

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Health Sciences  
Nursing Program  
NURS620  
Educational Assessment and Evaluation for Nurse Educators  
3 Credit Hours  
Length of Course: 8 weeks**

### Instructor Information

***Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.***

### Course Description (Catalog)

The evaluation of learning is a critical component of advanced practice nursing education. This course explores the strategies and models that nurse educators use to evaluate the effectiveness of their teaching. Students use evaluation data to improve and revise curriculum. Content in this course is applicable to audiences in both academic and clinical education environments. (3 hours)

### Course Scope

This course is divided into 8 weeks and is designed to provide the learner with the key concepts of evaluating the effectiveness of teaching strategies. The student will learn how to use evaluative data to revise and enhance curriculum. The student will develop an Educational Assessment Project, based on the most current nursing research and evidenced-based practice.

### Course Learning Outcomes

The following objectives are aligned with the MSN Program Outcomes (PO):

1. Align a nursing program's philosophy and the institution's mission statement with assessment strategies in the nursing program.

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2. Judge a program's assessment strategies for soundness, ethical principles, and fairness.
3. Develop steps for implementing a systematic assessment plan.
4. Apply knowledge of assessment to a nursing program.
5. Justify the use of a testing blueprint in nursing programs.
6. Justify use of rubrics as an assessment tool in nursing programs.
7. Implement best practices in the construction of test items.
8. Cross-reference testing assessments with the NCLEX test plan and cognitive level.
9. Participate in collaborative vetting and re-vetting of test questions.
10. Create a test blue print that cross-references item data.
11. Evaluate test item merit using item analysis.
12. Utilize the clinical judgment model to assess application of clinical knowledge.
13. Perform bias-free clinical evaluations.
14. Create an effective, ethical and fair testing policy for use in a nursing program.

Module Learning Objectives are located within the course.

Masters Essentials covered in this course include I, II, V, IV, IX.

### Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

### Course Materials

#### Required Course Textbook:

All required readings and resources are available within MyClassroom.

#### Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

### Evaluation Procedures

#### Discussions

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Please join the discussions each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites. In this class there are 9 graded discussions.

**Guidelines:**

- Post the initial response to each discussions by 11:55pm, ET, Wednesday
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to **more than 2** of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the discussions.
- All discussions can be accessed in the Discussions section of the course.
- Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

**Tests/ Quizzes**

There are no tests/quizzes in this course.

**Written Assignments**

There are 4 written assignments due throughout the course. All assignment instructions and grading rubrics are located in the Assignments area of MyClassroom. Assignments are due by 11:55 pm EST on the Sunday of the week they are assigned, or as indicated in the Assignments area.

**Course Grading Outline**

Grading Instrument	Percentage of Final Grade
Discussions	<b>25%</b>
Educational Assessment and Evaluation Project Part 1	20%
Educational Assessment and Evaluation Project Part 2	20%

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Educational Assessment and Evaluation Project Part 3	20%
Educational Assessment and Evaluation Project Part 4	20%
<b>TOTAL</b>	<b>100%</b>

<b>Course Outline</b>				
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
1	Assessment in Instruction	<ol style="list-style-type: none"> <li>1. Implement a systematic plan for assessment of learning outcomes.</li> <li>2. Examine the role of the masters prepared nurse in determining the assessment needs of life-long learners.</li> </ol>	As assigned	Introduction Discussion  Week 1 Discussion
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
2	Developing Outcome and Assessment Tools	<ol style="list-style-type: none"> <li>1. Design tools for evaluating the effectiveness of teaching strategies.</li> </ol>	As assigned	Week 2 Discussion  Project Part 1
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
3	Developing Response Formats	<ol style="list-style-type: none"> <li>1. Design high-quality high-cognitive level test questions.</li> </ol>	As assigned	Week 3 Discussion
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
4	Various Response Formats	<ol style="list-style-type: none"> <li>1. Integrate rubrics and testing blueprints into a systematic assessment plan.</li> </ol>	As assigned	Week 4 Discussion  Project Part 2
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
5	Administering and Analyzing Exam Results	<ol style="list-style-type: none"> <li>1. Use the concepts of statistical measurement when creating and analyzing exams.</li> </ol>	As assigned	Week 5 Discussion
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
6	Assessing Clinical Judgment and Item Writing	<ol style="list-style-type: none"> <li>1. Apply the clinical judgment model (CJM) to nursing assessments.</li> <li>2. Integrate the ethical importance of equity when grading.</li> </ol>	As assigned	Week 6 Discussion  Project Part 3
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
7	Laboratory and Clinical	<ol style="list-style-type: none"> <li>1. Implement measures to provide reliable and valid</li> </ol>	As assigned	Week 7 Discussion

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	Evaluation	clinical evaluations of student-performances in the clinical or lab setting. 2. Design learning outcomes that define expected student behaviors in the lab/clinical setting.		
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
8	Licensure Preparation: The NCLEX	1. Analyze the process of preparation for the licensing process for registered nurses. 2. Communicate essential elements of a detailed, effective, and ethical testing policy for use in a pre-licensure nursing program.	As assigned	Week 8 Discussion  Project Part 4

## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## Nursing Program Policies

### Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

### Course Completion and Progression Requirements

For all capstone courses that begin after January 1, 2017, graduate students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course

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to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Graduate students must have at least a 3.0 GPA in order to graduate.