TO: Martin Cadwallader, Chair
Graduate School Faculty Executive Committee (GFEC)
Paul DeLuca, Provost

FROM: Katharyn A. May
Dean and Professor

RE: Proposal for a Capstone Certificate Program: Nursing Care of Children with Chronic Conditions in Schools

DATE: February 19, 2013

On behalf of the faculty of the School of Nursing, I am pleased to forward the attached proposal for a capstone certificate program focused on nursing care of children with chronic conditions in schools. We would appreciate review of this proposal by GFEC at their March 8 meeting and for information and automatic consent at the March 21 UAPC meeting.

If you have any questions, please do not hesitate to contact Professors Lori Anderson (lsanderson@wisc.edu), or Susan Riesch (skriesch@wisc.edu) or Assistant Dean Gale Barber (mgbarber@wisc.edu).

Thank you for your assistance in the review of this important new option.

Cc: Jocelyn Milner
   Kelly Haslam
   Judith Strand
   Katy Duren
   Lori Anderson
   Susan Riesch
   Nadine Nehls
   Gale Barber

Memo to campus re peds capstone certificate.doc
Proposed Capstone Certificate Program: Nursing Care of Children with Chronic Conditions in Schools

1. Capstone certificate name: Nursing Care of Children with Chronic Conditions in Schools

The School of Nursing is requesting approval to offer a distance-delivered capstone certificate program entitled Nursing Care of Children with Chronic Conditions in Schools. Prospective capstone certificate students are bachelor’s prepared nurses who in their practice roles as school nurses have identified the need for additional preparation in the care of children with chronic conditions in order to provide comprehensive care. The program is offered online to accommodate nurses whose job responsibilities require they be present onsite at their practice sites, that is, schools. The School of Nursing has delivered quality online course work at both the undergraduate and graduate level for over 15 years. Our official accrediting agency, the Commission on Collegiate Nursing Education, has been highly positive about the UW-Madison nursing programs.

The School of Nursing will be the sponsoring unit responsible for student progress, governance, and resources. Lori S. Anderson, PhD, RN, CPNP-PC will provide administrative leadership for the certificate program. She is an assistant professor in the School of Nursing and a board certified pediatric nurse practitioner. Professor Anderson is active in the community, the State, and nationally in studying and promoting the role of school nurses. Her research seeks to promote health and reduce stress among families of children with chronic conditions. This certificate program contributes to her research by developing an improved system of nursing care in the school setting for children with chronic conditions.

A vital partner in this capstone certificate program is the Department of Educational Leadership and Policy Analysis (ELPA). In addition to the program director, key faculty in the School of Nursing and ELPA who will teach formal courses are:

- **Julie F. Mead, PhD, Professor and ELPA Department Chair.** Professor Mead researches and writes about topics related to the legal aspects of education. Dr. Mead's research centers on legal issues related to special education and legal issues raised by various forms of school choice. Professor Mead has had extensive experience collaborating with school systems generally and with school nurses specifically on legal issues in education and health services in the educational setting. She has designed a number of case studies in her teaching career that depict typical situations and appropriate actions for their resolution. Prof. Mead’s expertise is a unique national resource to this capstone certificate program.
• **Andrea L. Williams, PhD, RN Associate Clinical Professor.** Professor Williams is one of 26 new members inducted into the UW-Madison Teaching Academy for 2012. In addition to her role as an Emergency Education and Trauma Program Specialist at UWHC, Williams teaches one of the required courses on leadership and clinical roles in the certificate program. She has a doctoral degree in continuing and vocational education. Her dissertation work focused on the educational experience of returning RN students. She has an extensive record of teaching health professionals, particularly those in isolated practice throughout the state.

• The following faculty are staff at the American Family Children’s Hospital and/or Adjunct Faculty in the School of Nursing whose contributions are key to the content of the courses, particularly in the capstone course.

  o **Kathleen Kelly Shanovich RN, MSN, AEC, Certified Pediatric Nurse Practitioner.** Ms. Shanovich is a nationally recognized clinical expert in pediatric allergy and asthma. She provides expert clinical nursing care and leadership to the Pediatric Allergy and Asthma Program at American Family Children's Hospital. She has also worked with the Center for Health Enhancement Systems Studies at the University of Wisconsin-Madison wherein she developed content for use by adolescents about their needs and preferences on managing chronic illness through mobile devices.

  o **Beth Van Den Langenberg, RN, MS, APNP, Certified Pediatric Nurse Practitioner.** Ms. Van Den Langenberg is a nationally recognized clinical expert in pediatric diabetes. She provides expert clinical nursing care and leadership in the Pediatric Diabetes and Endocrinology Clinic at American Family Children's Hospital. In this capacity, she provides pediatric diabetes education, counseling and treatment, including the genetics of diabetes, thorough health histories and preliminary examinations, comprehensive education regarding diagnosis, testing and all aspects of treatment, and coordination of care.

  o **Sharon Frierdich, RN, MS, Certified Pediatric Nurse Practitioner, Certified Pediatric Oncology Nurse.** Ms. Frierdich is a nationally recognized clinical expert in childhood cancer. She provides expert clinical nursing care and leadership on the Pediatric Hematology and Oncology Service at American Family Children's Hospital. In this capacity, she provides state-of-the-art interdisciplinary, evidence-based care for infants, children and adolescents with cancer, hematological, neurocutaneous, and immunological disorders during and after cancer therapy. Her family-centered approach is reflected in many of the patient education materials and videos available to families of children with cancer. She regularly contributes to UW Health’s Oncology Continuing Education Nursing Courses, specifically in the pediatric hematology and oncology update course. This course includes a review of pediatric hematological and oncological emergencies, supportive care interventions and review of chemotherapy agents for nurses in clinical practice.
Sara Parrell, RN, MS, Certified Pediatric Nurse Practitioner and Faculty Associate. Ms. Parrell has significant clinical achievements in the area of child and adolescent mental health. She has provided expert clinical care and leadership in the Madison Metropolitan School District and currently is a consultant there in health services for student mental health issues. She serves as a faculty associate preceptor in the UW-Madison School of Nursing in the area of children’s health. She has experience delivering nursing care in inpatient and community health settings. Ms. Parrell’s expertise is reflected in her many invitations to speak at events ranging from the Department of Public Instruction to the Wisconsin Public Health Association on the topic of building systems for mental health treatment and prevention for children and adolescents.

2. Timeline for Implementation
The capstone certificate will undergo review for departmental and campus approvals during academic year 2012-2013. We seek permission to implement the capstone effective academic year 2013-2014.

3. Supporting letters/memos
School nurses work in interdisciplinary teams with other disciplines. Their scope of practice is well defined by nursing organizations (American Nurses Association, American Nurses Credentialing Center, and State Boards of Nursing). Letters of support from the UW-Madison Department of Educational Leadership and Policy Analysis, the Wisconsin Association for School Nurses, and the Wisconsin Department of Public Instruction are enclosed with this proposal.

4. Governance
Governance responsibility for the Nursing Care of Children with Chronic Conditions in Schools capstone certificate program will reside in the School of Nursing. Associate Dean Nadine Nehls has administrative responsibility for academic programs. The Graduate Programs Committee (GPC), an elected faculty committee in the School of Nursing, has responsibility for curriculum oversight. Prof. Anderson will work with GPC, Associate Dean Nehls, and staff in the Academic Programs Office in the oversight of admissions, curriculum, and student progression. Program faculty are identified based on expertise in pediatric clinical practice and teaching.

The faculty director will be Prof. Anderson because she has the credentials to provide leadership to the program. She is Project Director of eSchoolCare, a federally funded program to improve competency of school nurses caring for children with chronic conditions by (a) providing accessible technological support for managing care through innovative applications for a tablet computer (iPad) and (b) educating school nurses in the knowledge and skills required to provide evidence-based care through a distance learning, academic-credit, post-baccalaureate certificate program.

Katharyn May, Dean and Professor, School of Nursing will appoint the faculty program director on the advice of the GPC and Associate Dean Nehls. The faculty program director
will report to Associate Dean Nehls. If it becomes necessary to replace the faculty director, the position vacancy will be circulated among nursing faculty and a replacement appointed in the same manner as Professor Anderson is appointed.

5. Purpose, rational, justification

The purpose of the Nursing Care of Children with Chronic Conditions in Schools capstone certificate program is to educate school nurses in the knowledge and skills required to provide evidence-based care for children with chronic conditions using a distance learning format.

School nurses who possess cutting edge knowledge, based on the best science about the care of children with chronic conditions, will be well positioned to be leaders in practice, and thus enhance the School of Nursing’s mission. The mission of the School of Nursing is to prepare leaders who improve human health through nursing science, education, and practice.

The gap in the School of Nursing’s program array that this capstone certificate program intends to fill is providing current knowledge and skill needed by nurses who practice in isolated, ever changing environments, such as schools situated in rural districts.

Healthy children learn better. Wisconsin’s one million school-attending children are no exception. School-age youth increasingly bring a variety of health-related needs into the classroom. The school nurse is the primary professional in the educational setting providing care for students with chronic conditions. Changing technologies and increasingly complex care requirements have left Wisconsin school nurses seeking further training necessary to provide quality care for children with chronic conditions and their families. School nursing has been termed the invisible health care system because considerable care is delivered in this setting. Further, the numbers of children in schools who have chronic conditions such as asthma, severe allergic conditions, cancer, diabetes, mental health issues, and other alterations in their health are continuing to increase.

This capstone certificate is unique to the School of Nursing’s current program array. It potentially could attract school nurses as students beyond the State of Wisconsin. Nurses who earn this certificate would provide leadership to their schools and school districts in developing systems of care for children with chronic conditions that contribute to: improved integration of care in the school setting with the child’s health care system; improved communication with health care providers; improved understanding of legal mandates and implementation of health care accommodation in the school setting; reduced stress for families of children with chronic conditions; and improved health outcomes for the children. We also anticipate that nurses will report increased competence and confidence in the care of children with chronic conditions and enjoy improved job satisfaction and retention.

The audience for the capstone certificate program is nurses in current school nursing practice who have an earned Bachelor of Science degree. These nurses would “cap off” their undergraduate education with coursework specifically focused on the care of children with chronic conditions the school setting.
There is a societal and student demand for the certificate program. A survey of Wisconsin School Nurses was conducted in 2010 by Prof. Anderson’s team. The purpose of the survey was to gauge interest in eSchoolCare, and to identify potential barriers to it. The questions included nurse demographics; school and student characteristics; perceived need for more education about a listing of common conditions, procedures, and related topics such as Individualized Education Plans; interest in and barriers to certificate courses; and extent to which the School Nursing Scope and Standards of Practice were followed. The survey was sent by email to 418 members of a State of Wisconsin Department of Public Instruction school nursing list serve, 174 responses were received for a response rate of 41.6%. Results indicated that school nurses worked an average of 33 hours per week in an average of 3 school buildings. They cared for an average of 1,450 children each, 358 of them being children with chronic conditions. Eighty percent reported they practiced in rural or small towns. Many nurses had transferred into school nursing positions from acute or chronic care settings; 75% had no prior experience practicing nursing in a community setting. Findings indicate that school nurses are thinly spread, isolated from each other, and being asked to provide care to students with increasingly complex chronic health conditions with few resources.

A majority of Wisconsin school nurses indicated that they would participate in further training and that they need additional information on legal issues, care coordination, resources, role-related information, and specific conditions and procedures. The survey asked school nurses to rate the following statement: “I need more information/training about the following conditions, procedures, and actions:” They were asked to rate each condition, procedure or nursing action on a scale of 1 – 5, with 1 being “Completely Disagree” and 5 being “Completely Agree.” All of the chronic conditions (diabetes types 1 and 2, psychiatric disorders, cancer, asthma, severe allergy), and nursing procedures (ventilator care, central venous catheters, tracheostomy care, ostomy care, pump medications, gastrointestinal tubes, and oxygen administration) and actions on behalf children with chronic conditions (securing funding, delegation and supervision of nursing care, Individuals with Disabilities Education Act and 504 plans, delegation and supervision of medication administration, special education, Individualized Education Plans, consultation with other health care providers, Individual Health Care Plans; Emergency Care Plans) had mean scores over 3 indicating agreement with the need for more information and training.

In addition, in 2009, the Wisconsin Department of Public Instruction, the UW-Madison School of Nursing Continuing Education Department, and American Family Children’s Hospital responded to school nurse requests and offered a day-long education program for school nurses. Topics included gastrointestinal tube management and tube feedings; diabetes management: insulin pumps and sensors; and wound VACs. The program enrolled the maximum 40 participants and 17 nurses were wait-listed. Space and resource constraints prevented further enrollment. The program evaluations indicated a positive view of the program with participants desiring more time to cover content, more hands-on activities, and for it to be an annual event.

The online design of the capstone certificate program extends to a new external market, that is, school nurses who indicated that they were unable to participate in a hands-on training
because they could not leave their schools and/or because they practiced in distant, rural, and underserved areas of the state. Yet, these nurses indicate a need for the content the program offers. Thus, the Nursing Care of Children with Chronic Conditions in Schools capstone certificate program will attract a new student aggregate who have not typically enrolled in UW Madison programs. Only 4% of those surveyed preferred an all face-to-face format for certificate courses with 89% preferring all distance or hybrid formats.

As noted earlier, the School of Nursing has a long history of delivering quality online course work at both the undergraduate and graduate level. Our undergraduate and graduate programs have received full national accreditation by the Commission on Collegiate Nursing Education (CCNE).

6. Curriculum
The 10-credit program of study consists of course work addressing care of children with chronic conditions, the system including legal and ethical issues in which the care is delivered, and professional issues of interdisciplinary school nursing practice. Enrollees complete the certificate requirements in three semesters and a summer. Of the required course offerings, N704 meets only in the Fall, EPLA 940 meets only in the Spring, N746 meets every Fall and Spring, and N740 meets only in the Summer. All of the courses are existing course available online. See Table 1 below.

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<th>Year 1</th>
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<td>N704 Leadership in Nursing Roles, Ethics, and Systems of Care</td>
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<td>EPLA 940 Legal Rights and Responsibilities for Teachers</td>
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<td>OR</td>
<td>N746 Interdisciplinary Care of Children with Special Health Care Needs</td>
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<td>N740 Issues in Nursing Care of Children with Chronic Illness in the Schools</td>
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<td>N704 Leadership in Nursing Roles, Ethics, and Systems of Care</td>
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<tr>
<td>OR</td>
<td>N746 Interdisciplinary Care of Children with Special Health Care Needs</td>
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Table 1: Nursing Care of Children with Chronic Conditions in Schools Certificate Program

Total Credits Required: 10
The program of study prepares students to earn a capstone certificate in the care of children with chronic conditions in the school setting. No other program of this kind exists in the nation. The courses were selected to provide the knowledge and skill for competent practice and leadership in school nursing. The content for each course is briefly summarized.

**N704 Leadership in Nursing Roles, Ethics, and Systems of Care.** The content in N704 is designed for school nurses to gain expertise in developing and enacting new roles; interpreting legal and professional requirements and regulations; exerting leadership; and examining the ethics, values, beliefs, and norms of decision making in an interdisciplinary, collaborative practice. It is current course offered in the Doctor of Nursing Practice (DNP) program in the School of Nursing and is delivered in a hybrid model with most meetings online but some face-to-face. Use of Skype is an acceptable alternative to face-to-face attendance.

**N746 Interdisciplinary Care of Children with Special Health Care Needs.** The content in N746 is designed for school nurses to join and exert leadership among interdisciplinary teams caring for children with special health care needs. The content is presented within the context of family, culture, social determinants of health, community, and healthcare policy. Students are introduced to interdisciplinary, collaborative, family-centered team care. This course is currently offered every semester and is cross listed with the departments of Social Work in the College of Letters and Science, Pediatrics in the School of Medicine and Public Health, and Nursing. This course is delivered online.

**EPLA 940 Legal Rights and Responsibilities for Teachers.** The content in ELPA 940 is designed for school system employees and administration to understand and apply the legal and ethical aspects of federal mandates for children in schools and in particular children with special needs. In-depth examination of the following topics is included: legal aspects of public K-12 education; legal structure; employee rights; employee discipline; curriculum; students' rights; student discipline; special education; torts; contracts; religion; and the impact of federal and state constitutions, statutes, and court decisions on education. The ELPA department has approved the course for inclusion in the certificate program as indicated in their letter of support. The course is delivered online.

**N740 Issues in Nursing Care of Children with Chronic Illness in the Schools.** The content in N740 is designed to allow school nurses to define and discuss emerging issues related to nursing care of children with chronic health conditions in the school setting. Participating students, faculty, scholars, and professionals discuss their work and emerging issues in the field of school nursing. This on-line seminar introduces students to professional development issues commonly experienced by professionals working with children with chronic illnesses and how these issues impact the nurse practicing in the school setting. This course is typically offered each summer, and is entirely on-line.

The curriculum plan accounts for the following stipulations:
- The number of credits is within the capstone certificate recommendation of 10 credits.
The certificate is designed for post-baccalaureate prepared school nurses who are working professionals. The formal courses are offered online.

No courses approved for Credit/No Credit or pass/fail grading are included in the curriculum.

The course requirements for the capstone certificate are well-defined, all courses are currently available to other UW students, and all have been approved by the School of Nursing.

No special topics courses are planned for the certificate program.

The curriculum and requirements for the *Nursing Care of Children with Chronic Conditions in Schools* capstone certificate program are prescribed; few exceptions or course substitutions are anticipated. Exceptions will be approved by the certificate program director.

7. **Overlap limits**
   The emphasis of the capstone certificate is on school-based care of children with chronic conditions. As such, there is no overlap identified.

8. **Assessment and program review**
   The major learning goals of the certificate program are based on the School Nursing Scope and Standards of Practice (American Nurses Association & National Association of School Nurses, 2011). The learning outcomes are targeted to aspects of professional practice, ethics, resource utilization, collegiality, research, leadership, and management. The learning outcomes include:

   a. Collects comprehensive data pertinent to children with chronic conditions health or situation; analyzes the assessment data to determine diagnoses or issues; identifies expected outcomes for a plan of individualized care for the student or situation; develops a plan that prescribes strategies and alternatives to attain expected outcomes; coordinates care delivery; provides health education and employs strategies to promote health and a safe environment; provides consultation to influence the identified plan, enhance the abilities of others, and effect change; uses prescriptive authority, procedures, referrals, treatments and other therapies in accordance with state and federal laws and regulations; and evaluates progress towards achievement of health outcomes for children with chronic conditions.

   b. Enhances the quality and effectiveness of nursing practice in the care of children with chronic conditions.

   c. Attains knowledge and competency that reflects current school nursing practice in the care of children with chronic conditions.

   d. Evaluates one’s own nursing practice in relation to professional standards and guidelines, relevant statutes, rules, and regulations in the care of children with chronic conditions.

   e. Interacts with the child, family, school staff, and others in the conduct of school nursing practice on behalf of the children with chronic conditions to enhance collegiality.

   f. Integrates ethical provisions in all areas of care of the children with chronic conditions.
g. Integrates research findings into the care and systems of care of children with chronic conditions.

h. Considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of school nursing services for children with chronic conditions.

i. Provides leadership in the professional practice setting and the profession on behalf of children with chronic conditions.

j. Manages school health services for children with chronic conditions.

The curriculum requirements integrate content to support these learning goals.

Assessment and program review will occur as follows. Nursing faculty teaching in the certificate option will review aggregate admissions data, course evaluations, and feedback from students annually. These data will be presented to the Graduate Programs Committee on a regular basis to determine if learning goals are being met and if curricular changes are warranted. The Graduate Programs Committee will be responsible for conducting the capstone certificate program review five years after implementation and regularly after that. Potential impact on the Doctor in Nursing Practice and Doctor of Philosophy programs will be monitored.

9. Admission to the Capstone certificate program

Staff members from the Division of Continuing Studies and the School of Nursing have met to review admission processes. Applications will be accepted once a year (March 1 deadline for fall admission). The deadline will be revised for the first admission cycle given the review of the proposal will occur in March. Applicants will complete the online application through the Division of Continuing Studies at http://www.dcs.wisc.edu/info/univspec.htm. In addition, applicants will submit the formal application materials listed below to the School of Nursing for review by faculty. The decision to admit will be made by the faculty director in consultation with the program faculty (see question 2) and will be conveyed to the Division of Continuing Studies.

Criteria for admission include:

- **Bachelor’s Degree.** A baccalaureate degree with a major in nursing from a nationally accredited program is required.

- **GPA of 3.0 or greater on courses from the nursing major.**

- **Nurses in School Nursing Practice.** Demonstrated interest in school nursing practice as evidenced by current position as or stated desire to enter school nursing practice.

- **RN Licensure.** Registration as a professional nurse licensed to practice in the US.

Materials to be submitted to the School of Nursing are:

- **One complete set of official transcripts.** This should be from all institutions attended, excluding UW-Madison. Unopened, official transcripts from all institutions outside of UW-Madison in one envelope should be submitted to the School of
Nursing Graduate Admissions Office postmarked or in person by the March 1 deadline.

- **Reasons for seeking admission to the capstone certificate.** In a typed, double-spaced statement, the reasons for applying, work experiences that contributed to the applicant’s knowledge and interest in the area, and goals for the future will be elicited as part of the application to the Nursing Care of Children with Chronic Conditions in Schools capstone certificate program.

- **Curriculum vitae or resume.**

- **Photocopy of nursing license.** Applicants should submit a copy of their current state nursing license.

10. Marketing and enrollment

We expect to admit and enroll 5 to 8 students each fall semester. Capstone students will be enrolled in course work with students pursuing other degrees, such as the DNP or Master of Science in Educational Practice. An informational brochure for distribution and posting on the School of Nursing web site is under development.

If enrollments are lower than expected, we will increase marketing strategies and perhaps gather additional data as to the need for and reputation of the program. If enrollments are higher than expected, the addition of extra sections to the required courses will be explored. Because a cost recovery mechanism is being used to fund this program, additional sections of current courses should be a viable option.

We plan to market the program on the School of Nursing website, at regularly scheduled conferences in Wisconsin (e.g. Wisconsin Association of School Nurses (WASN) and the Wisconsin Public Health Association), and through direct mailings to school nurses in partnership with the Wisconsin Department of Public Instruction and WASN. We intend to communicate the availability of the capstone certificate to leadership at the National Association of School Nurses (NASN) and the American Public Health Association.

11. Progress and certificate completion

When capstone students first enroll, they will be enrolled into the plan code corresponding to the Nursing Care of Children with Chronic Conditions in Schools capstone certificate program. Each student will be assigned to the certificate program faculty director as a faculty advisor. The certificate program faculty director and the Graduate Program Student Services Coordinator are responsible for tracking and managing enrollment in the capstone certificate program. They will remain conversant in DCS/ACSSS and Registrar’s Office practices relative to this consideration.

The certificate program faculty director and the Graduate Program Student Services Coordinator will review student progress at the end of each academic year. A minimum 3.0 GPA must be earned on all coursework attempted for the program and will be verified every semester by the Student Services Coordinator who also will be responsible for communicating with the Registrar’s Office and the Division of Continuing Studies when students have met all the requirements for the certificate.
The document of record will be the degree audit system (DARS). When completed, the certificate will be recorded on the official student record and prints to the student’s transcript. The Registrar’s Office will serve as the office that supports DARS for capstone programs.

The Graduate Program Student Services Coordinator will report the student’s completion of the requirements to the Registrar’s Office, enabling the capstone certificate to be posted to the student’s record.

No certificates will be awarded retroactively to students who completed the requirements before the Capstone certificate proposal was approved or while enrolled as a degree-seeking student or special (non-degree) student.

12. Advising and exceptions/substitutions
   The course sequence is flexible; little course advising is required. The certificate program faculty director will recommend additional experiences the student might explore in the certificate based on career goals. The certificate program faculty director will also be involved if a student is not making satisfactory progress in the program. If a student has completed course work at another institution, the certificate program faculty director will review the course materials and make a recommendation regarding any course substitutions to the certificate program director. Exceptions to the required coursework or admissions policies are expected to be extremely rare and will be handled on a case-by-case basis. The certificate program faculty director has sign off authority on exceptions.

The Academic Programs Office in the School of Nursing has resources necessary to support the program. We currently provide administrative support for the Prevention Science Certificate Program and the Post Graduate Program in Psychiatric Mental Health Nursing, and as such are aware of resource requirements.

13. Financial Aid and Graduate Assistantships
   Given limited financial aid/scholarship resources in the School of Nursing, students will not be considered for financial aid administered by the School of Nursing. We expect that employers will provide tuition assistance to students enrolled in the certificate program. Of school nurses surveyed in 2010, many (60%) indicated their district would provide tuition assistance or compensatory time for education and training.

14. Fiscal Structures
   A cost recovery model is proposed for the capstone certificate. Students in the capstone certificate will enroll in existing courses with students in the DNP program and with students in the ELPA graduate program. Costs to offer the shared courses (N704, N746, ELPA940) will be split between the certificate program and school/college funds. The full cost to offer N740, the capstone course unique to the certificate program, will be covered by certificate program revenue. Tuition will be assessed at the graduate student level. For budget purposes, a cohort of 8 students per year is projected. Projected annual revenues for the capstone certificate once it is fully implemented (Year 2) are approximately $66,000/year;
projected expenses are approximately $54,000/year to cover faculty salaries, administrative, student services and instructional technology support.

15. Ongoing Commitment
The School of Nursing is committed to implementing and continuing the proposed capstone certificate program. It meets a critical need for nurse training in school health services for children with chronic conditions not currently met with existing offerings, engages a new audience, and articulates well with the existing degree programs while enhancing the Mission of the School of Nursing. Therefore, a proactive stance about: checking course availability, maintaining regular contact with the Registrar’s Office and DCS; communicating changes in the requirements to reflect changes in school nursing practice; and maintaining information on the School of Nursing web site that includes accurate and governance-approved details about the program and links to DCS is the mode of operation for this program.

Literature Cited
APPENDIX
Addressing the Educational Innovation (EI) Program Development and Implementation Principles

EI 1. The campus is committed to continuing what is best about “traditional” education, including meaningful intellectual encounters, both inside and outside the classroom, between talented, committed faculty and qualified learners. The campus is also committed to supporting educational innovations, enhancing transformative learning, investigating the use of new pedagogies, and engaging new audiences.

The proposed capstone certificate, Nursing Care of Children with Chronic Conditions in Schools, exemplifies this first principle. The courses required for the certificate are on-campus required courses taught by faculty who are highly talented in their fields by virtue of their preparation and experience. All have been delivered as online courses and received positive evaluations by students. Innovative methods using the Desire2Learn platform have preserved the meaningful intellectual encounters so valued by students and faculty alike.

One course, N740 Issues in Nursing Care of Children with Chronic Illness in the Schools, was developed, reviewed by the appropriate committees, and approved for the certificate program. It addresses content that may also be useful to BSN@Home students (nurses educated at the Associate Degree or Diploma level who are completing their baccalaureate degree at one of the UW campuses as part of the statewide program), and as such, is open to students in that program as well. It will be taught by Assistant Professor Lori S. Anderson, a certified pediatric nurse practitioner and former school nurse, whose research and teaching is directly linked to improving the healthcare children with chronic illness receive in community settings. Staff for this course consists of the highly regarded advanced practice nurses at the American Family Children’s Hospital and UW Health who also have appointments in the School of Nursing. This certificate program will engage a new audience, nurses who practice or desire to practice in schools.

EI 2. Development of new options for post-baccalaureate education should not diminish the quality of, and access to, existing degree programs. New programs should be evaluated for their impact on undergraduate and graduate education within the unit.

The audience for this capstone certificate program, nurses who practice or desire to practice in schools, need the school-focused content for their practice. Most likely, this content was not part of their undergraduate education and it is critical to successful practice in their setting. They likely would not enroll in a graduate degree to access this information. On the other hand, a positive experience with this certificate program could serve to motivate this audience to seek the Doctor in Nursing Practice or Doctor of Philosophy degree in the future. It is unlikely there would be an impact of this certificate program on undergraduate education. The impact on graduate education can be monitored as part of the ongoing evaluation of the certificate program.

EI 3. Extending the reach of a UW-Madison education to new students is consistent with the Wisconsin Idea. In reaching new learners, programs should be designed so as to enhance, not dilute, the overall UW-Madison brand and reputation.
Nurses who enroll in the certificate program are professionals who would not typically enroll in
a formal degree face-to-face, on campus, program given the demands of their positions. The
brand and reputation of UW-Madison should be enhanced because the requirements include
existing, successful courses delivered online by talented and committed faculty.

EI 4. New programs should take advantage of UW-Madison’s institutional strengths, while also
recognizing that we offer an ideal environment for experimentation in teaching and learning,
and in translating world-class research into practice.

Nurses who practice in schools are typically isolated from a healthcare team. Recent federal
mandates have resulted in children attending schools with increasingly complex health needs.
Many school nurses have minimal experience caring for these children. Meanwhile, at the UW
School of Nursing and the American Children’s Family Hospital, research and teaching
collaborations have been forged and are successful in bringing the knowledge and skill necessary
to improve the care of these children in community settings. Thus, the world class research and
clinical care at UW can be translated to schools through the training of school nurses as a result
of this certificate program.

Despite and because of their relative isolation, school nurses need to communicate regularly with
other healthcare team members on behalf of the child and family. Thus, the attention to inter-
professional health care is emphasized in N746 Interdisciplinary Team Care of Children with
Special Health Care Needs. In this course, faculty and clinicians from nursing, medicine,
pharmacy, and social work discuss care across the trajectory of illness presented within the
context of family, culture, social determinants of health, community, and healthcare policy.
Thus, students are introduced to interdisciplinary, collaborative, family-centered team care, the
ideal for children with chronic conditions in community settings.

EI 5. The number of our faculty has declined. Therefore, expansion of the number of students
served should be undertaken with consideration of maintaining overall campus-wide educational
quality. New program revenue streams may help to provide resources to stem and reverse the
loss of faculty and instructional positions.

The School of Nursing has not been spared the decline in faculty and we have taken steps to
expand the number of students given the expected shortage of nursing in the coming years.
However, given the use of innovative technologies and digital teaching and learning resources,
we feel the level of educational quality has risen in our school. This certificate program expands
the number of students in our programs minimally (8 to 10 per year). We project a revenue
stream adequate to cover this program and its associated costs. This program, in concert with the
Cooper Hall, the Nursing Science Building to open Fall 2014, should raise the visibility of
nursing in the State and perhaps the nation. The skills provided with this certificate will enable
completers to take leadership positions in their schools and make additional contributions to the
workforce in Wisconsin and beyond.

EI 6. Revenue generation is only one goal, albeit an important one, of the EI program. We
recognize that some programs will be better positioned than others to generate new revenues.
This difference should not lead to devaluation of certain disciplines or programs, nor change our structure as a comprehensive university. The role of new revenue programs should be viewed in the context of a comprehensive approach to re-envisioning delivery of the breadth of the educational experience we offer for undergraduate, graduate, professional, and non-degree (special) students.

The proposed Capstone Certificate Program: Nursing Care of Children with Chronic Conditions in Schools, is expected to recover costs associated with it and little more. Yet, it will bring a new learner to the university, enable the talents and world class knowledge of nursing faculty and staff at the American Children’s’ Hospital to be accessed by nurses whose jobs require it, and serve as an exemplar of how a comprehensive public university can deliver a crucial educational experience to professionals in the field.
January 22, 2013

Lori S. Anderson PhD RN CPNP  
Assistant Professor, School of Nursing  
University of Wisconsin-Madison  
600 Highland Ave CSC K6/3  
Madison, WI 53792-2455

Dear Professor Anderson,

As chair of the Department of Educational Leadership and Policy Analysis (ELPA) in the UW-Madison School of Education, I write to voice my willingness to collaborate with you and serve as program faculty on the Post Baccalaureate Nursing Care of Children with Chronic Conditions in the School Setting capstone certificate program. We've met and communicated a number of times and I am certain nurses and society will benefit as a result of this work.

My specific role is anticipated to be teaching capstone students in my existing online course, ELPA 940 Legal Rights and Responsibilities for Teachers. I will be interested in perusing student evaluations of the course and discussing them with you. The content of this course includes: introducing various legal issues and identifying those issues inherent in the delivery of pupil services; examining the foundation created by federal disability law (Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA)); examining the relationship between state and federal law in the delivery of special education; exploring various legal principles and their application; examining the relationship between statutory and regulatory requirements and practice; identifying various analytic frameworks that guide legal analysis; applying principles and/or frameworks to a situation or issue; analyzing existing policy from a legal perspective; and understanding the dynamic nature of school law and exploring resources available to remain current. These issues are very pertinent for anyone whose realm of practice is the educational setting and system.

ELPA has approved 940 Legal Rights and Responsibilities for Teachers for inclusion as a requirement for the capstone certificate program. This course is delivered online and offered each spring semester.

Collaborating with you and including school nurses in ELPA 940 is within the department’s mission. I have worked with school nurses around legal statutes and know that they depend on
them and need to understand Section 504 and other legal and policy aspects of practice. We share your opinion that the content we teach aligns with the context in which school nurses practice. The certificate program is certainly needed.

Please let me know if there is any other information I could provide to you. I am very excited and enthusiastic about the Post Baccalaureate Nursing Care of Children with Chronic Conditions in the School Setting capstone certificate program. I look forward to watching the program develop and grow.

Sincerely,

[Signature]

Julie F. Mead, Ph.D.
Professor and Chair
Educational Leadership and Policy Analysis
December 4, 2012

Lori S. Anderson PhD
Professor, School of Nursing
University of Wisconsin-Madison
600 Highland Ave CSC K6/3
Madison, WI 53792-2455

Dear Professor Anderson,

On behalf of the Wisconsin Association of School Nurses (WASN), I am conveying my enthusiastic support for the Post Baccalaureate Nursing Care of Children with Chronic Conditions in the School Setting 10-credit capstone certificate program. As you note, school nurses practice in an invisible health system and are relatively isolated in their practice. WASN has enjoyed a productive collaboration between our organization, the State Department of Public Instruction, and the University of Wisconsin System. This capstone program is compelling in its goal to bring the resources of UW-Madison School of Nursing, the Department Educational Leadership and Policy, and American Family Children’s Hospital to school nurses. The idea that the borders of the university are the borders of the state benefits not only school nurses, but also the entire State’s citizenry.

More importantly, however, are the ideas to promote school nurses’s knowledge and skill in the care of children with chronic conditions. School nurses care for children with a variety of health-related conditions. We practice in a setting geared toward learning not healthcare delivery. The magnitude of the difference in these two systems often is not understood or appreciated. Under the Individuals with Disabilities Education Act, school districts are responsible for providing appropriate public education to all children in the least restrictive environment. We have seen a dramatic increase in the enrollment of children with chronic conditions. We have numerous anecdotes of children discharged from healthcare facilities without any well-conceived plan for coordinating their care at home and school.

School staff look to the school nurse to provide information for the child’s healthcare and to bridge the two systems. School nurses often feel inadequately prepared to handle the care of these children and to assume leadership in emergency care without additional training. School nurses need information about managing these conditions that is accessible, current, and useful. While advances in technology have broadened access to this information, the idea of providing school nurses with an online certificate program that is flexible in the array and scheduling of courses is most heartily welcomed. Providing an online, university-credit granting certificate program is both timely and needed!
I believe WASN members and other school nurses will embrace this program. We pride ourselves in being competent professionals and lifelong learners. I anticipate many will enroll in the certification program.

Therefore, I am pleased to offer you WASN’s support. WASN looks forward to working closely with you to implement this innovative idea.

Sincerely,

Louise Wilson MS, BSN, RN, NCSN
President Wisconsin Association of School Nurses

Health Services Supervisor
Beaver Dam Unified School District
December 10, 2012

Lori S. Anderson, PhD RN CPNP  
Assistant Professor, School of Nursing  
University of Wisconsin-Madison  
600 Highland Ave CSC K6/3  
Madison, WI 53792-2455

Dear Professor Anderson:

We at the Wisconsin Department of Public Instruction (DPI) express our enthusiastic agreement to work with you on the Post Baccalaureate Nursing Care of Children with Chronic Conditions in the School Setting Certificate Program. As the state agency responsible for providing leadership in the areas of school nursing practice, school health policy, and school health programs, we could not be more thrilled with the idea of developing and implementing online university-credit granting post baccalaureate certificate program. We are particularly pleased that you are focusing on children with special health care needs.

The specific role of the DPI would be to expedite access to the school nurses in the State of Wisconsin through email networks, communicate with school and public health nurses as necessary and appropriate, and assist with curricular content and testing of any strategies you develop prior to them “going live.”

Our data indicate that many nurses are challenged by the complex care of children with special health care needs in schools. One-third of the state’s school nurses have a mere 0 to 5 years experience in school nursing. Over 50 percent of our nurses judge the quality and effectiveness of nursing services in schools as inadequate. Over 90 percent of our nurses report the severity and complexity of student’s health needs have increased. Most of this increase is due to children with chronic conditions learning in the general classrooms. Though funding and priority setting contribute to nurses’ perception of lack of quality and effectiveness, their lack of knowledge is also cited, among 39 percent of our nurses.

Partnering with the vast resources of the UW School of Nursing and the American Family Children’s Hospital to provide information and training for school nurses is a novel idea that should be cost-effective. The use of technology, specifically distance learning formats, will significantly improve nurses’ access to information and training. Though DPI already has extensive web resources for school nurses, this partnering will improve the depth and quality of the resources that should improve school nurse practice, school nurses’ job satisfaction and willingness to remain in their positions, and ultimately improve child and family health outcomes.
Our long history of collaboration, including the eSchoolCare project, should bode well for the success of this project and should benefit the citizens of the State of Wisconsin, particularly children with chronic conditions and their families.

Sincerely,

Bette Carr, RN, MSN, NCSN
School Nursing and Health Services Consultant
Wisconsin Department of Public Instruction

BC/ep
TO:       Martin Cadwallader, Chair
Graduate School Faculty Executive Committee (GFEC)

        Paul DeLuca, Provost

FROM:    David Rosenthal, Associate Dean
School of Education

RE: Support for the Proposed Capstone Certificate Program: Nursing Care of
Children with Chronic Conditions in Schools

DATE: February 26, 2013

On behalf of the School of Education, I am pleased to write this memo of support for the
capstone certificate being proposed by the School of Nursing. The focus of the certificate
program is on nursing care of children with chronic conditions in the school setting;
collaboration between the School of Nursing and School of Education is very fitting to
accomplish the goals of the certificate. Students in the certificate program are nurses practicing
in the school setting or preparing to practice in the school setting. They will enroll in Educational
Leadership and Policy Analysis (ELPA) 940 Legal Rights and Responsibilities for Teachers as
part of the certificate. Knowledge of legal issues in education and health services is essential
content for these nurses. ELPA has enthusiastically supported the proposal and has indicated
that the projected number of students can easily be accommodated in the course each year.

I encourage the Graduate School Executive Committee to approve this important capstone
certificate. If you have any questions, please do not hesitate to contact me.