quantitative nursing research. Standards and ethical principles for research in investigative studies are discussed and the mechanism for the protection of human subjects is emphasized. The school nursing specialist courses incorporate, discussion concerning various methods of informing parents about data collection and appropriate methods to obtain parental consent.

**Factor Three: The candidate shares and applies research or research related activities.**

The school nurse credential courses have a strong focus on the critique, application and dissemination of research and provide opportunities to share and apply research or research related activities. The specialty courses expand on the nursing research content in NURS 505A. Students share their research findings in class presentations.

Students acquire the ability to critique research papers in NURS 505A. They are expected to use these acquired skills throughout all school nursing credential courses as they compose and share scholarly papers, prepare to facilitate discussions and share research as it pertains to case studies. Many opportunities are made available to students to share this information in class discussions, small group and on line activities.

**Factor Four: There is evidence that the curriculum components that comprise this standard are included within both program didactic courses and the school nurse clinical experience.**

In addition to the curriculum components of this standard found in the school nursing courses, other courses i.e., audiometry, counseling and special education, also present research findings in class. Students are taught state-of-the-art assessment in these courses and are required to use evidence-based practice in counseling course communication assessments and audiology screening assessments. Evidence-based practice is also incorporated in health assessment (NURS 524) and work with families (NURS 532).
Additionally, the MSN course 505B and the culminating MSN project provide the student the opportunity to contribute to nursing and school health through participation in research related activities.

Supporting Documentation:
Appendix LL: Curriculum Matrix
Appendix X: NURS 505A: Course Syllabus
Appendix AA: NURS 530: Course Syllabus
Appendix CC: NURS 532: Course Syllabus
Appendix DD: NURS 533L: Course Syllabus
Appendix FF: HCOM 461: Course Syllabus
Appendix II: SPED 462: Course Syllabus
Appendix HH: COUNS 511: Course Syllabus
Appendix Y: NURS 524: Course Syllabus

ROLE VI

SCHOOL NURSE ROLE AND FUNCTION AS COMMUNICATOR

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Standard 29
Communication

The school nurse uses effective written verbal and non-verbal communication skills in school nursing practice.
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Rationale: For the nurse, as the sole health professional working in the school setting, effective communication with multiple constituencies is an essential skill.

*Factor One: The nature and quality of the candidates’ verbal, non-verbal, and written communication with client and other professionals is evaluated.*

All program courses, within the nursing department and in other represented disciplines, evaluate some aspect of student communication. All courses will have a written assignment, a class presentation, an examination or some focus on the interpretation of both verbal and non-verbal skills. The counseling course (COUNS 511) emphasizes communication skills and provides opportunity for the student to practice and enhance verbal communication skills.

Within the program nursing courses, several written assignments as well as some oral and online presentations are required (see course syllabi). NURS 530 and NURS 532 each require a paper, a group presentation, and communication with colleagues via discussion boards. Nonverbal skill is discussed in relation to multi-problem families and cultural competence. In
the practicum course (533L) students are charged with three written assignments including a Clinical Practicum Analysis Log. Also in the practicum course, a section of the Student Evaluation Form is directed toward evaluation of the student’s communication abilities. Finally, students participate in group discussion in the clinical practicum course as part of online clinical conferences and case studies.

**Factor Two: The candidate has knowledge of the skills necessary for health related counseling with clients.**

Each student is required to enroll in a counseling course (COUNS 511). The counseling course emphasizes and provides practice in communication techniques. In addition, communication techniques in crisis situations such as suicidal ideation, violence, and addiction issues are addressed. Additionally, nurses have considerable background in health-related counseling as garnered from previous education, both from their general nursing preparation and particularly from psychiatric nursing.

**Factor Three: The candidate demonstrates the understanding of the importance of effective team work, sensitivity to the politics and strategies for working effectively as an individual within an organization.**

The school nurse specialist courses (NURS 530 and NURS 532) address the importance of employing the appropriate change process within an education setting. Class time is devoted to understanding the public school education system in NURS 532. The opportunity provided in the credential program to take education, special education, audiology and counseling courses greatly enhance each candidate’s ability to understand and relate to teachers, psychologists and speech pathologists. In addition, specific objectives within the practicum course stipulate that the student evaluate and be evaluated with regard to some of the processes delineated in this factor.

**Factor Four: There is evidence that the curriculum components that comprise this standard are included within both program didactic courses and the school nurse clinical experience.**

Please refer to course syllabi listed in the Supporting Documentation below.

**Supporting Documentation:**

- *Appendix LL: Curriculum Matrix*
- *Appendix X: NURS 505A: Course Syllabus*
- *Appendix VV: NURS 505B: Course Syllabus*
- *Appendix Y: NURS 524: Course Syllabus*
- *Appendix Z: NURS 526: Course Syllabus*
- *Appendix AA: NURS 530: Course Syllabus*
- *Appendix CC: NURS 532: Course Syllabus*
- *Appendix DD: NURS 533L: Course Syllabus*
- *Appendix FF: HCOM 461: Course Syllabus*
- *Appendix HH: COUNS 511: Course Syllabus*
- *Appendix II: SPED 462: Course Syllabus*
School Nurse
Special Teaching Authorization in Health
Program Standards

Standard 30
Curricular and Instructional Skills

The Special Class Authorization Program provides authentic opportunities for students to (1) learn to assess students’ academic skills and (2) develop, implement, and evaluate a variety of pedagogical approaches to teaching health, including the development and implementation of unit and lesson plans that provide equitable access for all students to the health curriculum.

Rationale: Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not. Prospective teachers must, therefore, acquire curricular and instructional planning skills.

All of the factors within this standard are addressed in one of four courses: EDSC 550: Educational Strategies, HESC 455: Designing Health Education Curricula, NURS 530 L: School Nurse Specialist: Health Teaching Lab, or NURS 534 L: Special Teaching Authorization in Health (STAH) Practicum.

Secondary Education 550 is a general course in pedagogy designed for students whose professional work involves instructional responsibilities. General teaching strategies, course design, instruction planning, and student evaluation are emphasized. As part of course requirements, candidates design a comprehensive, technology-enhanced unit of study in health education that is aligned to California K-12 content standards for health (including the CA challenge standards), utilizes research-based instructional strategies, includes assessment tools aligned with standards, and includes adaptations for special populations and English learners. Students are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as research-based and proven to increase student achievement. These specific strategies include: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, using nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

Health Science 455 explores the theory and skills necessary to plan, develop and implement health education curricula in worksites, schools, or community settings. Students develop curriculum based on an analysis of individual, community, and societal health needs and interest and are expected to deliver and evaluate health teaching for varied age groups.
Nursing 530L is a field based course which meets the requirement for observation of health teaching in the classroom setting as stated in the Special Teaching Authorization in Health (STAH) credential standards. Students have the opportunity to observe and assess health teaching strategies in a variety of classroom settings across age groups (pre K-12).

Nursing 534L is designed to meet the student teaching requirement for the Special Teaching Authorization in Health (STAH) Credential. It provides the candidate the opportunity to apply and evaluate theories and strategies of instruction, curriculum, and learning while practicing in the role of a health educator in a school/classroom setting. The STAH candidate functions in the role of the educator under the guidance of a master teacher in a selected practicum setting.

Course readings, web-based exercises, peer coaching, and written papers supplement online lecture and discussion.

The following factors serve as a guide for initial program design and ongoing program evaluation. Please refer to the Delineation of Standards Embedded within STAH courses, Standard 30 Table (below) for specific course information regarding how each factor is met.

- **Factor One:** Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively.

- **Factor Two:** Each candidate demonstrates the ability to develop clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other, and related to health

- **Factor Three:** Each candidate uses a variety of developmentally appropriate pedagogical approaches in the teaching of health.

- **Factor Four:** Each candidate demonstrates the ability to appropriately adapt the health curriculum to meet the learning needs of students with varying abilities, interests, and backgrounds.

- **Factor Five:** Each candidate facilitates the development of students’ cognitive skills while considering students’ diverse cultural, linguistic, ethnic and socio-economic backgrounds.

- **Factor Six:** Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials in order that they appeal to and challenge diverse abilities and interests of students.

- **Factor Seven:** The program meets other factors related to this standard of quality brought to the attention of the team by the institution.
### Delineation of Standards
Embedded within EDSC 550, HESC 455, NURS 530L and NURS 534L

**Standard 30**  
Curricular and Instructional skills

<table>
<thead>
<tr>
<th>Factors to Consider (1-7)</th>
<th>Corresponding Course Assignments and Activities</th>
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| The following factors serve as a guide for initial program design and on going program evaluation: | HESC 455: Write Goal, Unit and Enabling Objectives.  
EDSC 550: Plan the sequence of instruction for a week-long unit  
NURS 534L: Develop a plan for course instruction.  |
| • Each candidate plans a unit of instruction with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively. | HESC 455: Students develop a unit plan; including lesson plans, content information, activities, and teacher/student resources.  
NURS 534L: Develop a plan for course instruction and provide instruction based upon current principles of health education  
EDSC 550: Students design a comprehensive unit of study in health education.  |
| • Each candidate demonstrates the ability to develop clearly state lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other, and related to health. | HESC 455: Students will develop lesson plans based on student needs and interests.  
NURS 534L: Develop a plan for course instruction and provide instruction based upon current principles of health education using a variety of developmentally appropriate pedagogical approaches in the teaching of health  
EDSC 550: Students are required to use a variety of instructional strategies, including adaptations for special populations and English learners.  |
| • Each candidate uses a variety of developmentally appropriate pedagogical approaches in the teaching of health. | HESC 455: Students will research and prepare a justification on a given health content area and target population. Based on the findings, students will develop Goal, Unit, and Enabling Objectives, and then design a unit plan.  
EDSC 550: Students are required to design a comprehensive unit of health study using a variety of instructional strategies, including adaptations for special populations and English learners.  |
| • Each candidate demonstrates the ability to appropriately adapt the health curriculum to meet the learning needs of students with varying abilities, interests, and backgrounds. | HESC 455:  
EDSC 550:  
NURS 534L:  |
<table>
<thead>
<tr>
<th>NURS 534L: Develop a plan for health curriculum instruction and provide instruction adapted to meet the learning needs of students with varying abilities, interests, and backgrounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Each candidate facilitates the development of students’ cognitive skills while considering students’ diverse cultural, linguistic, ethnic and socio-economic backgrounds.</td>
</tr>
<tr>
<td>HESC 455: Students will design multiple lesson plans. EDSC 550: Students design a comprehensive, technology-enhanced unit of study in health that utilizes research-based instructional strategies, includes assessment tools aligned with standards, and includes adaptations for special populations and English learners. They are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as research-based and proven to increase student achievement. NURS 534L: Develop a plan for health curriculum instruction and provide instruction while considering students’ diverse cultural, linguistic, ethnic and socio-economic backgrounds.</td>
</tr>
<tr>
<td>• Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials in order that they appeal to and challenge the diverse abilities and interest of students.</td>
</tr>
<tr>
<td>HESC 455: Evaluation Techniques. EDSC 550: Students design a comprehensive, technology-enhanced unit of study in health that utilizes research-based instructional strategies, includes assessment tools aligned with standards, and includes adaptations for special populations and English learners. They are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as research-based and proven to increase student achievement. NURS 534L: Develop a plan for health curriculum instruction and provide instruction using ongoing assessment information to select and modify instructional strategies, activities and materials in order that they appeal to and challenge the diverse abilities and interest of students.</td>
</tr>
<tr>
<td>• The program meets other factors related to the standard of quality brought to the attention of the team by the institution.</td>
</tr>
<tr>
<td>HESC 455: Write Philosophy of Health Education, Evaluate published curriculum. EDSC 550: General teaching strategies, course design, instruction planning, and student</td>
</tr>
</tbody>
</table>
evaluation are emphasized. As part of course requirements, candidates design a comprehensive, technology-enhanced unit of study in health education that is aligned to California K-12 content standards for health (including the CA challenge standards), utilizes research-based instructional strategies, includes assessment tools aligned with standards, and includes adaptations for special populations and English learners. They are required to use a variety of instructional strategies. These specific strategies include: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, using nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

Supporting Documentation:
Appendix BB: NURS 530L: Course Syllabus
Appendix EE: NURS 534L: Course Syllabus
Appendix JJ: EDSC 550: Course Syllabus
Appendix GG: HESC 455: Course Syllabus

Standard 31
Classroom Teaching Field Experience

Each candidate has a variety of field experiences, including supervised teaching experiences, in health education that provide multiple opportunities to apply theory in practice.

Rationale: Supervised teaching experience in a variety of schools and classrooms enables candidates to understand and apply the pedagogical principles and practices related to health education.

Student’s progress through a planned sequence of activities as their coursework first provides opportunities to learn and evaluate health curriculum, educational theories and pedagogical principles (EDSC 550 and HESC 445) and then to observe, apply and teach in real classroom situations (NURS 530L and NURS 543L).
Each student is placed in a school setting under the supervision of a credentialed teacher who serves as a Master Teacher. The student engages in at least 15 hours of observation (NURS 530L) and 45 hours of direct student teaching (NURS 534L) using and evaluating a variety of pedagogical approaches and instructional strategies with children in both elementary and secondary settings. The Master Teacher works with the student to develop a sequence of experiences for the student’s learning. Instruments developed for student evaluation are used by the Master Teacher to assess student competence in the teaching role. These evaluations are both formative and summative in nature, to be sure that students receive prompt feedback about their teaching (Factor 2 above).

In EDSC 550 Instructional Strategies, students are required to design and implement a K-12 unit of study in health education using sound pedagogical principles. As part of the assignment, candidates are required to plan the sequence of instruction for a week-long unit, implement the unit at least partially, and evaluate the unit taught in terms of student achievement. They are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as research-based and proven to increase student achievement. These specific strategies include: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, using nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

There is a plan to receive information about all student teaching experiences from both students and master teachers via preceptor and student evaluations, so that the quality of the teaching experiences can be closely monitored. In addition, the faculty instructional team will visit the sites to validate students’ proper understanding and operationalization of pedagogical principles during health teaching experiences (Factor 5).

The following factors serve as a guide for initial program design and ongoing program evaluation. Please refer to the *Delineation of Standards Embedded within STAH Courses, Standard 31* Table (below) for specific course information regarding how each factor is met.

- **Factor One:** Each candidate’s field placement include a variety of experiences, including observations, related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings.

- **Factor Two:** Each candidate has a variety of field experiences that include different instructional strategies used in schools, such as individual, small group, and/or large group instruction, and received prompt feedback and guided practice from supervisors.

- **Factor Three:** Each candidate’s supervised teaching experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework.
• **Factor Four:** Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools.

• **Factor Five:** The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### Delineation of Standards

**Embedded within EDSC 550, HESC 455, NURS 530L, and NURS 534L**

#### Standard 31

<table>
<thead>
<tr>
<th>Factors to Consider</th>
<th>Corresponding Course Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following factors serve as a guide for initial program design and ongoing program evaluation:</td>
<td></td>
</tr>
</tbody>
</table>
| • Each candidate’s field placements include a variety of experiences, including observations, related to the age range authorized by the credential, such as preschools, elementary, middle and secondary schools, and/or adult settings. | **NURS 530L:** Observe health teaching in a variety of school settings (at least 2) including preschool, kindergarten, and grades 1 through 12. (Guidelines in NURS 530L syllabus).  
**NURS 534L:** Develop a plan for health curriculum instruction and provide instruction to at least two different age groups. |
| • Each candidate has a variety of field experiences that include different instructional strategies used in schools, such as individual, small group, and/or large group instruction, and receives prompt feedback and guided practice from supervisors. | **NURS 530L:** Observe health teaching in a variety of school settings (at least 2) including preschool, kindergarten, and grades 1 through 12. (Guidelines in NURS 530L syllabus).  
**EDSC 550:** Students are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as research-based and proven to increase student achievement. These specific strategies include: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, using nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers. Student’s presentations receive prompt feedback from the instructor.  
**NURS 534L:** Develop a plan for health curriculum instruction and provide instruction that includes different instructional strategies |
used in schools, such as individual, small group, and/or large group instruction. Collaborates frequently with master teacher.

| • Each candidate’s supervised teaching experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework. |
| NURS 530L: Observe health teaching in a variety of school settings (at least 2) including preschool, kindergarten, and grades 1 through 12. (Guidelines in NURS 530L syllabus). NURS 534L: Develop a plan for health curriculum instruction and provide instruction which includes a planned sequence of activities that provide opportunities for candidates to apply and evaluate educational theories and pedagogical principles taught in coursework. |

| • Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools. |
| EDSC 550: Students are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as research-based and proven to increase student achievement. These specific strategies include: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, using nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers. Student’s presentations receive prompt feedback from the instructor. NURS 534L: Develop a plan for health curriculum instruction and provide instruction using a variety of pedagogical approaches to teaching basic academic skills in public schools. |

| • The program meets other factors related in this standard of quality brought to the attention of the team by the institution. |
| EDSC 550: Students design a comprehensive, technology-enhanced unit of study in health education that is aligned to California K-12 content standards for health (including the CA challenge standards), utilizes research-based instructional strategies, includes assessment tools aligned with standards, and includes adaptations for special populations and English learners. They are required to use a variety of instructional strategies, including those identified by the Association of Supervision and Curriculum Development (ASCD) as |
research-based and proven to increase student achievement. These specific strategies include: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, using nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers. This unit of health study is taught during the field-experiences.

**NURS 534L:** Prepare and submit a log analyzing practicum activities. Plan personal instructional objectives, and assess progress throughout the course.

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**Supporting Documentation:**

- *Appendix BB:* NURS 530L: Course Syllabus
- *Appendix EE:* NURS 534L: Course Syllabus
- *Appendix JJ:* EDSC 550: Course Syllabus
- *Appendix GG:* HESC 455: Course Syllabus

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**Standard 32**

**Academic Instruction**

*Each candidate demonstrates competency in the application of curriculum and instructional skills prescribed in Standard 30, and in the academic instruction of students in health*

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**Rationale:** Each candidate must have a comprehensive foundation in health, including personal and public health and become proficient in methods of academic instruction in order to effectively teach students.

All of the factors enumerated below are incorporated and evaluated within the courses developed for this teaching credential (NURS 530L, NURS 534L, HESC 455, EDSC 550). Standard 32 is based on the California Framework for Health Instruction (CDE, 2003). This book is a required text for NURS 530L and NURS 534L and is recommended for HSCI 455. The California Health Teaching Standards, National Health Teaching Standards as well as the Content Standards (CDE, 2002) are discussed within the didactic coursework and clinical conferences. The practicum course requires that the student demonstrate the ability to teach all the subject areas outlined in the Factors to Consider.
Content necessary to teach areas outlined within the health framework is addressed in didactic school nurse courses (NURS 530, NURS 532, NURS 524, and NURS 526). In addition, as licensed heath care professionals, the content necessary to teach areas outlined within the health framework to individuals and small groups is part of nursing education preparation for Registered Nurses.

All fifty states have laws guiding the educational preparation of Registered Nurses. In this state, such statutes may be found within Title 16 of the California Code of Regulations, Section 1426.

Section 1426, subsections (d) and (e) specifically speak to requirements for theory and clinical practice in “medical surgical; maternal/child; mental health; psychiatric; and geriatric nursing.” Additionally, nursing programs must assure didactic content with regard to “personal hygiene; human sexuality; client abuse; cultural diversity; nutrition; pharmacology; legal, social, and ethical aspects of nursing; nursing leadership and management; nursing process; preventive, remedial, supportive, and rehabilitative nursing; physical, behavioral, and social aspects of human development birth through the age span; communication skills; anatomy; physiology; microbiology; and relevant behavioral and social sciences with emphasis on societal and cultural patterns, and behavior relevant to health and illness” (Title 16, CCR Section 1426, 1987, pp. 19-20)

Subject matter competence is assured through successful passing of the licensing examination. A candidate sits for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) following successful completion of a nursing program. Nurses who hold a Bachelor of Science degree in nursing are also eligible for state certification as public health nurses and have additional knowledge and skills which they bring to the role of health teacher in the school.

The CSUF School Nursing Program requires RN students who possess a non-nursing baccalaureate degree to take baccalaureate-level didactic and clinical community health nursing health courses to meet concentration prerequisites.

The following factors serve as a guide for initial program design and ongoing program evaluation. Please refer to the Delineation of Standards Embedded within STAH Courses, Standard 32 Table (below) for specific course information regarding how each factor is met.

- **Factor One:** Each candidate demonstrates the ability to plan, implement, coordinate and evaluate a health education curriculum within the context of a comprehensive school health model.

- **Factor Two:** Each candidate demonstrates the ability to facilitate positive health decision-making and health behavior among students based on current principles of health education.

- **Factor Three:** Each candidate demonstrates the ability to teach personal health, and promote physical activity and lifelong well being.
Factor Four: Each candidate demonstrates the ability to teach basic principles of human nutrition and dietary practices for health and well-being throughout the life cycle.

- **Factor Five:** Each candidate demonstrates the ability to teach basic principles of growth and development, family life and human sexuality.

- **Factor Six:** Each candidate demonstrates the ability to teach the basic principles of injury and violence prevention, and safety promotion.

- **Factor Seven:** Each candidate demonstrates the ability to teach students how to safeguard their health from the physical, mental, and social effects of alcohol, tobacco, anabolic steroids, and other drugs.

- **Factor Eight:** Each candidate demonstrates the ability to teach the basic elements of a health crisis and access to appropriate intervention and resources.

- **Factor Nine:** Each candidate demonstrates the ability to teach self, family and community health appraisal, and identification and utilization of community resources.

- **Factor Ten:** Each candidate demonstrates the ability to teach the basic principles of environmental health, disease prevention, risk reduction and health promotion.

- **Factor Eleven:** Each candidate demonstrates the ability to teach the basic principles of consumer health, including the impact of culture, media, technology and other factors on consumer health attitudes, knowledge, practices and skills.

- **Factor Twelve:** Each candidate demonstrates knowledge of health content as identified in state and national guidelines.

- **Factor Thirteen:** Each candidate demonstrates knowledge of the basic principles of professionalism and ethics in health, including the historical development of health education, current issues that affect the discipline, and the responsibility of nurses as teachers of health.

- **Factor Fourteen:** The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.
### Standard 32

<table>
<thead>
<tr>
<th><strong>Factors to Consider</strong></th>
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<tr>
<td>The following factors serve as a guide for initial program design and ongoing program evaluation:</td>
<td></td>
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<tr>
<td></td>
<td><strong>HESC 455:</strong> Based on specific criteria, students will evaluate a published health curriculum. <strong>NURS 534L:</strong> Develop a plan for health curriculum instruction within the context of a comprehensive school health model.</td>
</tr>
<tr>
<td>- Each candidate demonstrates the ability to plan, implement, coordinate and evaluate a health education curriculum within the context of a comprehensive school health model.</td>
<td><strong>NURS 534L:</strong> Develop a plan for health curriculum instruction and provide instruction which demonstrates the ability to facilitate positive health decision-making and health behavior among students based on current principles of health education.</td>
</tr>
<tr>
<td>- Each candidate demonstrates the ability to facilitate positive health decision-making and health behavior among students based on current principles of health education.</td>
<td><strong>EDSC 550:</strong> Presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies. <strong>NURS 534L:</strong> Prepare and implement health instruction which demonstrates the ability to teach personal health, promote physical activity and lifelong well-being.</td>
</tr>
<tr>
<td>- Each candidate demonstrates the ability to teach personal health, promote physical activity and lifelong well-being.</td>
<td><strong>EDSC 550:</strong> Presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies. <strong>NURS 534L:</strong> Prepare and implement health instruction which demonstrates the ability to teach basic principles of human nutrition and dietary practices for health and well-being throughout the life cycle.</td>
</tr>
<tr>
<td>- Each candidate demonstrates the ability to teach basic principles of human nutrition and dietary practices for health and well-being throughout the life cycle.</td>
<td><strong>NURS 534L:</strong> Prepare and implement health instruction which demonstrates the ability to teach basic principles of human nutrition and dietary practices for health and well-being throughout the life cycle.</td>
</tr>
<tr>
<td>- Each candidate demonstrates the ability to teach basic principles of growth and development, family life and human sexuality.</td>
<td><strong>EDSC 550:</strong> Presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies. <strong>NURS 534L:</strong> Presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies.</td>
</tr>
<tr>
<td>- Each candidate demonstrates the ability to teach the basic principles of injury and violence prevention, and safety promotion.</td>
<td><strong>NURS 534L:</strong> Prepare and implement health instruction which demonstrates the ability to teach the basic principles of injury and violence prevention, and safety promotion.</td>
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<tr>
<td>EDSC 550:</td>
<td>Prepare presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies.</td>
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</tr>
<tr>
<td>• Each candidate demonstrates the ability to teach the basic principles of injury and violence prevention and safety promotion. Each candidate demonstrates the ability to teach students how to safeguard their health from the physical, mental, and social effects of alcohol, tobacco, anabolic steroids, and other drugs.</td>
<td>NURS 534L: Prepare and implement health instruction which demonstrates the ability to teach the basic principles of injury and violence prevention and safety promotion. Each candidate demonstrates the ability to teach students how to safeguard their health from the physical, mental, and social effects of alcohol, tobacco, anabolic steroids, and other drugs.</td>
</tr>
<tr>
<td>EDSC 550: Prepare presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies.</td>
<td>NURS 534L: Prepare and implement health instruction which demonstrates the ability to teach the basic principles of injury and violence prevention and safety promotion. Each candidate demonstrates the ability to teach students how to safeguard their health from the physical, mental, and social effects of alcohol, tobacco, anabolic steroids, and other drugs.</td>
</tr>
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<td>• Each candidate demonstrates the ability to teach the basic elements of a health crisis and access to appropriate intervention and resources.</td>
<td>EDSC 550: Prepare presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies.</td>
</tr>
<tr>
<td>• Each candidate demonstrates the ability to teach self, family and community health appraisal, and identification and utilization of community resources.</td>
<td>NURS 534L: Prepare and implement health instruction which demonstrates the ability to teach self, family and community health appraisal, and identification and utilization of community resources.</td>
</tr>
<tr>
<td>• Each candidate demonstrates the ability to teach the basic principles of consumer health, including the impact of culture, media, technology and other factors on consumer health attitudes, knowledge, practices and skills.</td>
<td>NURS 534L: Prepare and implement health instruction which demonstrates the ability to teach the basic principles of consumer health, including the impact of culture, media, technology and other factors on consumer health attitudes, knowledge, practices and skills.</td>
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<tr>
<td><strong>EDSC 550:</strong> Prepare presentations which demonstrate expertise in teaching health topics using appropriate instructional strategies.</td>
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<tr>
<td><strong>NURS 534L:</strong> Prepare and implement health instruction which demonstrates knowledge of health content as identified in state and national guidelines.</td>
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</tr>
<tr>
<td><strong>EDSC 550:</strong> As part of course requirements, students design a comprehensive, technology-enhanced unit of study in health education that is aligned to California K-12 content standards for health (including the CA challenge standards), utilizes research-based instructional strategies, includes assessment tools aligned with standards. Students reflect on personal instructional strategies as they relate to state and national curriculum, standards and best professional practice.</td>
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<tr>
<td><strong>HESC 455:</strong> Curriculum Evaluation.</td>
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</tbody>
</table>

- Each candidate demonstrates knowledge of health content as identified in state and national guidelines.

- Each candidate demonstrates knowledge of the basic principles of professionalism and ethics in health, including the historical development of health education, current issues that affect the discipline, and the responsibility of nurses as teachers in health.

- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

<table>
<thead>
<tr>
<th><strong>EDSC 550:</strong> Evaluate research that focuses on the design, implementation, and evaluation of instructional strategies.</th>
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<tbody>
<tr>
<td><strong>NURS 534L:</strong> Evaluate personal teaching effectiveness. Complete logs ad evaluations of teaching experience and participate in conferences with faculty and master-teachers.</td>
</tr>
<tr>
<td><strong>HESC 455:</strong> Students will develop a health curriculum based on current research, students' needs and interests.</td>
</tr>
</tbody>
</table>
Supporting Documentation:

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