

April 18, 2024 BSN Workshop / Meeting Minutes

School of Nursing							
Attendees							
x	Prof. Hope Goodwin		Dr. Kathy Blades – excused - P Day	X	Bobby Holbrook, Prog. Director		
x	Prof. Shawn Steiner		Dr. Julianne Settanni - excused		Dr. Susan Holland, Asst. Dean (SH)		Guest
x	Dr. Marsha Weiner		Mary (Lulu) Mondello -excused				Guest
	Prof. Gayle Deane	C	Sarah Hamula, Advisor (Sha)				Guest

No Minutes for review and approval				
(Date) Meeting Minutes ___ approved ___ approved with edits ___ not approved; returned for edits				
	ACEN Standard	Agenda topic – (Presenter)	Discussion/Minutes	Person Responsible/Due Date

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1.	Administrative Capacity and Resources	A. ACEN Peer Site Visitors	<p>MW discusses the site visit process, explaining that site visitors will present their findings without questions, and students are typically interviewed before faculty.</p> <p>Meeting summary for BSN Workshop (04/18/2025)</p> <p>Quick recap</p> <p>The team discussed various issues related to course syllabi, student discussions, and textbook usage, with a focus on maintaining consistency and fairness in grading and expectations. They also explored the use of a new digital workspace for organizing shared resources, and Gayle demonstrated how to set up and customize the gradebook in Canvas. Lastly, they discussed technical issues with the meeting platform, upcoming graduation responsibilities, and a new math course developed for nursing students.</p> <p>Next steps</p> <ul style="list-style-type: none">• Marsha: Update and send the final version of the discussion guidelines and rubric to all faculty members, including revisions to item #8, textbook usage policy, and APA error counting• Faculty Team: Review fall syllabi in August/September to ensure proper locked/unlocked sections before spring syllabi are opened	
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			<ul style="list-style-type: none">• Bobby and Marsha: Work on the SPE to develop a solution for tracking end of program outcomes and pulling historical data• Marsha: Update course mapping for course learning outcomes to ensure two direct measures for each end of program student learning outcome• Bobby: Work with e-learning to update access roles and permissions in the BSN program course shell and remove outdated faculty members• All Faculty: Implement standardized discussion guidelines and rubric starting from summer semester• Marsha: Email Mary Font with the curriculum submission document regarding missing course learning outcomes in syllabi• Marsha: Run the discussion instructions through AI to create more condensed versions for Gayle's review• Marsha: Update the BSN program faculty forum with final documents and create an archive folder• Christy: Provide temporary access codes for students who haven't received their course point access codes• All Faculty: Review and standardize Turnitin settings across courses• Marsha: Create and send the debriefing form to course leads for their input and review• Course Leads: Review and add content to the debriefing form in red for their respective courses• Shawn: Review health assessment course case studies to identify potential measures for end of program student learning outcomes• Faculty Members: Remove Biblio course materials from course navigation• Marsha: Update the course lead checklist to include standardized grade book settings and Turnitin configurations• Marsha: Complete and share the updated calendar for September/October assignments	
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- Sarah: Follow up regarding the possibility of adding a leadership certificate as a formal college credential
 - Bobby: Follow up with Joe regarding student performance study in the new math course with drug calculation module
 - Bobby: Verify math course requirements with curriculum committee and transfer institutions
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Summary

Syllabi Issues and Correction Options

The team discusses issues with the simple syllabi for summer and fall courses. Marsha explains that the summer syllabi are incorrect, missing course learning outcomes and containing outdated information. For fall syllabi, some issues persist but course learning outcomes are present. The group explores options to address these problems, including adding missing information as announcements or in a new component. Marsha agrees to email Mary Font, copying Bobby and Steven, to request corrections based on their curriculum submission. The team also notes that fall courses are not yet visible in their course lists.

Student Discussion Guidelines and Formatting

The group discusses guidelines for student discussions, focusing on formatting requirements and referencing. They agree that hanging indentations are not necessary, but proper punctuation, capitalization, and italicization are important. The team decides to add a note for students to check their posts before submitting. They also discuss the use of textbooks, agreeing that students should only use current course textbooks as references. The group debates how to handle repeated errors in citations, considering whether it's fair to deduct points multiple times for the same mistake.

			<p>Handling Late Assignments and Mistakes The group discusses how to handle late assignments and student mistakes consistently across courses. Gayle suggests giving students one warning before deducting points, while Shawn and Hope argue for strict adherence to rubrics and deadlines to maintain fairness and prepare students for professional expectations. Marsha shares her experience of being lenient initially but deciding not to continue due to difficulties tracking exceptions. The group agrees to refer to the nursing handbook's definition of extenuating circumstances and that faculty can use discretion in rare cases, with proper documentation required from students.</p> <p>Textbook Usage and APA Errors The group discusses and agrees on several points regarding textbook usage and APA errors in student assignments. They decide that only textbooks from the current course or other RN to BSN courses can be used as references. For initial posts, students must use the course textbook and one journal article as a minimum requirement. The group also agrees that all APA errors will be counted, even if made multiple times, to encourage students to correct their mistakes early on. They emphasize the importance of clearly stating these rules in the course syllabus.</p> <p>Discussion Board Guidelines and Rubric The team discussed the guidelines and rubric for their discussion board. They agreed to remove the points from the rubric and use it as a guide for setting up their own rubric. They also discussed the need for students to make connections to real life situations and the translation of new content. The team decided to use "and/or" in the rubric to allow for grading on multiple aspects. They also discussed the word count for the</p>	
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			<p>initial post and replies, deciding to keep it at 150 words or more. The team agreed to implement these changes for the upcoming summer semester.</p> <p>Organizing Shared Resources in Digital Workspace The group discusses organizing and structuring their shared resources in a digital workspace. Marsha presents a new system for organizing documents, including modules for course outcomes, book lists, and journal articles. They agree to include faculty meeting minutes and agendas in this space. The team decides to keep course mappings in a separate master location to avoid duplication issues. Marsha proposes saving approved course syllabi in the shared space for easy access by instructors teaching courses for the first time. The group also addresses some technical issues with editing permissions and spelling errors in the system.</p> <p>Technical Issues With Grade Book Gayle attempts to demonstrate how to use the note column in the grade book, but encounters technical difficulties with screen sharing. The group discusses the high cost of textbooks at the bookstore and the issues students face with access codes. Marsha mentions that Christy can provide temporary access codes for students who are having trouble. The team also talks about the placement of attendance verification in courses, with Marsha suggesting a standardized location for all courses. Gayle shares a personal anecdote about a "cuss jar" at her frequented place.</p> <p>Canvas Gradebook Setup and Customization Gayle demonstrates how to set up and customize the gradebook in Canvas. She explains how to remove duplicate assignments, add a notes section, and configure grade settings. Gayle advises against automatically applying grades for missing</p>	
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			<p>submissions to avoid unintended zeros. The group discusses using the notes section for tracking early alerts and last participation dates. They also review Turnitin settings, agreeing on using a 2% similarity threshold. Gayle shows how to properly set up rubrics to avoid point discrepancies and explains the importance of enabling the correct grading scheme in course settings.</p> <p>Canvas Course Settings and Site Visit The group discusses technical issues with the meeting platform and how to let a locked-out participant back in. Gayle provides tips on Canvas course settings, including enabling BSN grading schemes, managing announcements, and preventing students from circumventing discussion requirements. Marsha suggests removing the Biblio course materials option and mentions that students may ask to use Canva instead of PowerPoint for assignments. The team also discusses plans for a debriefing session and upcoming graduation responsibilities. Marsha informs the group about an upcoming ASN site visit, explaining that faculty will likely meet with site visitors on Wednesday for about two hours, with final meetings typically occurring Thursday morning.</p> <p>In-course Modules - Prerequisites? The group then debates whether to use prerequisites for course modules. Gayle and Shawn prefer not to use prerequisites, except for the first module to ensure students read important information. The group decides to leave it up to individual instructors, with the understanding that due dates should suffice for pacing. Marsha mentions working on updating the mapping for course learning outcomes and discusses a potential leadership certificate program through ATI Sigma that could benefit students in job searches. Sarah suggests exploring the</p>	
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			possibility of making it a formal certificate issued by the college and offers to find out more information about the process.	
		A.		
		B.		
2.	ACEN Standard 2: Faculty		1. Determine who are course leads for how long 2. Duties	BSN Faculty
		A.		
		B.		
3.	ACEN Standard 3: Students			

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4.	ACEN Standard4: Curriculum	A. Discussion Guidelines and rubric		
		B. MGF 1130 Mathematical Thinking	B. The team discussed a new math course developed by the FSW Math Department for healthcare, education and business students, which includes a module on drug calculations. BH explains that the course will be offered as a third option alongside algebra and statistics for core math requirements. The group debates the merits of this new course, with some expressing concerns about its effectiveness and transferability. They agree to study how well students perform in nursing after taking this course compared to traditional algebra.	
		C. In-course Modules – Prerequisites required.	The BSN Faculty group debates whether to use prerequisites for course modules. GD and SS prefer not to use prerequisites, except for the first module to ensure students read important information. The group decides to leave it up to individual instructors, with the understanding that due dates should suffice for pacing. Marsha mentions working on updating the mapping for course learning outcomes and discusses a potential leadership certificate program through ATI Sigma that could benefit students in job searches. Sarah suggests exploring the possibility of making it a formal certificate issued by the college and offers to find out more information about the process.	
		Clinical Courses / EPSLO / SLO & White paper		
5.	ACEN Standard 5: Outcomes	Choosing 2 nd SLO measurement	1. Quiz? 2. Mastering SLO assignment (Fall 2024)? 3. Others?	

		Fall 2024 EPSLO Direct Measurement	<p>Student Learning Outcomes Study Results</p> <p>BH presented a study on student learning outcomes, highlighting areas where the program exceeded objectives and those where it struggled. The team discussed the alignment of assignments with student learning outcomes, with MW suggesting a review of the grading and alignment after the fall semester. BH also mentioned the need to evaluate how they teach specific assignments, and the team expressed their appreciation for the progress made and the upcoming tasks.</p> <p>Next steps</p> <ul style="list-style-type: none">• BH to add revisiting the end-of-program student learning outcomes to the parking lot for discussion in September 2025.• MW to review the assignments and grading rubrics for end-of-program student learning outcomes 2, 4, and 5 to ensure alignment.• GD to send MW the specific assignments and rubrics used for the student learning outcomes assessment.• Faculty to evaluate the teaching methods for assignments related to student learning outcomes 2, 4, and 5.• BH to note the discussion of student learning outcomes in the course debriefing.• MW to update the BSN Faculty Forum with all relevant information from this meeting. <p>-Faculty will review EPSLO 1.4 and 5 assignments to determine if the rubrics for EPSLO 1, 4, & 5 measure what faculty thinks it is measuring..</p> <p>-By fall 2025 we will have Spring and Summer 2025 EPSLO measurements</p>	
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