

**MANSFIELD UNIVERSITY SENATE  
MINUTES**

**Senate Meeting:** May 1, 2008  
**Session:** XXV, Meeting # 1

4 p.m AHUB 317

**Present:** R. Timko, S. Davis, C. Moulton, L. Iseri, J. Purk, K. Verno, R. Dodson-Webster, M. Rennner, P. Keller, D. Erickson, D. Monkiewicz, C. Hoy, V. Jenkins, S. Stein, G. Carson, J. Sim, D. Mason, L. Rashidi, W. Keeth, J. Demchak, J. Bosworth, S. Kasperek, N. Rinnert, S. Brown, L. Schankman, P. Richmond, T. Madigan

R. Timko called meeting to order: 4:03

- I. Approval of University Senate minutes of April 3, 2008  
**Approved** (Carson/Rashidi)
- II. **Treasurer's report** (L. Iseri)  
Balance \$595
- III. **Announcements:**
  - New senator: Jennifer Demchak (Geology/Geography). Scott Davis new VP.
  - Actions by Pres. Loeschke from 3/20 Senate recommendations:  
GES approval of CHM 1103 turned back because of question (what do caps mean?)  
MR: ambiguous cap, needed clarification. Trivial matter, it is copy editing for clarity, not something senate needs to act on. Chem Dept. has agreed to meet w/MR to resolve.
  - MR: recognized Vince Jenkins as employee of year
  - Other actions from 3/20 approved by Pres. Loeschke.
  - 4/3 actions all approved by Pres.
- IV. **Committee and Other Reports**
  - A. **Academic Planning** (Moore)  
No report  
RT: They are continuing to work on procedures handbook
  - B. **Administrative Affairs/Elections** (Verno)  
No report
  - C. **Student Affairs/Admissions** (Purk)  
No report
  - D. **Information Technology** (Dodson-Webster)  
Smart cards starting – get new ID
  - E. **Library Advisory** (Holderby)  
No report
  - F. **First Year Committee** (Bosworth)  
UNV workshop the Wed. after graduation
  - G. **Provost** (Renner)  
Commencement on MAY 10. Faculty attendance is important. Please attend (very important to the students)

## H. Academic Affairs (Bosworth)

### AAC Motions:

#### 1. New Program, Post-master's Certificate in Nursing Education

Department: Health Sciences and Physical Activities

Rationale for program:

**Post-master's certificate in nursing education:** *The National League for Nursing Accrediting Commission (NLNAC) accreditation standard for faculty states "faculty members are academically and experientially qualified, and maintain expertise in their areas of responsibility." Although the NLNAC does not expect all faculty to have completed courses in nursing education as part of a master's or doctoral degree, it does expect that some nurse educators on a faculty have expertise in this area. In the Mansfield region as well as across the Commonwealth, most master's prepared nurses have not had nursing education classes. A post-master's certificate will prepare these master's prepared individuals to teach in nursing programs and staff development departments in clinical agencies. Completion of a post-master's certificate will give individuals the necessary coursework to sit for the new national nurse educator certification examination. Students will take the following courses:*

- *NUR 5510 – Teaching and Learning Theory for Nurse Educators*
- *NUR 5515 – Measurement and Evaluation in Nursing Education*
- *NUR 5525 – Teaching and Learning in the College Setting*
- *NUR 5530 – Teaching and Learning in the Clinical Setting*
- *NUR 5545 – Curriculum Development in Nursing Education*

Degree and Program Title

***Post-master's certificate in nursing education***

Program Description for Catalog:

*This 15-credit post-masters in nursing education program gives nurses who already hold master's degrees in nursing the opportunity to gain expertise necessary to be effective nurse educators. Graduates of the certificate program will be able to design curricula based on current knowledge of nursing, teaching techniques, and learning theory. They will be able to effectively evaluate students, courses, and programs, as well as participate in accreditation procedures.*

Program Objectives:

- *Integrate epistemological perspectives from nursing science, education, and evaluation to design, implement, and evaluate nursing curricula.*
- *Analyze the impact of social, ethical, cultural, economic, and political influences on nursing education and nursing practice*
- *Analyze implications of legal and ethical accountability of nursing faculty in the classroom and clinical areas.*
- *Design, implement, and evaluate teaching strategies for the classroom and clinical arenas.*
- *Synthesize knowledge from nursing science and learning theory to demonstrate the praxis of teaching in the classroom and clinical arenas.*

Impact on other programs:

- *None. These students will take the required courses when offered for the MSN program.*

Demand for Program (attach a market analysis):

- *Several calls from area schools and individuals asking if we offered a post-master's certificate in nursing education*



New Prefix: \_\_\_\_\_ New Number: \_\_\_\_\_ New  
CIP: \_\_\_\_\_  
Old Course Title: Special Topics  
New Course Title: \_\_\_\_\_  
Credits (Place number of credits beside appropriate types)  
OLD Credit(s) 3 Undergraduate  
NEW Credit(s) \_\_\_\_\_ Undergraduate

To repeat for additional credit (not repeat of previously earned grade), list maximum hours of credit that may be earned over multiple Semesters 9 semester hours.

Course Description for Catalog (limit to four sentences): **[no change]** This course is constructed each time it is offered to address different contemporary or historical issues, media, and/or techniques of importance in art and art education.

Prerequisites: (Courses which MUST be completed prior to taking this course)**[no change]** ART 2240, 2244, 2248, 2250.

Estimated Frequency of Offering: Max. 1 time per year; typical 1 time every 2 years, possibly never (elective)

*Discussion:*

SD: Is there insurance that the topic will change?

JB: yes, there is a way they can catch that. It is an existing course.

VJ: are you sure? It will not show up on webadvisor.

**PASSED**

**AAC REPORT**

**Report on Compliance Of General Education Syllabi and Courses with Assessment Standards**

JB: Gen Ed subcommittee brought to AAC: We are required by Middle States to show process of accreditation

Gen Ed courses must have a statement in syllabus that it has Gen Ed status and that a student document may be retained for that purpose; the artifact should reflect goals.

Faculty collect student work. It is then turned over to Gen Ed committee and they assess if it fits.

**THIS IS CRITICAL - FAILURE MAY JEOPARDIZE OUR ACCREDITATION**

This process was established by this body a year ago.

If you don't like it, it can change, but it MUST be done. If courses/faculty fail to follow through, Gen Ed status may be pulled.

**Please put statement in syllabi and collect artifacts.**

**Please take this back to your depts.**

JB did this last summer – it was a good experience because social science dept. is up now.

LR: how do we know when to collect?

JB: Next year is sciences (last summer math). If you teach a Gen Ed course, just save a few papers (doesn't have to be every student). Do it every year or every semester. It is only crucial that it is the year you are assessed but a longer view is beneficial. It would be great to have sample writing from freshman to compare with a senior capstone writing project.

VJ: who reviews, is there a minimum expectation of how much material?

JB: thinks if there is a class of 30, maybe 15-20 artifacts. They don't all have to be good, but show how goals are met.

LI: Gen Ed subcommittee cannot pull Gen Ed status, it must go through a process.

JB: we really don't want to go down that road. AAC would support the pulling of Gen Ed status if it comes to that.

MR: Mid-States standards are about truth in advertising (if you advertise mediocrity and meet that, you will be accredited). They are not convinced we can generate material to prove our GE goals. It is not an immediate threat, but it is a 1<sup>st</sup> step in telling us we are deficient in evidence of meeting our goals. Not responding to this is not an option.

BK: what types of material? A dept. matrix is good for types of artifacts (so everyone is not getting 1 type of artifact) – we should ensure various types. Also, pool of artifacts should reflect a variety of students.

JB: we should be discussing and working on what shows problem solving, critical thinking, etc. maybe we need something from every student...

SD: how many faculty know what and where guidelines are? Many faculty have not had this conversation. Communication is important for us to know what to do.

LI: having gone through this – it is difficult to do this. There were artifacts that were difficult to classify.

JB: we still have to match the criteria in our catalogue. Maybe we should change criteria.

PK: this process serves goals of institution; that we have a rich and constructive conversation is part of the process. They want to see us use what we learn to improve our teaching (syllabi). Half of our faculty do pay attention to improving syllabi and Gen Ed learning objectives. We have had great syllabi come out of this.

MR: this process is about coherence - we have goals, action, assessment – do we have a mission that reflects what we do and are they the right ones? That's why strategic plan is in process. If these are our goals, are we meeting them? We must police ourselves.

BK: students get PASSWORD and attendance policy, can a lot of this stuff be there, or on a dept. webpage, so the syllabus doesn't become a 25 page document?

MR: No. Our institutional values show up in syllabi to remind them. Assessment separated from a course is missing the point.

TM: Gen Ed website would be helpful (grad student run). It is too much for chair w/out release time to educate faculty about details and procedure.

## **V Adjourment:**

Meeting adjourned 4:49 (Brown/Madigan)

Minutes respectfully submitted,

Christine Moulton, Senate Secretary