Policies Governing the ICMSN Graduate Faculty Organization

Intercollegiate
Consortium for a
Master *of*
Science
in **Nursing**

Southeastern
Louisiana University

McNeese State University

University of
Louisiana at Lafayette

Nicholls State University

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INTRODUCTION

This handbook is intended to serve as a reference for graduate faculty members from ICMSN schools. Because of the challenge of distance and the divergent roles each of us has, this handbook will help to standardize the approach we take in dealing with questions related to online course administration, and expectations of students in practicum and online environments.

Organizational Structure

Administratively, the Council of the Intercollegiate Nursing Consortium (C.I.N.C) oversees the programs of the consortium institutions and assures that the policies of the consortium are reflective of the interests of the member institutions and responsive to the needs of the nursing profession. Additionally, C.I.N.C. is authorized to hear, adjudicate, and/or recommend action to the appropriate authority (ies) to resolve faculty, student, and institutional grievances pertaining to the administration of the affiliates of the Intercollegiate Nursing Consortium after established institutional appeals procedures have been followed. Membership on the C.I.N.C. consists of the chief academic officer, and the deans and graduate program coordinators from each participating institution. Department heads will serve as ex-officio members.

Each institution appoints a graduate program coordinator who is an approved member of the graduate faculty. The coordinator is an administrator and a teacher who acts as liaison between administration, faculty, and students. The four graduate coordinators make up the Coordinating Committee, which meets on a regularly scheduled and as needed basis. These graduate coordinators provide the day-to-day implementation of the curriculum and administrative oversight. Finally, all qualified graduate faculty from the four institutions meet annually and on an as-needed basis to address academic issues germane to implementation of the curriculum.

MEMORANDUM OF AGREEMENT
AMONG
MCNEESE STATE UNIVERSITY, NICHOLLS STATE UNIVERSITY, SOUTHEASTERN LOUISIANA UNIVERSITY, AND UNIVERSITY OF LOUISIANA AT LAFAYETTE
FOR THE OPERATION OF THE
INTERCOLLEGIATE CONSORTIUM FOR A MASTER OF SCIENCE IN NURSING (ICMSN)

Preamble

The Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) is an academic partnership among four institutions of higher learning offering advanced nursing programs with common specialties. Each institution is authorized to offer the Master of Science in Nursing (MSN) through affiliation with the ICMSN. The collaborative effort supports open mobility and matriculation through the utilization and application of an agreed upon philosophical base. Students are eligible to enroll in program specific courses across the campuses of participating institutions. All courses completed within the consortium are considered resident among member institutions. The outcome generates an educational alliance that promotes teaching and research where resources are shared and quality graduate nursing education is actualized.

Introduction

McNeese State University, Nicholls State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette have agreed to cooperate in the operation of a consortium to offer graduate education in nursing. The consortia arrangement is intended to make effective use of existing resources and to meet the need for master's level nursing education in southern Louisiana. To this end, the four institutions named above and the University of Louisiana System Board of Supervisors and the Louisiana Board of Regents agree to the following terms and conditions.

Administration

A Council of the Intercollegiate Consortium (CINC) will assure that the policies of the consortium are reflective of the interests of the member institutions and responsive to the needs of the nursing profession. Membership on the CINC will consist of the chief academic officer, the dean/department head of the college/school of nursing, and graduate program coordinator from each participating institution. Department heads will not have voting privileges.

The CINC will adopt bylaws to guide its internal operations and will meet annually at participating institutions. The CINC will oversee the operation and management of the consortium. The officers of the CINC will be elected from the membership and will consist of a chairperson, vice chairperson and secretary.

The CINC will be responsible for establishing and revising as necessary, policies for the operation of the consortium. The CINC may appoint whatever committees and committee membership it deems appropriate to ensure optimal functioning of the consortium. Each participating institution, using minimum criteria set by the CINC, shall have jurisdiction over its faculty and program.

The CINC may designate primary responsibility for specific functions to any of the participating institutions as needed and in accordance with consortium bylaws.

Each institution will appoint a program coordinator who shall be an approved member of the graduate faculty of the consortium. The institutional program coordinators will constitute a Coordinating Committee. The Coordinating Committee will meet as needed, but no less than three times a year on a rotating basis between participating institutions and will report to the deans.

Resources

Monies generated by tuition, fees and formula appropriations for each course offered in the programs of study will accrue to the institution at which the student is registered. Each institution will be responsible for providing the instruction and resources necessary to assure that its contribution to the consortium is one of high quality. Collectively, the participating institutions will be responsible for providing resources sufficient to maintain the quality of its programs at the level necessary to assure receipt and maintenance of professional accreditation.

Faculty

Faculty members who teach any graduate program course must be qualified to hold graduate faculty status at their home institution. Collectively these faculty will constitute the graduate faculty organization of the ICMSN.

Students

A student admitted to any ICMSN program must meet the standards of admission consistent with the graduate schools of the participating institutions. Students shall be registered at their home institution and shall have a degree plan managed by the appropriate faculty at the home institution. Regardless of the institution in which the student enrolls or registers, the rules and regulations of the institution at which the student is attending class will prevail.

Curriculum and Awarding of Degrees

The number of course credit hours and degree requirements for the Master of Science in Nursing are agreed upon by the participating institutions with the approval of CINC. Degrees will be awarded by the student's home institution.

The CINC will review and recommend action on any proposed changes in the mission and curricula of the consortium.

Effective Date

This Memorandum of Agreement shall be effective upon approval by the University Of Louisiana System Board Of Supervisors and the Louisiana Board of Regents.

_____

PRESIDENT   DATE
MCNEESE STATE UNIVERSITY

_____

PRESIDENT   DATE
NICHOLLS STATE UNIVERSITY

_____

PRESIDENT   DATE
SOUTHEASTERN LOUISIANA UNIVERSITY

_____

PRESIDENT   DATE
UNIVERSITY OF LOUISIANA AT LAFAYETTE

_____

PRESIDENT   DATE
UNIVERSITY LOUISIANA SYSTEM

_____

BOARD OF REGENTS   DATE

BYLAWS
COUNCIL OF THE INTERCOLLEGIATE NURSING CONSORTIUM (C.I.N.C.)
FOR A MASTER OF SCIENCE IN NURSING

PREAMBLE

Pursuant to the general areas of agreement contained within the Inter-institutional Agreement affirmed by McNeese State University, Nicholls State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette, the following bylaws are offered to give structure and function to the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN):

ARTICLE I - NAME

The name of the group who will implement and administer the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN) degree shall be the Council of the Intercollegiate Nursing Consortium (C.I.N.C.).

ARTICLE II - PURPOSE

The purposes of the C.I.N.C. are to:

A.   Provide structure and administrative channels for the implementation and functioning of the consortium agreement between McNeese State University, Nicholls State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette for the provision of a master's degree.

B.   Develop and review policies and procedures for consortium operations that are in keeping with policies and procedures of the parent universities and the nursing profession.

C.   Provide for curriculum development, implementation, and evaluation of the master of science degree in nursing.

ARTICLE III - MEMBERSHIP

The Council of Intercollegiate Nursing Consortium (C.I.N.C.) membership shall be the chief academic officer, the dean, the associate/assistant dean, the department head of the college/school of nursing, and the graduate program coordinator from each participating institution.

ARTICLE IV - OFFICERS

SECTION 1.   OFFICERS

The officers of the C.I.N.C. shall be a chair, vice-chair, and secretary.

SECTION 2.   ELECTION OF OFFICERS

The C.I.N.C. shall elect its officers at the annual meeting of the C.I.N.C. in the fiscal year on or before June 30.

SECTION 3.   TERMS OF OFFICE

The officers of C.I.N.C. shall hold office for two fiscal years. The chair will rotate among participating institutions every two years.

SECTION 4.   DUTIES OF THE OFFICERS

A.   It shall be the duty of the chair to preside at the meetings of the C.I.N.C., prepare an agenda for said meetings, and act as spokesperson for the C.I.N.C. at meetings of other public or private bodies. He/she shall be an ex-officio member of all committees.

B.   It shall be the duty of the vice-chair to assume the duties of the chair when requested to do so or when the chair, for any reason, is unable to carry out his/her duties and to perform such other duties as are assigned by the C.I.N.C.

C.   It shall be the duty of the secretary to record the minutes of the meetings and distribute the minutes and other materials to members of the C.I.N.C. He/she shall perform such other duties as are assigned by the C.I.N.C.

ARTICLE V - MEETINGS

SECTION 1.   REGULAR MEETINGS

The C.I.N.C. shall meet at least once a year at a date, time, and place determined by the C.I.N.C. The chair shall send out a notice of meetings a minimum of ten days in advance of the proposed meeting date.

SECTION 2.   SPECIAL MEETINGS

The C.I.N.C. shall hold such special meetings as it deems necessary. A special meeting may be called by the chair upon request of a majority of the members of the C.I.N.C.

SECTION 3.   PARLIAMENTARY AUTHORITY

The parliamentary authority of the C.I.N.C. shall be the latest edition of Robert's Rules of Order Revised.

SECTION 4.   ORDER OF BUSINESS

The order of business shall be that which is prescribed by the parliamentary authority.

SECTION 5.   QUORUM

A majority of voting C.I.N.C. members shall constitute a quorum for the transaction of business at any regular or special meeting.

SECTION 6.   VOTING

Each member of the C.I.N.C. shall have one vote. Associate/assistant deans and department heads will not have voting privileges. A member, not present at the meeting, may send a written proxy for casting his/her vote by another representative of his/her university. Proxies may be used to constitute a quorum.

ARTICLE VI - COMMITTEES AND FUNCTIONS

SECTION 1.   COMMITTEES

The C.I.N.C. may appoint whatever standing and special committees it deems appropriate. Membership on committees may consist of members of the C.I.N.C. graduate faculty, graduate student representatives, and others whose expertise will aid the operation of the consortium.

SECTION 2.   STANDING COMMITTEE

The C.I.N.C. shall appoint the Coordinating Committee.

SECTION 3.   MEMBERSHIP AND COMMITTEE FUNCTIONS

A. **Coordinating Committee** - Each university shall appoint a program coordinator who shall be an approved member of the graduate faculty. These individuals shall constitute the Coordinating Committee and shall meet as needed, but no less than three times per academic year on a rotation basis between participating institutions. The chair will rotate among participating institutions every two years as needed. The Coordinating Committee shall:

1.   Facilitate open communication between administration and faculty, students and faculty, and among consortium member institutions.

2.   Facilitate the fulfillment of membership requirements for the consortium by participating institutions.

3.   Coordinate the administrative functions of the consortium, including oversight and implementation of Bylaws.

4.   Coordinate and publish course schedules and faculty assignments across campuses and report to the department head and/or dean.

5.   Coordinate the utilization of the learning management system, distance learning resources, and other shared resources.

6. Review the policies and procedures of the consortium, supervise the activities of, and recommend revisions of policies and procedures to the C.I.N.C. for approval.

7. Make recommendations to standing committees of the Graduate Faculty Organization (GFO).

8. Supervise the production and dissemination of annual and special reports for the consortium.

9. Review research initiatives recommended by GFO and the Committee on Research.

10. Utilize results of assessment data analyses based on expected outcomes to make recommendations for program improvement.

11. Promote visibility of the program through marketing and other activities.

12. Solicit input from members of the community of interest in developing the mission, goal, and expected outcomes of the graduate program of studies.

13. Implement or delegate activities referred from C.I.N.C.

SECTION 4.   **QUORUMS OF COMMITTEES**

A quorum for each committee shall be no less than one representative from each institution on the committee.

SECTION 5.   **VOTING OF COMMITTEES**

A motion will be accepted or rejected by a majority of the committee present and voting on any action. No proxy voting will be permitted for committee business.

INTERCOLLEGIATE CONSORTIUM FOR A MASTER OF SCIENCE IN NURSING (ICMSN) GRADUATE FACULTY ORGANIZATION

PREAMBLE

We the members of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) Program, composed of graduate nursing faculty at McNeese State University, Nicholls State University ,Southeastern Louisiana University, and the University of Louisiana at Lafayette, in order to participate in the formulation and implementation of policies in relation to curriculum and instruction and in the operation of the ICMSN, do hereby establish the ICMSN Graduate Faculty Organization (GFO) Bylaws to determine the official channel of communication of the faculty to the administration on all matters which bear upon the academic programs of the ICMSN.

ARTICLE I - NAME

The name of this organization is the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) Graduate Faculty Organization, hereafter known as GFO, of McNeese State University, Nicholls state University , Southeastern Louisiana University, and the University of Louisiana at Lafayette.

ARTICLE II - PURPOSES

The purposes of this organization are to:

A.   Study organizational and academic matters of general concern.

B.   Serve in an advisory capacity for academic affairs.

C.   Implement educational standards utilizing American Association of Colleges of Nursing (AACN) Essentials of Master's Education and the Commission on Collegiate Nursing Education (CCNE) accrediting organization standards, nurse specialty organization standards; ANA Scope and Standards of Advanced Practice Registered Nursing, NONPF Curriculum Guidelines and Program Standards for Nurse Practitioner Education, Clinical Nurse Specialty Guidelines, Louisiana State Board of Nursing Advanced Nursing Practice Criteria, The National Panel for Psychiatric Mental Health Nurse Practitioners Psychiatric Mental Health Nurse Practitioner Competencies, National League of Nursing's (NLN) Core Competencies of Nurse Educators with Task Statements, American Organization of Nurse Executives (AONE) Nurse Executive Competencies, and the National Task Force Nurse Practitioner Education's (NTF) Criteria for Evaluation of Nurse Practitioner Programs.

D.   Evaluate the educational process.

E.   Integrate quality improvement in the educational process.

F.   Select candidates for awards and honors.

G.   Facilitate the development of additional resources.

H.   Review and act on recommendations from the Coordinating Committee.

ARTICLE III – MEMBERSHIP

The membership of the ICMSN GFO includes the appointed nursing associate/assistant deans, department heads, graduate program coordinators, and faculty members of the consortium institutions who have graduate faculty status at their respective consortium institutions. The dean of each consortium institution shall be ex-officio.

ARTICLE IV - ORGANIZATIONAL RESPONSIBILITIES

SECTION 1.

The Chair of the Graduate Faculty Organization shall:

A.   Preside at all meetings of the GFO.

B.   Serve as an ex-officio member of all committees.

C.   Assume responsibility for the recording and preservation of the minutes of the GFO.

D.   Report directly to the Coordinating Committee.

SECTION 2.

The faculty:

A.   Shall elect a chair of the GFO for a two-year term every spring semester in even numbered years.

B.   Meets at least once each semester or as determined by the consortium graduate program coordinators.

C.   Is notified of graduate faculty meetings prior to their occurrence.

D.   Prepares for discussion of issues presented in graduate faculty meetings.

E.   Submits agenda items for regularly scheduled graduate faculty meetings at least one week prior to meeting dates.

F.   Submits an approval request for a special called meeting to the respective graduate program coordinator at least three weeks in advance of meeting.

G.   Indicates to the respective graduate program coordinator preferences for committee assignments for the upcoming academic year.

SECTION 3.

A quorum consists of: at least two members from each school **and** at least one third of the total GFO membership at each consortium member institution.

SECTION 4.

Meetings are conducted according to Robert's Rules of Order. The GFO Chair will appoint a graduate faculty member at each meeting to serve as parliamentarian.

SECTION 5.

Consortium graduate nursing students are welcome to attend regularly scheduled GFO meetings. Students will not have voting privileges.

ARTICLE V - STANDING COMMITTEES

SECTION 1.

Standing committees may be composed of members of the faculty, students, University, and community with all having voting privileges.

SECTION 2.

The chairpersons and members of the standing committees are appointed by the Coordinating Committee. These appointments should reflect faculty preferences. These appointments are made prior to the start of fall semesters, based on a two year rotation cycle. Standing committee meetings are open to all consortium graduate nursing faculty.

SECTION 3.

Any chairperson may petition the respective deans, department heads/graduate program coordinators for a special called faculty meeting when committee business necessitates the action of the entire faculty.

SECTION 4.

The absence of a member, without written notification to the chairperson, from three meetings of a committee during an academic year, constitutes a resignation from the committee. The resulting vacancy is filled by the Coordinating Committee via appointment of a new member with approval from consortium department heads/deans.

SECTION 5.

The following standing committees are appointed at the end of each spring semester for the upcoming academic year:

A. Committee on Curriculum

B. Committee on Evaluation

C. Committee on Communication

D.   Committee on Research

SECTION 6.

The standing committees follow the structure outlined below.

A. The Committee on Curriculum shall be composed of consortium graduate program coordinators, directors of NP concentrations, one faculty member from each participating institution and one consortium graduate student.

The Committee on Curriculum shall:

Receive recommended course or curriculum changes including textbook changes.

1. Review policies related to curriculum and instruction and make recommendations.

2. Propose curriculum changes based on systematic evaluation results.

3. Recommend solutions to curricular problems identified by the committee or received from faculty/student participants.

4. Review course outlines and make appropriate recommendations for maintenance and quality improvement of curriculum programs.

5. Centralize and format syllabi.

6. Initiate discussions related to faculty teaching assignments for curriculum offerings.

7. Complete charges assigned by CINC.

8. Present an annual report to the GFO at the end of every academic year.

B. The Committee on Evaluation shall be composed of consortium graduate program coordinators, one faculty member from each participating institution and one consortium graduate student.

The Committee on Evaluation shall:
Coordinate and report evaluation activities as outlined in the current **Systematic Plan for Program** Evaluation (SPPE).

a. Maintain a SPPE with mechanisms for outcomes, feedback, and improvement.

b. Conduct program evaluation that encompasses standard/indicators, benchmarks and actual levels of achievement and actions resulting in accordance with the SPPE.

c. Make recommendations based on program evaluation data for development, maintenance, and improvement.

2. Organize an annual evaluation workshop.

3. Maintain documentation of evaluation activities.

4. Review and make recommendations regarding the SPPE to appropriate parties in addition to submitting an annual report to the GFO at the end of every academic year.

C. The Committee on Communication shall be composed of one faculty member from each participating institution and one consortium graduate student.

The Committee on Communication shall:

1. Maintain a current student handbook and ICMSN published policies governing the graduate faculty.

2. Review and update published information for currency and accuracy.

3. Maintain and update brochures and promotional materials.

4. Promote recruitment activities.

5. Present an annual report to the GFO at the end of every academic year.

D. The Committee on Research shall be composed of at least one faculty member from each participating institution and one consortium graduate student.

The Committee on Research shall:

1. Promote scholarship and research among students and faculty.

2. Provide information services relevant to research activities.

3. Promote collaborative research across consortium campuses.

4. Invite community leaders to participate as necessary.

5. Make recommendations regarding research initiatives.

6. Facilitate grant writing.

7. Submit an annual report to the GFO at the end of every academic year.

E. The Ad hoc Committees are temporary committees designed to address emergent issues. The consortium deans, associate/assistant deans, department heads/ graduate program coordinators shall appoint the Chair of any Ad hoc committee.

ARTICLE VI - AMENDMENTS

SECTION 1.

These bylaws may be amended at any regularly scheduled GFO meeting by a quorum. All proposed amendments must be submitted to the Coordinating Committee at least 30 days prior to the scheduled GFO meeting.

SECTION 2.

Proposed changes in the bylaws must be sent to all members of the GFO of the ICMSN one week prior to presentation for adoption.

SECTION 3.

These bylaws may be amended by a 95% vote of the active membership of the ICMSN GFO for an amendment introduced at a called or scheduled faculty meeting.

SECTION 4.

No amendment is to be in conflict with consortium institution policies. All amendments adopted by the GFO of the ICMSN must be submitted to the Coordinating Committee for approval and then forwarded to the ICMSN nursing administration (deans, associate/assistant deans, department heads, graduate program coordinators) for final approval.

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**POLICIES RELATED TO MANAGEMENT OF
WEB-BASED DISTANCE LEARNING COURSES**

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Course Offerings

Courses will be offered as asynchronous instruction using the Learning Management System (LMS), Moodle, available at the university where the course is generated. Synchronous methodology (chat rooms, IM with or without video) may be used to facilitate communication, but should not be a required part of the course grade.

Course sites contain, at a minimum, the syllabus, weekly assignments to be completed by the student, and electronic access to the instructor and other students. Faculty should inform students about the expected turn-around time for answering e-mail messages from students other in the syllabus or on the course site. Faculty should access the course at least twice per week to give feedback on discussions, post grades, answer questions, etc. Messages from students such as e-mails or course question office posting should be responded to within 48 hours. If faculty are out of their offices and will not answer e-mail or other messages for a period of time, this should be communicated to students. If faculties do not answer e-mails on weekends, this should also be communicated to students.

Student assignments should be graded and grades should be posted within two weeks of submission.

Courses should be accessible only to those students who have registered in the course at one of the four consortium schools. Access should not be granted to students to "audit" unless the student has officially registered as an audit student.

Training for Faculty Teaching in Web-based Distance Education Programs

All faculty teaching in ICMSN graduate courses are to attend orientation to the LMS system used for course offerings at their respective campuses. Course instructors are also strongly encouraged to participate in continuing education directed at the needs of distance education

students and special methodologies required in web-based courses. Opportunities for continuing education will be made available to graduate faculty each academic year.

Minimum Hardware/Software and Web Browser requirements for students
Regardless of the LMS utilized for course delivery, students are advised that each university has minimum requirements for accessing web-based courses and urged to refer to their institution's technology department to determine minimum hardware requirements:

McNeese
Nicholls
Southeastern Moodle
UL Lafayette Moodle

Recommended: CD/CDRW/DVD drive, USB ports, 1024X768, 256 color monitor, speakers or headphones, and microphone for audio recording.

Minimum Internet connection requirements
• DSL or cable modems are highly recommended.
• Dial-up connections may work, but often present problems, particularly when students are taking online exams. Students are responsible for ensuring functionality of their own system for examination purposes.

Software
• Students are expected to submit written work as a MS word or in an **.rtf** file.
NOTE: ASSIGNMENTS CANNOT BE ACCEPTED IN MS WORKS!
• Necessary software includes the latest versions MS word and MS PowerPoint. Students may also be required to download free software such as Adobe Acrobat Reader, Quicktime, etc. to support activities in various courses.

Other
• Pop-up blockers should be disabled if possible when working in either LMS.
• You may want to add Moodle as a "Trusted Site."
• A functional e-mail account is to be maintained at all times by the student. If changes in the e-mail address should occur, the student is responsible for ensuring that the address is changed in the LMS systems.
• Practicum advanced practice students are to use Typhon to document all patient contact hours and practicum information.

Student submission of course assignments

Students are required to post course assignments on the LMS site. *Faculty should avoid routinely requiring students to submit assignments as e-mail attachments.*

Test Security

Instructors in courses requiring high-stakes, objective knowledge evaluation should take measures to ensure that examination processes maintain test security and academic integrity. Courses which should use objective high-stakes testing include advanced practice core courses (N516/616,517/617,518/618) and advanced practice specialty courses/concentration (N582/682,583/683,/584/683,590/690,591/691,592/692,593/693) in which a passing score on a certification exam is required for the student/graduate to practice. Measures which will contribute to test security and academic integrity include:

1. Requiring Password and log-on ID to access course.
Guest access should be carefully controlled and judiciously used. If guest access is used to invite guest speakers or content experts into the course, access should be limited to the length of time access is needed for course participation.
2. Password protecting the exam.
Students are given a password specifically for that exam.
3. Place reasonable limits on the time the student is allowed to take the exam.
4. Set the controls so that students are allowed to take the exam only once and only the first attempt counts.
5. Limit the time the exam is available for students to complete to 24-48 hours.
6. Set the exam controls so that students cannot review their exam performance until all students have taken the exam.
7. Faculty should routinely check IP addresses on which exams are completed to ensure that students are not using group labs (such as school learning labs or public library computer groupings) to complete the exams.
8. Examination instructions should include the following statement:

This exam is considered the intellectual property of the ICMSN member institutions. It may not be reproduced, photographed (including cell phone cameras) hand copied, or in any way transferred to any other person, program, or entity. You are on your honor as professional health care providers to do your own work. By accessing this test, you are agreeing that you will neither give nor receive assistance from another person or through use of methods which may give you an unfair advantage on this examination.

9. A Browser lock-down should be used with all high-stakes online exams.

Faculty should incorporate as many of these security measures into testing procedures as possible. If possible, all of these measures should be used. The course faculty or designate must be available during the period the online exam is available in order to address technical issues the student may encounter.

Maintenance/archiving of online courses

Course sites should remain accessible to faculty for one semester beyond the semester in which the course has ended. Courses should be archived for one year.

Awarding of Grades

No grade of "Incomplete" may be awarded to an ICMSN student without first consulting the appropriate graduate coordinator. The standard ICMSN grading scale is to be used in all courses:

ICMSN Grading Scale:

92.5-100	A
84.5-92.49	B
76.5-84.49	C
69.5-76.49	D
75.5- 0	F

Students must achieve a grade of 'B' in each course to be successful as stated in each University's catalog.

In courses with clinical practicum components, students who receive an unsatisfactory practicum evaluation from a preceptor or a faculty member will receive an "F" as a final course grade.

Posting of Final Course Grades

For ICMSN students not enrolled at the institution of instruction, Graduate Coordinator will access course sites and export grades from member institutions. Faculty should post final grades according to institution deadlines. Your graduate coordinator will send you the correct deadline dates for posting of final course grades each semester.

Syllabi

Course syllabi are to be posted on the course site by the first class day. All evaluation tools used in the course should be included in the course syllabus. The standard ICMSN format is to be used for all syllabi. Syllabi are revised on a yearly basis (revisions due at the beginning of April each academic year). Major course changes (such as changes in content or textbooks) must be approved by the curriculum committee.

Course evaluation

Each course instructor will place the ICMSN course evaluation form on the course LMS site. Students should evaluate the course each semester. Instructors need to provide instructions to students for accessing and completing course evaluations. Results are to be forwarded to the Graduate Nursing Administrative Assistant at University of Louisiana at Lafayette to be compiled and maintained.

Class Size

It is recommended that whenever possible, class size for didactic courses be limited to an enrollment of 20 students. This is an approximate recommendation based on online learning principles, however, enrollment may be affected by factors such as instructor availability.

ACADEMIC DISHONESTY

The member institutions of the ICMSN are committed to principles of truth and academic honesty. Every ICMSN student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs at each university. All faculty members of the ICMSN share in the responsibility for maintaining and supporting these principles. When a student enrolls in courses offered by the ICMSN, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity. To maintain academic integrity, the ICMSN has adopted a "zero tolerance" policy regarding acts of academic dishonesty.

Students who engage in acts of academic dishonesty are subject to the disciplinary procedures of the university in which they are enrolled. Sanctions may range from a "0" on the assignment in question to an F in the course to dismissal from the university. Academic dishonesty includes cheating, plagiarism, and fabrication in the process of completing academic work for thesis, course work and practicum experiences.

Cheating: Cheating is the intentional activity to gain unfair advantage over other students in a course. Examples of cheating include, but are not limited to: communicating improperly with

others during exams or the preparation of assignments for classes; copying from books, notes, or other sources during a test when this has been prohibited; copying from another student's work; procuring or using copies of current examinations; communicating exam content to other students; and allowing another person to take an exam, write a paper, or complete a course assignment.

Falsification/fabrication: Falsification and fabrication involve intentional and unauthorized alteration of information, forging, or inventing false information for use in the course of an academic activity. Examples include altering the record of data or experimental procedures or results in thesis or scholarly reports, falsely citing sources of information; altering academic records; counterfeiting or inventing a record of internship or clinical practicum experiences.

Multiple Submission: Multiple submission, or "self-plagiarism" includes, but is not limited to, submitting the same paper or oral report or parts of the same paper or oral report for credit in two separate courses. Making minor revisions in a paper or report for which credit has already been received and submitting it again as a new piece of work is also considered self-plagiarism.

Plagiarism: Plagiarism is knowingly representing the work of another as one's own, without proper acknowledgment of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge. Plagiarism includes, but is not limited to, submitting as your own work material obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Complicity in Academic Dishonesty: A student is guilty of complicity in academic dishonesty if he or she helps or attempts to help another or others to commit an act of academic dishonesty. Complicity includes, but is not limited to, knowingly allowing another to copy from one's paper during an examination or test; distributing test questions before the time scheduled for the test; collaborating on academic projects when students are expected to work independently; taking a test for another student; or signing a false name on a piece of academic work.

Reference: Andrews, P. and Ericsson, P. (2006). Academic integrity agreement form. Washington State University. Accessed: http://www.wsu.edu/~ericsson/acad_honesty.html.

Procedure for reporting suspected academic dishonesty

All incidents of suspected academic dishonesty should be reported to the Graduate Coordinator at the institution in which the course is offered. The faculty member should provide as much evidence as possible, i.e. SafeAssign reports, Google comparisons, or any other data to support the decision to charge the student with academic dishonesty. In turn, the Graduate Coordinator of the institution in which the course is offered will notify the Graduate Coordinator at the student's home institution. That Graduate Coordinator, in conjunction with the coordinating committee, will initiate action based on that institution's policies.

Procedures in place at each ICMSN University will be utilized for student appeal of disciplinary actions and for student grade appeals.

STUDENT APPEALS

Students have the right to appeal disciplinary actions or grades according to policies of the institution in which they are enrolled.

Grade appeals
Students who feel they have been treated unfairly or capriciously in the awarding of a final course grade should follow the grade appeal policy of the enrolled institution:

Grade appeal policy McNeese
Guidelines for grade appeal Nicholls
Guidelines for grade appeal Southeastern
Guidelines for grade appeal University of Louisiana at Lafayette

Disciplinary Appeals
McNeese Academic Integrity and Disciplinary Policy
Nicholls Code of Student Conduct
Southeastern Code of Student Conduct, Discipline, and Appeal Procedure
University of Louisiana at Lafayette Code of Student Conduct and Appeal Procedures

ICMSN FORMAL COMPLAINT PROCEDURE

This procedure applies to complaints regarding course and program related issues. For situations related to grade appeals, sexual harassment, ADA issues, or EEOC issues, the student should follow the appropriate university policy.

1. Within 5 working days of the situation of concern, the student must submit a signed, written description of the complaint to the person of concern (administrator, faculty, or staff) with a copy to the nursing graduate program coordinator, department head, and dean at the institution where the problem occurred, with a copy to the dean at each respective institution.

2. Within 5 working days from the time the complaint is given to the person of concern, the student should communicate and /or meet with the person involved and attempt to resolve the complaint.

3. If the complaint is unresolved, within 5 working days the student may meet with the nursing graduate program coordinator at the respective institution.

4. If the complaint remains unresolved, within 5 working days the student may meet with the dean/department head at the respective institution.

5. The dean/department head notifies the student and appropriate individuals involved of the final decision.

Documentation of the Formal Complaint Procedure

1. The student must submit concerns in writing to the person(s) of concern.

2. An official record of each communication and/or meeting between the student and person(s) involved with the complaint will be instituted and maintained in the graduate office at the appropriate institution.

3. The student may discontinue the process at any point by submitting a written request to withdraw the complaint to the person of concern with a copy to the Dean at each respective institution.

REQUIREMENTS AND SELECTION OF PRACTIUM PRECEPTORS

The use of preceptors in practicum graduate nursing courses compliments the ICMSN faculty and contributes a significant role to the learning experiences of students.

Qualifications

Graduate preceptors are used in the master's and post-master's programs to facilitate practicum learning. Specific roles and responsibilities vary somewhat by specialty area.

The graduate preceptor has a:
- Master's degree or doctoral degree in fields relevant to the preceptor role
- Current state licensure in discipline
- Certification in appropriate area(s)
- Practices in a setting that provides practicum experiences appropriate for the development of the student's skills
- Has One year of clinical experience

Responsibilities Within Preceptorship

Each ICMSN member university will be responsible for their enrolled practicum students and preceptors. Faculty of each university will be assigned to oversee practicum rotations.

Responsibilities of the Colleges of Nursing
- Initiate a contract between the preceptor and the College of Nursing. The contract will be signed by the legal signatory for the agency and the College designee (The Dean of the College of Nursing)
- Provide the theory and laboratory experiences that establish the foundation for practicum practice
- Provide faculty to oversee practicum experiences, evaluate the student, and to assist the student and preceptor in accomplishing the practicum learning objectives
- Provide materials required for evaluation or the student's performance in the preceptor's practicum setting

Responsibilities of the Faculty
- Assist students in the identification of potential preceptors for graduate practicum experiences
- Identify and evaluate practicum sites for appropriateness of learning experiences
- Ensure completion of preceptor agreements
- Ensure completion of site evaluation forms
- Serve as resource for the student and preceptor for questions concerning activities and objectives during the practicum experience

- Coordinators are responsible for all documents related to the preceptorship, including the Affiliation Agreement, Preceptor Profile (or Curriculum vitae), and appropriateness of the practicum site
- Submit to the Graduate Office: Preceptor profile/vitae, Letter of Agreement, and evaluation forms. For NP Faculty: Evaluations of practicum sites, student evaluation of preceptor, and preceptor evaluation of students.

Responsibilities of the Preceptor
- Willing to work with the student to facilitate learning
- Provide a setting in which the objectives of the course may be achieved
- Function as a role model and provide practicum teaching and supervision for the student
- Provide input regarding practicum evaluation of the student and complete the practicum evaluation form at the end of the semester for the student he/she is precepting
- Notify faculty immediately when unsatisfactory performance of the student is in question

Responsibilities of the Student

- Assist in collection and submission to Graduate Office of legal and contractual documents prior to beginning the practicum experience
- Establish a mutually agreeable schedule for practicum time with the preceptor
- Arrive at the practicum site prepared to perform in accordance with assigned learning activities within the practicum course
- Demonstrate ability to manage progressively complex situations in accordance with his/her academic progression
- Follow policies and procedures established in the preceptorship site
- Keep the preceptor informed about learning activities and provide practicum learning objectives at the beginning of each semester
- Function under the Louisiana Nurse Practice Act statues and regulations for expanded nursing roles
- Participate in conferences with the preceptor and faculty to discuss progress, problems, and learning needs
- Maintain accurate records of practicum time and experiences
- Complete and submit care plans and/or practicum logs as required by supervising faculty
- Complete a practicum site evaluation at the end of each semester

Faculty Practice Guidelines

As required by Louisiana Revised Statute 42:1123(9), the Board of Supervisors for the University of Louisiana System is required to establish Policies and Procedures to ensure proper disclosure of outside employment activities for full-time employees within the University of Louisiana System. This policy recognizes the employees' right to engage in outside employment, as long as it is within the proper parameters as established by Louisiana law. University of Louisiana System Outside Employment Procedures
Each university publishes a documented policy and outlines the procedure to be taken annually to communicate outside employment for review and approval. Faculty should consult their individual university policy.

Section 4.8

Faculty members may seek and maintain employment at health care agencies outside the University only if approved as being consistent with the teaching and mission of the School of Nursing. Approval is contingent on the nature of the work not interfering with teaching, scholarship and service activities.

National certifying organizations expect programs preparing advanced practice nurses to adhere to national standards. Therefore, the administration strongly supports faculty with graduate faculty status who teach graduate nursing practicum courses and need to maintain current advanced certification.

EVALUATION POLICIES AND PROCEDURES

This section includes policies and instructions for completing the following evaluation activities:
1. Student Performance/Outcomes
2. Faculty Outcomes
3. Practicum Preceptor and Practicum Site Outcomes
4. Program Outcomes
5. Systematic Plan for Program Evaluation

*See Forms Section for ICMSN Program Evaluation Data Collection Guideline

EVALUATION OF STUDENT PERFORMANCE

1. Practicum evaluations should be completed at the end of the practicum experience by both the preceptor and faculty guiding the practicum experience.

2. Both the preceptor and faculty should give the student feedback on the strengths/weaknesses of the practicum performance.

3. Objectives for each clinical/practicum course should reflect student outcomes as these are the final courses in each concentration and include practicum experiences.

4. Practicum practice hours and experiences for nurse practitioner students must be documented on Typhon Group Nurse Practitioner Tracking System. Faculty will evaluate student postings weekly for appropriateness and applicability.

A. Surveys

1. The following surveys are used to evaluate student outcomes and program satisfaction:
   a. Graduate Exit Survey
   b. Alumni Survey c. Employer Satisfaction Survey

2. Survey results are compiled at each ICMSN school then forwarded to the graduate office at University of Louisiana at Lafayette where data are aggregated and maintained for ICMSN review and utilization in course/curriculum evaluation and revision activities.

3. Program Coordinators and the Evaluation Committee will trend the data and report to Deans/Department Heads, GFO, and Curriculum Committee.

*See Forms Section of the Manual for current survey tools

B. Graduation Rates

1. Graduation rates are defined as: The percent of students in a cohort (completed 12 hours) who complete the program within 1.5 times the published time for completing the curriculum in which the student is enrolled.

2. Each University maintains individual graduation rates which are reported to the Coordinating Committee and Evaluation Committee for trending and reporting to Deans/Department Heads and GFO.

C. Standardized Testing

    1. Students pursuing the Family Nurse Practitioner or Family Psychiatric/Mental Health Nurse Practitioner concentrations must pass a certification examination in order to qualify for advanced practice licensure. Two certifying agencies offer these national certification examinations for Family Nurse Practitioner include the American Academy of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC). Only ANCC offers a national certification examination for Family Psychiatric/Mental Health Nurse Practitioners. Of the two agencies; only ANCC compiles aggregate data for programs to evaluate student outcomes. Therefore, the following procedures are followed for students choosing to take the examination offered by AANP:
        a. Program Coordinators may contact individual students regarding their success with the examination.
        b. The student may or may not share that information.
        c. If the student shares the information, it is added to the evaluation data.

    2. Data from both sources are collected at each University and sent to the graduate office at University of Louisiana at Lafayette where it is aggregated and maintained.

    3. Program Coordinators and Evaluation Committee will trend the data and report to the Deans/Department Heads and GFO.

COURSE EVALUATIONS

Individual Course Evaluation

    1. Individual courses are evaluated by students near the completion of every course.

    2. Course evaluations are standardized across the consortium. Faculty must utilize standardized ICMSN tools. Program Coordinators should ensure that all faculty have the correct form.

    3. Each faculty is responsible for posting the link for the course evaluation on their course web site.

    4. An announcement should be issued through the course web site stating that the evaluation is available for students.

    5. Upon completion of the course, results should be reviewed by the faculty and then forwarded to the Program Coordinator at that University.

    6. The Program Coordinator will review and forward to the graduate office at University of Louisiana at Lafayette where the data will be aggregated and maintained.

    7. Program Coordinators, Curriculum Committee and Evaluation Committee will trend the data and report to Deans/Department Heads and GFO.

    *See Forms Section for current Course Evaluation Tool

Student Evaluation of Instruction

McNeese State University's Office of Institutional Research manages the Student Evaluation of Instruction for the ICMSN each semester. There are 2 surveys used in the evaluation: one for

lecture content and one for clinical. All surveys are anonymous and are issued electronically.

1. Program Coordinators compile rosters for each course including student name, student email, faculty name (s), faculty university, faculty email, and denotes whether that faculty member is responsible for lecture, clinical or both.
2. The completed rosters are forwarded to the Program Coordinator at McNeese during the following months: March (spring semester), June (summer semester) October (fall semester)
3. The four university rosters are then forwarded to the Office of Institutional Research at McNeese for compilation of the master roster and issuance of the surveys. Traditionally, the surveys are issued two weeks prior to the last class date, but may be extended as required.
4. Students receive email messages stating that they have surveys to complete with instructions for accessing and completing. Email reminders are sent periodically to students to increase responses.
5. Following closure of the surveys; McNeese's Office of Institutional Research compiles the final reports for each faculty. Program Coordinators are emailed the reports for their own faculty. At that point, the individual university's policies for faculty evaluations are followed.

Evaluation of Web-based Distance Learning Methodology

Graduate coordinators must be enrolled as either faculty or teaching assistants in all web-based courses. This is to accomplish several goals: 1) an alternate faculty member who is familiar with the course has access to prevent interruption of student progress in case of sudden illness or extended absence of a faculty member. 2) All new courses/instructors are to be evaluated by graduate coordinators during the semester they are first implemented. The *Quality Matters©* Rubric will be used for the evaluation.

Peer review for established courses will be performed annually in the spring using the *Quality Matters©* Rubric. Peer review may occur within the specific university or across the consortium. Faculty document their review of a course on the Online Peer Review Form (found in the Forms Section). The findings of the reviewer will be shared with faculty responsible for the course. Course faculty should use the Table in the form to formulate planned course improvements. During the Spring GFO Evaluation Workshop; faculty will be asked to share planned course improvements so that the group may formulate formal improvements as needed.

*See Forms Section for Peer Online Review Worksheet

EVALUATION OF PRACTICUM PRECEPTORS AND PRACTICUM SITES

NP CONCENTRATION
Practicum Preceptors

1. Those courses with clinical experiences utilize clinical preceptors. Each student must have a written agreement with their preceptor prior to beginning the clinical practicum that is also approved and signed by the faculty. Preceptor credentials are included as part of the agreement, reviewed and verified by the Program Coordinators. These forms should be in each syllabus as necessary. They are also included in the Forms Section of this manual.

2. Each semester, students are asked to evaluate their preceptors and clinical sites through the use of a survey. These surveys are written and contained in the appropriate syllabi. Faculty responsible for the clinical course collects the results of the survey each semester, review the findings, and forward to the Program Coordinator. Each University maintains separate information concerning preceptor and clinical site evaluations. Any unsatisfactory ratings should be brought to the attention of the Program Coordinator immediately for investigation and action as necessary.

3. Faculty provides indirect supervision of clinical students. As such, the faculty's responsibilities are to act as a liaison to the clinical agency, evaluating the appropriateness and applicability of the learning experience; evaluate the student's progress according to course evaluation criteria, and to supplement the preceptor's teaching when necessary. Any concerns about the preceptor and/or clinical sites are forwarded to the Program Coordinator for ongoing improvement and maintenance of adequate experiences for students.

Procedure for Preceptor and Clinical Site Evaluations by Faculty:
●Preceptor and clinical site evaluations will be performed on all active primary preceptors during a clinical site visit by faculty.
●Clinical faculty may perform the evaluation in combination with a student clinical site visit.
●Clinical preceptor and site evaluations should be performed at least once during the student's 3-semester clinical courses.
●The *Clinical Site and Preceptor Evaluation by Faculty* form (in the Forms Section of this manual) should be used to document the evaluation.
●Completed forms should be forwarded to the particular Program Coordinator for review and filing.
●Any unsatisfactory evaluation should be forwarded immediately to the Program Coordinator and Director of the Nurse Practitioner Concentration for corrective action.

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

The ICMSN Systematic Plan for Program Evaluation (SPPE) provides a comprehensive framework for assessment, feedback, utilization activities and responsibilities. A timetable is used as a supplement to the plan to assist each standing committee in making timely progress.

Within the ICMSN Master Evaluation Plan, each program component is targeted for evaluation activities including the identification of relevant indicators, method and source of data collection, persons responsible, time frame for data collection, and utilization activities. Program outcomes are also included in the tool and are assessed across the ICMSN for institutional and aggregate tracking.

The ICMSN SPPE calls for evaluation of the plan itself as well as its measurement tools. Results are used for refinement in evaluation processes, methods, and instrumentation. Even though evaluation is ongoing, the SPPE receives focused attention during the annual ICMSN Evaluation Workshop.

Faculty may view a copy of the SPPE by contacting their Program Coordinator.

JOB DESCRIPTIONS

Graduate Coordinators: The Dean/Department Head appoints a graduate coordinator at each member institution. The job descriptions for this position:

ICMSN Graduate Program Coordinator
Job Description

LEADERSHIP

1. Provides leadership in the implementation of curriculum content which is consistent with current research and national trends in graduate nursing education.
2. Attends meetings of the Deans' Advisory Council and serves on ICMSN Standing Committees as described in CINC and GFO bylaws.
3. Serves as a mentor to novice faculty for professional development and promotion within nursing graduate education.
4. Evaluates student/faculty issues fairly and objectively.
5. Participates in the recruitment and selection of graduate faculty.

COMMUNICATION

1. Coordinates the implementation of the philosophy, purposes, and objectives of the graduate program.
2. Disseminates information regarding policies and policy changes to the graduate faculty and students.
3. Promotes an environment of collegiality and civility.
4. Serves as the liaison with Dean of the Graduate School.
5. Acts as a liaison between faculty and the members of ICMSN Standing Committees.
6. Serves as the liaison to other Consortium members.
7. Encourages the involvement of Community Agencies as participants in nursing education.

RECRUITMENT, ADVISING, AND MONITORING OF STUDENT PROGRESS

1. Actively recruits and enrolls students.
2. Advises graduate students and assists with registration.
3. Provides periodic review and guidance in degree completion.

SCHOLARSHIP

1. Establishes an environment conducive of scholarly and creative pursuits.
2. Acts as a role model in teaching, research, and scholarly pursuits.

PROGRAM EVALUATION, SUPERVISION AND OVERSIGHT

1. Provides leadership in the implementation of continuous program improvement.
2. Provides periodic review of Student and Faculty Policies, input by faculty and students, policies of current decisions in education, law and national trends in nursing education.
3. Prepares and maintains records for CCNE, LSBN, and SACS Standards for approval/accreditation and records required by the Consortium and the University.

4. Ensures collection and evaluation of program related data (e.g. enrollment statistics, retention data, and graduation rates).
5. Ensures quality, integrity, and security for online instruction and testing.
6. Coordinates ICMSN DL offerings to include creation of teaching schedule and distribution of information to all ICMSN students.
7. Orients, supervises, and evaluates support personnel.
8. Implements the policies of the graduate school.
9. Submits appropriate materials for the University catalog and other university/college endeavors as determined by the consortium deans.
10. Recommend changes in textbooks, courses, and course syllabi as deemed necessary to appropriate ICMSN Standing Committees.

Intercollegiate Consortium for a Master's of Science in Nursing
Job Description
Director of Adult Psychiatric/Mental Health Nurse Practitioner

REPORTS TO: ICMSN Graduate Program Coordinators

QUALIFICATIONS
1. Must have a doctoral degree and maintain membership as graduate faculty at member ICMSN university
2. Must possess and maintain unencumbered advanced practice licensure in Louisiana
3. Must be nationally certified as a Adult Psychiatric/Mental Health Nurse Practitioner (APMHNP)
4. Must maintain currency in practice in the certified area and have prescriptive privileges
5. Must have at least 2 years graduate education experience in the
6. Must have demonstrated scholarly and leadership contributions relevant to NP practice and education

SELECTION
1. Every three years, the ICMSN deans will solicit nominations for the Director of the APMHNP concentration from the ICMSN NP faculty.
2. The ICMSN deans will select the candidate from the nomination list prepared by the ICMSN NP faculty.
3. The selected candidate will serve a three year term.

RESPONSIBILITIES
1. Provides leadership of the APMHNP concentration and the NP faculty
2. Provides oversight for the educational components of the APMHNP concentration
3. Ensures APMHNP faculty representation on the ICMSN Committee on Curriculum in order to provide ongoing input into the development, evaluation, and revision of the curriculum
4. Ensures that appropriate national standards are used for graduate, APRN, and APMHNP content within the curriculum
5. Reviews certification criteria from ANCC and AANP to ensure that students in the APMHNP concentration maintain eligibility for testing
6. Analyzes and makes recommendations to Graduate Coordinators for resources, facilities, and services in order to maintain an effective APMHNP concentration
7. In collaboration with clinical faculty and coordinators, ensures appropriate student learning experiences and clinical hours in the APMHNP concentration
8. Participates in collaboration with Graduate Program Coordinators in review for a sufficient mix of full-time and part-time faculty to ensure quality clinical experiences and role development for NP students
9. In collaboration with faculty and coordinators, participates in the evaluation process of the APMHNP concentration and NP faculty for competence in all role areas including teaching, research, and clinical competence

Revised 03/10 by Communication Committee and approved 5/10 by GFO

Intercollegiate Consortium for a Master of Science in Nursing
Job Description
Director of Family Psychiatric/Mental Health Nurse Practitioner Concentration

REPORTS TO: ICMSN Graduate Program Coordinators

QUALIFICATIONS
1. Must have a doctoral degree and maintain membership as graduate faculty at member ICMSN university
2. Must possess and maintain unencumbered advanced practice licensure in Louisiana
3. Must be nationally certified as a Family Psychiatric Mental Health Nurse Practitioner (FPMHNP)
4. Must maintain currency in practice in the certified area and have prescriptive privileges
5. Must have at least 2 years graduate education experience in the population focus
6. Must have demonstrated scholarly and leadership contributions relevant to NP practice and education

SELECTION
7. Every three years, the ICMSN deans will solicit nominations for the Director of the FPMHNP concentration from the ICMSN FPMHNP faculty.
8. The ICMSN deans will select the candidate from the nomination list prepared by the ICMSN NP faculty.
9. The selected candidate will serve a three year term.

RESPONSIBILITIES
1. Provides leadership of the FPMHNP concentrationand the NP faculty teaching in the concentration.
2. Provides oversight for the educational components of the FPMHNP concentration
3. Ensures FPMHNP faculty representation on the ICMSN Committee on Curriculum in order to provide ongoing input into the development, evaluation, and revision of the curriculum
4. Ensures that appropriate national standards are used for graduate, APRN, and FPMHNP content within the curriculum
5. Reviews certification criteria from ANCC and AANP to ensure that students in the FPMHNP concentration maintain eligibility for testing
6. Analyzes and makes recommendations to Graduate Coordinators for resources, facilities, and services in order to maintain an effective FPMHNP concentration
7. In collaboration with clinical faculty and coordinators, ensures appropriate student learning experiences and clinical hours in the FPMHNP concentration
8. Participates in collaboration with Graduate Program Coordinators in review for a sufficient mix of full-time and part-time faculty to ensure quality clinical experiences and role development for NP students
9. In collaboration with faculty and coordinators, participates in the evaluation process of the FPMHNP concentration and NP faculty for competence in all role areas including teaching, research, and clinical competence

Coordinator for NP Concentrations: Each member institution may choose to designate a NP faculty member to serve to coordinate practicum experiences.

 Each member institution maintains a job description for this position.

Intercollegiate Consortium for a Master of Science in Nursing `
Job Description
Director of Family Nurse Practitioner Concentration

REPORTS TO: ICMSN Graduate Program Coordinators

QUALIFICATIONS
1. Must have a doctoral degree and maintain membership as graduate faculty at member ICMSN university
2. Must possess and maintain unencumbered advanced practice licensure in Louisiana
3. Must be nationally certified as a Family Nurse Practitioner (FNP)
4. Must maintain currency in practice in the certified area and have prescriptive privileges
5. Must have at least 2 years graduate education experience in the population focus
6. Must have demonstrated scholarly and leadership contributions relevant to NP practice and education

SELECTION
1. Every three years, the ICMSN deans will solicit nominations for the Director of the FNP concentration from the ICMSN FNP faculty.
2. The ICMSN deans will select the candidate from the nomination list prepared by the ICMSN NP faculty.
3. The selected candidate will serve a three year term.

RESPONSIBILITIES
10. Provides leadership of the FNP concentration and the NP faculty teaching in the concentration
11. Provides oversight for the educational components of the FNP concentration
12. Ensures FNP faculty representation on the ICMSN Committee on Curriculum in order to provide ongoing input into the development, evaluation, and revision of the curriculum
13. Ensures that appropriate national standards are used for graduate, APRN, and FNP content within the curriculum
14. Reviews certification criteria from ANCC and AANP to ensure that students in the FNP concentration maintain eligibility for testing
15. Analyzes and makes recommendations to Graduate Coordinators for resources, facilities, and services in order to maintain an effective FNP concentration
16. In collaboration with clinical faculty and coordinators, ensures appropriate student learning experiences and clinical hours in the FNP concentration
17. Participates in collaboration with Graduate Program Coordinators in review for a sufficient mix of full-time and part-time faculty to ensure quality clinical experiences and role development for NP students
18. In collaboration with faculty and coordinators, participates in the evaluation process of the FNP concentration and NP faculty for competence in all role areas including teaching, research, and clinical competence

Coordinator for NP Concentrations: Each member institution may choose to designate a NP faculty member to serve to coordinate practicum experiences.

 Each member institution maintains a job description for this position.

Ongoing Timeline for Evaluation Data and ICMSN Forms

ICMSN Program Evaluation Data Collection and Reporting Timetable			
Evaluation Tool/Required Reports	**Frequency of Data Collection**	Time of Data collection	**Process and Recipient of Report**
1. Course Evaluations Tool Used: <u>Current ICMSN Course Evaluation Tool</u>	Each Semester	Spring Semester May Fall Semester December	By March 31 (spring semester), June 30 (summer semester), and October 31 (fall semester) UL Lafayette Graduate Coordinator will create current Course Evaluations on Survey Monkey. Graduate Coordinators will obtain the survey link to those courses being offered at their campus and will send the link to their instructors of record to place on Bb or MOODLE course. UL Lafayette Graduate Coordinator will download and aggregate data and compile report for Curriculum and Evaluation Committees. Fall Semesters: Have course evaluation aggregate data from summer and previous semester completed by February 1. Spring Semesters: Have course evaluation data from previous semester completed by July 1. Analyzed and trended by Curriculum Committee fall and spring semesters
2. Employer Satisfaction Survey Tool Used: ICMSN Employer Satisfaction Survey	Each Semester	Fall and Spring 1-year and 3-year	By October 31 (fall semester) and March 31 (spring semester) Chair of Evaluation Committee will create the latest Employer Satisfaction Survey on Survey Monkey. In December (fall semester) and May (spring semester) MSU administrative personnel will send out latest Employer Satisfaction Survey link to employers of 1-year and 3-year graduates. In summer months, MSU administrative personnel will download and aggregate data from previous fall/spring cycle. This data will be forwarded to the chair of Evaluation Committee no later than August 1 of each year. Analyzed and trended by Evaluation Committee annually.

3. Alumni Survey Tool Used: Current ICMSN Alumni Survey	Each Semester	Fall and Spring 1-year and 3-year	By October 31 (fall semester) and March 31 (spring semester) Chair of Evaluation Committee will create the latest Alumni Survey on Survey Monkey. In December (fall semester) and May (spring semester) MSU administrative personnel will send out latest Alumni Survey to 1-year and 3-year graduates. In summer months, MSU administrative personnel will download and aggregate data from previous fall/spring cycle. This data will be forwarded to the chair of Evaluation Committee no later than August 1 of each year. Analyzed and trended by Evaluation Committee annually.
4. Student Focus Group Tool Used: ICMSN Focus Group Format and Items	Periodically	Periodically	Each Graduate Coordinator will conduct a Student Focus Group periodically. These queries will be made either face-to-face or as an online questionnaire. Each member institution administrative personnel will type the responses and all data will be forwarded to the Chair of the Evaluation Committee for aggregation. Final Report will be forwarded to Chair of Curriculum Committee no later than June 1. Analyzed and trended by Coordinating Committee periodically.
5. Graduate Exit Surveys Tool Used: Current ICMSN Graduate Exit Survey	Annually	Spring Semester – May Fall Semester-December	By October 31 (fall semester) and March 31 (spring semester), Southeastern Graduate Coordinator will create a current Graduate Exit Survey and will send the survey link to the instructors of record in the final courses in each concentration: N539/639, N559/659, N584/684, N578/678, N593/693. Instructors of record will post survey link on course site and will remind students to participate in survey. Data are downloaded by Southeastern Graduate Coordinator and administrative personnel annually in June and sent to Chair of Evaluation Committee. Analyzed and trended by Evaluation Committee annually.
6.First-time Certification Exam Tools Used: Reports from ANCC and AANP	Annually-LSBN Report	Spring	In March/April of each year, Graduate Coordinators request reports from ANCC and AANP. This data is reported annually in the LSBN report. Each Graduate Coordinator supplies the latest data for the report. The annual LSBN Annual Report will be housed at UL Lafayette. Analyzed and trended by Coordinating Committee annuall
7. Employment Patterns Tool Used: Employment patterns table	Annually	Spring Semester-May Fall Semester-December	Data collected on the Graduate Exit Surveys and Alumni Surveys and self-report by students. Analyzed and trended by Coordinating Committee annually. .

| 8.Graduation Rates | Each Semester | Fall Semester – January Spring Semester - June | Administrative personnel at Southeastern send Graduation Rate data table with instructions for calculations in January and June to each member institutions' Graduate Coordinator and administrative personnel.

Each member institution personnel calculate their graduation rate and return to personnel at Southeastern for calculation of ICMSN Graduation Rate.

Analyzed and trended by Coordinating Committee annually. |

Intercollegiate Consortium for a Master of Science in Nursing
MCNEESE STATE UNIVERSITY, NICHOLLS STATE UNIVERSITY, SOUTHEASTERN LOUISIANA
UNIVERSITY, & UNIVERSITY OF LOUISIANA AT LAFAYETTE
GRADUATE EXIT SURVEY

DIRECTIONS: Please The following statements are designed to assess how well you think the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) program prepared you for advanced practice in nursing. Please read each of the statements carefully and select the statement that most accurately reflects your opinion. The scale ranges from Poor to Excellent
Thank you for your participation.
1.   The Consortium institution from which I received my MSN degree (home institution) was:
    A.   McNeese State University
    B.   Southeastern Louisiana University
    C.   The University of Louisiana at Lafayette
    D.   Nicholls State University
The following statements are designed to assess how well you think the Intercollegiate Consortium for a Master of Science in Nursing program prepared you for advanced practice in nursing.
Rating Scale: 1 = Excellent; 2 = Good; 3 = Satisfactory; 4 = Fair; 5 = Poor

2.	Adequacy of the advising you received from graduate nursing faculty in relation to **admission** requirements.	1	2	3	4	5
3.	Adequacy of the advising you received from graduate nursing faculty in relation to **progression** requirements.	1	2	3	4	5
4.	Adequacy of the advising you received from graduate nursing faculty in relation to **graduation** requirements.	1	2	3	4	5
5.	Opportunity to provide input (either directly or through representation) into graduate program **policies** related to students.	1	2	3	4	5
6.	Opportunity to provide input (either directly or through representation) into graduate program **activities** related to students.	1	2	3	4	5
7.	Opportunity to provide input (either directly or through representation) into the MSN **curriculum**.	1	2	3	4	5
8.	Opportunity to provide input (either directly or through representation) into graduate program **services** related to students.	1	2	3	4	5
9.	Adequacy of university **support services**.	1	2	3	4	5
10.	Access to **information** regarding student policies.	1	2	3	4	5
11.	Policies were **free of discrimination** in regard to sex, age, race, etc.	1	2	3	4	5
12.	**Library** resources for the graduate program support student learning needs.	1	2	3	4	5
13.	**Audiovisual** resources for the graduate program support student learning needs.	1	2	3	4	5
14.	**Computer** resources for the graduate program support student learning needs.	1	2	3	4	5
15.	**Classroom** resources for the graduate program support student learning needs.	1	2	3	4	5

Rating Scale: 1 = Excellent; 2 = Good; 3 = Satisfactory; 4 = Fair; 5 = Poor

16.	**Practicum experiences** were appropriate for meeting course objectives.	1	2	3	4	5
17.	**Preceptors** facilitated attainment of course objectives.	1	2	3	4	5
18.	Faculty demonstrated **expertise** in areas of instruction.	1	2	3	4	5
19.	Faculty were **interested** in my professional growth.	1	2	3	4	5
20.	Faculty were **accessible**.	1	2	3	4	5
21.	The master's curriculum **built** upon baccalaureate education, knowledge and competency levels.	1	2	3	4	5
22.	There was adequate **advisement** for the focused scholarly project/thesis.	1	2	3	4	5
23.	The focused scholarly project/thesis contributed to **scholarly development**.	1	2	3	4	5
24.	The MSN program of study prepared me to acknowledge and demonstrate **scholarship** as an integral component of the practice role.	1	2	3	4	5
25.	The MSN program of prepared me to translate and utilize **research** as a scientific basis for health policy and professional practice.	1	2	3	4	5
26.	The MSN program of study prepared me to accumulate and synthesize role and specialty specific information into a functional body of knowledge.	1	2	3	4	5
27.	The MSN program prepared me to use self-regulated thinking and sound judgment to shape personal, professional, and organizational decisions.	1	2	3	4	5
28.	The MSN program prepared me to model professional behaviors, including involvement in professional organization, engagement in life-long learning, consumer advocacy, and professional competency.	1	2	3	4	5
29.	The MSN program prepared me to create and maintain supportive and constructive relationships with health care consumers, members of the health care team, and the community of interest.	1	2	3	4	5
30.	The **length** of the program was appropriate to meet its objectives.		2	3	4	5
31.	MSN course offerings were appropriate for **timely completion** of the program.	1	2	3	4	5
32.	Please rate your level of **overall satisfaction** with the MSN program.	1	2	3	4	5
33.	Adequacy of access of **distance education** students to the same range of student services as on campus students.	1	2	3	4	5
34.	Availability of **assistance** for students experiencing difficulty with distance learning technology.	1	2	3	4	5
35.	Availability of **technical support** for software and hardware necessary to achieve program objectives.	1	2	3	4	5

Rating Scale: 1 = Excellent; 2 = Good; 3 = Satisfactory; 4 = Fair; 5 = Poor

If you are a nurse practitioner student, please answer the following questions:
36. Have you already or are you going to attend a review course?
    1 = Yes   2 = No   3 = Unsure

37. Which certification examination are you applying to take?
    1 = ANCC 2 = AANP

If you are a nurse educator student, please answer the following questions:
38. Will you seek certification after you have fulfilled the experience criteria?
    1 = Yes   2 = No   3 = Unsure

If you are a nurse administrator student, please answer the following questions:
39. Will you seek certification when you have fulfilled the necessary criteria?
    1 = Yes   2 = No   3 = Unsure

Please answer the following questions on the back of this page, as necessary.
40.   Please comment on the strengths/limitations of the **MSN Program**.

41.   Please comment on the strengths/limitations of the **Intercollegiate Consortium for a Master of Science in Nursing (ICMSN).**

DATE _____   CODE # _____

INTERCOLLEGIATE CONSORTIUM FOR A MASTER OF SCIENCE IN NURSING
ALUMNI SURVEY

DIRECTIONS: Please mark your responses to the survey items below on the form. Where blanks are provided in the survey, fill them in. **Return the survey in the enclosed, self-addressed envelope within 10 days.** Thank you for your participation and prompt return.

1.   The Consortium institution from which I received my MSN degree (home institution) was:
    A.   McNeese State University
    B.   Southeastern Louisiana University
    C.   The University of Louisiana at Lafayette
    D.   Nicholls State University

2.   My functional role(s) in my current employment setting is/are:
    A.   Clinical Nurse Specialist
    B.   Nurse Administrator
    C.   Nurse Educator
    D.   Nurse Practitioner
    E.   Other, Specify

3.   The average number of hours I currently work in nursing per week is:
    A.   20 or less
    B.   21 to 35 hours
    C.   36 to 40 hours
    D.   41 or more hours
    E.   Not applicable

4.   My current type of work setting in nursing is:
    A.   community-based setting
    B.   acute care
    C.   long-term care
    D.   school of nursing
    E.   other, specify

5.   My current geographic work setting in nursing is:
    A.   urban
    B.   rural
    C.   suburban
    D.   other, specify

6.   My current work residence in nursing is:
    A.   in Louisiana
    B.   out-of-state
    C.   other, specify

7.   The population I work with is primarily:
    A.   private pay
    B.   medically under-served
    C.   combination
    D.   other, specify

The completion of the MSN degree resulted in:	YES	NO
8. a salary increase	A	B
9. acceptance of a new position	A	B
10. improvement of current position	A	B
11. personal recognition	A	B

12. My professional annual salary fits in the following range: (If you work part-time, estimate what your annual salary would be on a full-time basis.)
   A. Less than $36,000
   B. $36,000 - $45,999
   C. $46,000 - $55,999
   D. $56,000 - $65,999
   E. $66,000 or above

13. I am interested in pursuing a doctoral degree:
   A. yes, currently enrolled
   B. yes, intend to enroll
   C. no
   D. undecided

Since graduation from the MSN program I have participated in:	YES	NO
14. community service	A	B
15. health-related policy group	A	B
16. political activity	A	B
17. public speaking or writing	A	B
18. consultation	A	B
19. private business	A	B
20. research	A	B
21. publication	A	B
22. professional organizations	A	B

The following statements are designed to assess how well you think the Intercollegiate Consortium for a Master of Science in Nursing prepared you for an advanced role in nursing. Please mark the letter that best indicates your rating of the following statements using the scale:
A=Excellent   B=Good   C=Satisfactory   D=Fair   E=Poor

42.	The MSN program prepared me to acknowledge and demonstrate scholarship as an integral component of the practice role.	A	B	C	D	E
24.	The MSN program prepared me to translate and utilize research as a scientific basis for health policy and professional practice.	A	B	C	D	E
25.	The MSN program prepared me to accumulate and synthesize role and specialty specific information into a functional body of knowledge.	A	B	C	D	E
26.	The MSN program prepared me to use self-regulated thinking and sound judgment to shape personal, professional, and organizational decisions.	A	B	C	D	E
27.	The MSN program prepared me to model professional					

behaviors, including:					
a. involvement in professional organization	A	B	C	D	E
b. engagement in life-long learning	A	B	C	D	E
c. consumer advocacy	A	B	C	D	E
d. professional competency	A	B	C	D	E
28. The MSN program prepared me to create and maintain supportive and constructive relationships with health care consumers, members of the health care team, and the community of interest	A	B	C	D	E

SATISFACTION WITH THE MSN PROGRAM

Please mark the letter that best indicates your overall satisfaction with the following aspects of the MSN using the scale:

A=Excellent   B=Good   C=Satisfactory   D=Fair   E=Poor

29. ICMSN program	A	B	C	D	E
30. Home institution	A	B	C	D	E
31. Nursing specialty preparation	A	B	C	D	E

Please mark the letter that best indicates your overall satisfaction with the following distance learning aspects of the MSN using the scale:

A=Strongly Agree   B=Agree   C=Neither Agree nor disagree   D=Disagree   E=Strongly Disagree

32. The distance learning format of the program helped me reach my educational goals.	A	B	C	D	E
33. The distance learning format of the program was appropriate.	A	B	C	D	E
34. The distance learning format of the program provided adequate interaction with classmates.	A	B	C	D	E
35. The distance learning format of the program provided adequate interaction with faculty.	A	B	C	D	E
36. I would recommend this distance learning format to my colleagues.	A	B	C	D	E

37.   Type of practice certification pursued, if any:
    A.   Clinical Nurse Specialist, type:
    B.   Nurse Practitioner, type:
    C.   Nurse Administrator, type:
    D.   Nurse Educator
    E.   Other, type:
    F.   None

38.   I passed my certification examination the first time:
    A.   Yes
    B.   No
    C.   Not applicable

39.   If you answered *No* to question 38, did you attend a review course prior to taking the certification exam?
    A.   Yes

B.   No

40.   Certifying agency:
     A.   ANCC
     B.   AANP
     C.   NLN
     D.   Other, specify:
     E.   Not applicable
41.   I have applied for an advanced practice license.
     A.   Yes
     B.   No
     C.   Not applicable
42.   I presently hold an advanced practice license.
     A.   Yes
     B.   No
     C.   Not applicable
If you answered yes to question # 42, please complete question # 43 and #44
43.   My advanced practice license is:
     A.   Clinical Nurse Specialist, type:
     B.   Nurse Practitioner, type:
     C.   Other, type:
44.   I presently have a DEA number.
     A.   Yes
     B.   No

EMPLOYER SATISFACTION WITH MASTER OF SCIENCE IN NURSING (MSN) GRADUATES
From the
Intercollegiate Consortium for a Master's of Science in Nursing

DIRECTIONS: This evaluation is to be completed by the direct clinical supervisor of a MSN graduate from our university that is currently under your employ.
Please provide some information about yourself and your agency below.

1. **The employing agency setting is best described as:**
   a. **Community health**
   b. **Hospital**
   c. **Ambulatory care**
   d. **Out-patient clinic/office**
   e. **Long-term care**
   f. **School of Nursing**
   g. **Other, specify** _____

2. **The work role of the evaluator is:**
   a. **Administrator/Dean**
   b. **Manager/supervisor**
   c. **Staff Nurse**
   d. **Nurse Practitioner**
   e. **Faculty**
   f. **Physician**

3. **Highest educational degree of evaluator:**
   a. **Associate**
   b. **Bachelor**
   c. **Master**
   d. **Doctorate**
   e. **MD**
   f. **Other, specify** _____

4. **Functional role preparation of the person being evaluated:**
   a. **Nurse Administrator**
   b. **Clinical Nurse Specialist**
   c. **Nurse Practitioner**
   d. **Nurse Educator**

5. **Does your organization differentiate the practice roles of nurses based on level of educational preparation?**
   a. **Yes**
   b. **No**
   c. **Uncertain**

6. **Number of months you have supervised this employee:**
   a. **None**
   b. **Up to 6 months**
   c. **7 to 12 months**
   d. **13 to 36 months**
   e. **25 to 36 months**
   f. **More than 36 months**

Using the following scale, rate the extent to which this MSN graduate demonstrates the characteristic indicated in each item.

1 (Strongly Disagree)
2 (Disagree)
3 (Neither Agree nor Disagree/Not Applicable)
4 (Agree)
5 (Strongly Agree)

			Rating		
	SD	*D*	*NA*	*A*	*SA*
1. Strives to promote the mission and goals of the employing institution	1	2	3	4	5
2. Applies an ethical framework to the decision-making process	1	2	3	4	5
3. Advocates the exercise of patients' rights related to health care	1	2	3	4	5
4. Demonstrates accountability for professional decisions and actions	1	2	3	4	5
5. Identifies and documents patients' problems and diagnoses	1	2	3	4	5
6. Applies a sound, systematic approach to solving health problems	1	2	3	4	5
7. Possesses advanced knowledge and skills necessary to manage health problems	1	2	3	4	5
8. Employs evidence-based practice in making clinical decisions	1	2	3	4	5
9. Validates the effect of nursing interventions on patient health outcomes	1	2	3	4	5
10. Incorporates theoretical precepts into practice, research, and education	1	2	3	4	5
11. Communicates relevant information accurately, promptly and effectively	1	2	3	4	5
12. Promotes culturally competent nursing care	1	2	3	4	5
13. Collaborates with members of the health team in promoting interdisciplinary care	1	2	3	4	5
14. Appropriately delegates care while retaining professional accountability	1	2	3	4	5
15. Promotes cost effectiveness in the delivery of quality health care	1	2	3	4	5
16. Utilizes informatics appropriately in the delivery of health care	1	2	3	4	5
17. Participates in identifying and effecting change to improve health care	1	2	3	4	5
18. Employee's preparation compares favorably with others of the same level of education	1	2	3	4	5
19. Overall, I am satisfied with the educational preparation of this employee	1	2	3	4	5
20. I would recommend hiring graduates from this nursing program in the future	1	2	3	4	5

21. Please provide any comments or feedback below to the School of Nursing regarding our preparation of students for a career in nursing:

Intercollegiate Consortium for a Master of Science in Nursing
Graduate Course Evaluation
2012-2013

1. My home institution is:
   a. McNeese State University
   b. Southeastern Louisiana University
   c. University of Louisiana at Lafayette
   d. Nicholls State University

2. At the *beginning* of this course, I would rate my level of technological skills as:
   1. Novice
   2. Intermediate
   3. Expert

INSTRUCTIONS: Your responses to the survey will be kept confidential. Please read each of the following statements carefully and choose the answer that most accurately reflects the extent to which you **Agree** or **Disagree** with the statement. Use the following scale to rate your answers: 1) Strongly Agree; 2) Agree; 3) Disagree; 4) Strongly Disagree or please select Not applicable if the item does not pertain to your course. *Thank you for your feedback.*

Course Evaluation:

3. Course faculty were effective in fostering learning.   1   2   3   4   NA

4. Course grading policy is clearly stated in the syllabus.   1   2   3   4   NA

5. Course requirements were clearly communicated
   via course documents.   1   2   3   4   NA

6. Course content was organized and logical.   1   2   3   4   NA

7. Course content reinforced previous learning.   1   2   3   4   NA

8. Course activities fostered student-student interaction.   1   2   3   4   NA

9. Navigation throughout the course was logical, consistent,
   and efficient.   1   2   3   4   NA

10. Instructions on how to access course resources from
    distance/online sources was sufficient.   1   2   3   4   NA

11. Online IT assistance (tech support) was available   1   2   3   4   NA
    when needed.

12. The use of discussion boards/learning forums/listservs
    facilitated learning.   1   2   3   4   NA

13. The use of electronic conferences (chat rooms, instant
    messaging, webcams, use of skype) facilitated learning.   1   2   3   4   NA

14. Online presentations (PowerPoint, Tegrity, Videos) were an
    effective method of delivering course content.   1   2   3   4   NA

15. Online demonstrations (use of Moodle, Internet,
    spreadsheets, etc.) were effective instructional tools

in this course.   1   2   3   4   NA

16. Access to library databases provided by my home
    institution met my learning needs.   1   2   3   4   NA

17. The required textbooks for this course met my
    learning needs.   1   2   3   4   NA

18. Assigned readings facilitated my understanding of
    course material.   1   2   3   4   NA

19. Assignments facilitated the learning of course content.   1   2   3   4   NA

20. The number of assignments was appropriate for meeting the
    course objectives.   1   2   3   4   NA

21. Tests/exams reflected the course content/assignments.   1   2   3   4   NA

22. Case studies/written assignments reflected course content.   1   2   3   4   NA

23. The workload for this course in relation to other courses of
    equal credit was: 1 (much heavier)
    2 (heavier)
    3 (lighter)
    4 (much lighter)
    5 (about the same)

24. At the **end** of this course, I would rate my technological skills as:
    1. Novice
    2. Intermediate
    3. Expert

Evaluation of Course Objectives:

25. **Individual course objectives…**

26. Please use the space below for additional comments about this course. What were the strengths and
    weaknesses of the course? What would you keep the same and what would you change, and how?

Thank you for taking the time to provide your feedback. Your responses will be batch reported and your
individual answers will remain anonymous.

PEER REVIEW ONLINE COURSES WORKSHEET

DATE: **COURSE BEING REVIEWED:**   **FACULTY TEACHING COURSE:**

FACULTY REVIEWER:

How to use the rubric worksheet:
1. Read the specific review standard and the attached annotation.
2. Look for evidence that the standard is met in the course
3. Ask yourself: Does the course meet the standard at an 85% or better level?
4. Decide Yes or No and check the appropriate column.
5. Include comments or suggestions in the Notes section
6. Use the Scoring Sheet at the end.

SPECIFIC REVIEW STANDARDS	POINTS	YES	NO	NOTES
1. Instructions make clear how to get started and where to find various course components.	3			
2. A statement introduces the student to the purpose of the course and to its components.	3			
3. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.	1			
4. The self-introduction by the instructor is appropriate and available online.	1			
5. Students are asked to introduce themselves to the class.	1			
6. Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1			

SPECIFIC REVIEW STANDARDS	POINTS	YES	NO	NOTES
7. Minimum technical skills expected of the student are clearly stated.	1			
8. Course learning objectives describe outcomes that are measurable.	3			
9. The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3			
10. All learning objectives are stated clearly and written from the students' perspective.	3			
11. Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3			
12. The learning objectives are appropriately designed for the level of the course.	2			
13. The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3			
14. The course grading policy is stated clearly.	3			
15. Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3			
16. The assessment instruments selected are sequenced,	2			

SPECIFIC REVIEW STANDARDS	POINTS	YES	NO	NOTES
varied, and appropriate to the content being assessed.				
17. "Self-check" or practice assignments are provided, with timely feedback to students.	2			
18. The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3			
19. The relationship between the instructional materials and the learning activities is clearly explained to the student.	3			
20. The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	2			
21. All resources and materials used in the course are appropriately cited.	1			
22. The learning activities promote the achievement of the stated learning objectives.	3			
23. Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	3			
24. Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	2			
25. The requirements for student interaction	2			

SPECIFIC REVIEW STANDARDS	POINTS	YES	NO	NOTES
are clearly articulated.				
26. The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3			
27. The tools and media support student engagement and guide the student to become an active learner.	3			
28. Navigation throughout the online components of the course is logical, consistent, and efficient.	3			
29. Students have ready access to the technologies required in the course.	2			
30. The course components are compatible with current standards for delivery modes.	1			
31. Instructions on how to access resources at a distance are sufficient and easy to understand.	1			
32. The course design takes full advantage of available tools and media.	1			
33. The course instructions articulate or link to a clear description of the technical support offered.	2			
34. Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources	2			

SPECIFIC REVIEW STANDARDS	POINTS	YES	NO	NOTES
provided.				
35. Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.	1			
36. Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1			
37. The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.	3			
38. Course pages and course materials provide equivalent alternatives to auditory and visual content.	2			
39. Course pages have links that are self-describing and meaningful.	2			
40. The course ensures screen readability.	1			

Standard	Assigned Point Value	If Yes – enter assigned points for that standard If No – enter 0
1*		
2*		
3		
4		
5		
6		
7		
8*		
9*		
10		
11		
12		
13*		
14*		
15*		
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31		
32		
33		
34		
35		
36		
37*		
38		
39		
40		
Total Points		
Essential Standards Not Met*		

To meet review expectations: Answered 'Yes' to all 3-point Essential Standards **AND A total overall score of 72 out of 85 points**

PLANNED COURSE IMPROVEMENTS (For Faculty Private Use)
As a result of this Quality Matters review, I plan to improve my online course and/or my teaching in the following ways:

I plan to make the following improvements to my course:	I can implement these improvements by myself:	I need help implementing these improvements:	The date by which I will implement these changes:

Intercollegiate Consortium for a Master's of Science in Nursing
McNeese State Southeastern Louisiana University
Nicholls State University
University of Louisiana Lafayette
Course Summary

<u>**Purpose:**</u>
1. Evaluate the achievement of course objectives.
2. Provide evaluation data on the curriculum for development, maintenance and/or revision.

<u>**Directions:**</u>
Complete the course summary and return the form to the Program Coordinator by the end of the semester in which the course is taught.
1. Analysis of Student Course Evaluation
2. For Clinical Courses:
    a. Overall Results of the Preceptor & Clinical Site Evaluations by Students (Survey Monkey)
    b. Overall Results of the Faculty Evaluations of Students (Typhon)
    c. Overall Results of the Preceptor & Clinical Site Evaluations by Faculty (Survey Monkey)
    d. Overall Results of Typhon Clinical Portfolio (Typhon)
    e. Results of Signature Assignment

1. Course:

Nursing:	Name:

2. Semester/Year:

Semester:	Year:

University Hosting Course:

3. Faculty:

Didactic Faculty	Clinical Faculty

4. Enrollment Completion Summary:

Enrollment Information	# of students		# of students
# Starting course			
# Completing course			
# Incompletes			
# Dropped Course		# Failed Course	
Due to Clinical Problems Reason:		Due to Clinical Failure Reason:	
Due to Didactic Problems		Due to Didactic Failure	

Reason:		# With 'C' # With 'D' # With 'F'	
Due to other reasons Explain:		Due to other reasons Explain:	

List Names of Students who Dropped/Failed Course:

Names of Student who Dropped	Names of Students who Failed

5. Summary of the student's evaluation of the course.
   (Attach analysis of the Student Course Evaluation obtained from Survey Monkey)

Comments on items below benchmark of 80% agreement
Number enrolled in course: Number of responses:

6. Summary of the Faculty or Faculty Teams' Evaluation of the course. (Opinions, Issues, Other Data)

7. What would you consider your course's signature assignment? (The assignment that encompasses several objectives, most important to the course, what you want your students to really know from the course, etc) To evaluate achievement of identified learning outcomes.

Which course objectives does it relate to?

How does it relate to the ICMSN graduate outcomes?

Is there a rubric for grading? *Please attach*

Benchmark for success:

Overall results of assignment: (Example) Which components met benchmark? Which components did not meet benchmark? Numbers of students meeting benchmark. Numbers of students below benchmark.

8. Did you use any new technology in your course this semester? If so, please review and evaluate. Will you continue to use this technology in future semesters?

Did you have any issues with the Learning Management System this semester? If so, please explain.

What specific technology would you like to learn to enhance your course?

7. Faculty Recommendations for the course:

A. <u>Minor</u>
(Recommendations acted upon within the course; i.e. changing unit for clinical in a particular agency, reorganizing a schedule, planning a teaching/learning activity) Include rational for recommendation.

Course:

Concentration:

B. Major
(Recommendations require action by the Curriculum Committee; i.e. textbook changes, movement of course in the curriculum schema; change in description or course objectives)

The following forms have been attached:

1. Overall Results of Preceptor & Clinical Site Evaluations by Students   Yes___ No___ NA___
2. Overall Results of Preceptor & Clinical Site Evaluations by Faculty   Yes___ No___ NA___
3. Overall Results of Faculty Evaluations of Students   Yes___ No___ NA___
4. Overall Results of Typhon Clinical Portfolio   Yes___ No___ NA___
5. Summary of Course Evaluation   Yes___ No___

This form has been completed by	

Evaluation Committee: 1/11

**McNeese State University, Nicholls State University, Southeastern Louisiana University &
University of Louisiana at Lafayette
Intercollegiate Consortium for a Master's of Science in Nursing FamilyPsych/Mental Health Clinical Site
and Preceptor Evaluation by Faculty
Policy and Procedure**

Policy Statement:
  Clinical preceptors and their clinical sites are vitally important in assisting faculty to prepare graduate students for advanced practice registered nursing. As such, faculty must ensure that students have supportive learning environments that enhance their performance by evaluating preceptors and clinical sites.

Procedure:
1. Preceptor and clinical site evaluations will be performed on all active primary preceptors during a clinical site visit by faculty.
2. Clinical faculty may perform the evaluation in combination with a student clinical site visit.
3. Clinical preceptor and site evaluations should be performed at least once during the student's 3-semester clinical courses.
4. The *Clinical Site and Preceptor Evaluation by Faculty* form should be used to document the evaluation.
5. Completed forms should be forwarded to ULL's Graduate Nursing Administrative Assistant for aggregation each semester.
6. The Evaluation Committee will trend the data at approved intervals and report to the GFO.
7. Any unsatisfactory evaluation should be forwarded immediately to the Director of the Nurse Practitioner Concentrationinvolved and the Coordinator of the Graduate Nursing Program for corrective action.

1-29-08 VW
Approved: Evaluation Committee 2-1-08

Intercollegiate Consortium for a Master of Science in Nursing
McNeese State University, Nicholls State University, Southeastern Louisiana University
&University of Louisiana at Lafayette
Family Nurse Practitioner
Guidelines for Clinical Site Visits

Student: _____ Course: _____

Semester/Year: _____

Clinical Faculty: _____ Clinical Site: _____

Date: _____ Start Visit Time: _____

End Visit Time: _____

This guide should be used in conjunction with the preceptor/faculty evaluation of student.

Behavior	Yes	No	Comments
Pre-visit: **1. Reviews Record**			
2. Develops plan for visit			
3. Consults experts and utilizes resources as necessary			
Actual visit: **1. Introduces self to patient and initiates a personal/professional bond**			
2. Clarifies purpose of visit			
3. Creates a mutually trusting/cooperative working climate			
4. Uses professional interviewing techniques (open, closed ended, reflective). Interview is complete and appropriate to situation			
5. Physical examination is appropriate for reason for visit and is accomplished maintaining privacy and comfort of the patient.			
6. Analysis of data is thorough and comprehensive			
7. Presentation to preceptor is well organized, accurate and succinct			

Behavior	Yes	No	Comments
8. Presentation of findings and plan to patient is thorough			
9. Engages patient in participating in the plan, clarifying, changing, etc.			
10. Health promotion and teaching is appropriate and easily understood by Patient/caregiver			
11. Maintains patient privacy and safety during entire session. Ensures Confidentiality			
12. Independently seeks resource material during the encounter			
13. Amount of time spent is appropriate to the situation and level of student			
14. Terminates interview giving a summary and validating findings			
15. Amount of supervision needed is equal to: (circle one) Constant Half/half Rare			
16. This record has been reviewed with student			

Narrative summary of the student's overall performance including observations from clinical site visits.
Student's Strengths:

Evaluation of Student Clinical Performance:

Satisfactory
Unsatisfactory (Select one)

_____   _____
Student Signature   Date

_____   _____
Clinical Faculty Signature   Date

Areas for Improvement:

**Intercollegiate Consortium for a Master's of Science in Nursing
Southeastern Louisiana University, McNeese State University, &
University of Louisiana at Lafayette
Family/Psych-Mental Health Clinical Site/Preceptor Evaluation by Faculty**

SEMESTER/DATE: _____   FACULTY: _____

CLINICAL SITE: _____   PRECEPTOR: _____

INSTRUCTIONS: Please evaluate your student's clinical site for this semester. Answer each statement by circling the number which most accurately reflects your evaluation of the site. Please us the scale defined below:

1=Strongly Disagree; 2=Disagree; 3=Neither disagree or agree, or not applicable; 4=Agree; 5=Strongly Agree

1. The clinical site provides adequate opportunities for student growth as an advanced practice nurse.	**1**	**2**	**3**	**4**	**5**
2. The clinical site has resources necessary to support an advanced practice clinical site.	**1**	**2**	**3**	**4**	**5**
3. The clinical site has procedure and protocol manuals, educational materials, and personnel to support a student in an advanced practice clinical rotation.	**1**	**2**	**3**	**4**	**5**
4. Clients/patients are variable in age, diagnoses, and numbers at the site.	**1**	**2**	**3**	**4**	**5**
5. Diagnostic testing and results are readily accessible at the site.	**1**	**2**	**3**	**4**	**5**
6. Opportunities for students to participate in the health management of patients are readily available at the site.	**1**	**2**	**3**	**4**	**5**
7. The philosophy of the personnel at the clinical site is directed toward quality care, health promotion, and disease prevention.	**1**	**2**	**3**	**4**	**5**
8. The preceptor at the clinical site facilitated learning by the student in order to fulfill the course objectives for which the clinical rotation was organized.	**1**	**2**	**3**	**4**	**5**
9. The preceptor at the clinical site communicates clearly and is organized.	**1**	**2**	**3**	**4**	**5**
10. The preceptor at the clinical site takes time to explain management strategies and answer questions posed by the student.	**1**	**2**	**3**	**4**	**5**
11. The preceptor actively involves the student in patient management.	**1**	**2**	**3**	**4**	**5**
12. The preceptor is knowledgeable about current patient management strategies and has an analytical approach to patient care.	**1**	**2**	**3**	**4**	**5**
13. The preceptor asks students relevant questions leading to improved problem solving.	**1**	**2**	**3**	**4**	**5**

14. The preceptor clearly communicates roles and expectations of students.	**1**	**2**	**3**	**4**	**5**
15. The preceptor provides positive and negative feedback to assist with student growth and learning.	**1**	**2**	**3**	**4**	**5**
16. The preceptor assists students with improving spoken and written communication.	**1**	**2**	**3**	**4**	**5**
17. The preceptor acts as a positive professional and ethical role model.	**1**	**2**	**3**	**4**	**5**
18. The preceptor assists the student in improving clinical skills.	**1**	**2**	**3**	**4**	**5**
19. The preceptor facilitates students' autonomy.	**1**	**2**	**3**	**4**	**5**
20. My overall evaluation of the clinical site and preceptor is: (circle one) Poor Fair Good Excellent					

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8/22/07 Coordinating Committee/GFO
Revised 2/19/08 Coordinating Committee
Revised 3/07/09 Coordinating Committee
Revised 06/01/09 Coordinating Committee
Revised 01/14/10 Coordinating committee
Revised 05/24/12 Communication Committee
Revised 01/21/13 Communication Committee
Revised 02/25/14 Communication Committee