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**Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

**COURSE NURSING 5310 EVALUATION OF LEARNING IN NURSING EDUCATION**

**TERM WINTER 2017**

**INSTRUCTOR Dr. Charlene J. Smith**

**OFFICE HOURS**: Mondays 11 -2; Wednesdays11-2; Other times by appointment

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**Catalog Description:** provides the learner with evaluation tools and methods for evaluation in classroom and clinical settings for students in all levels of higher education. The learner will gain knowledge in different types of test taking and assessment s of higher level learning.

**Class Meeting Time and Location:** Online

**Prerequisites:** None

**Required Textbook and resource materials:**

McDonald, M. E. (2018). ***The Nurse Educator’s Guide to Assessing Learning Outcomes.* (4th Edition)**,

American Psychological Association. (2010). ***Publication Manual of the American psychological association.* (6th ed.)**. American Psychological Association: Washington, DC

**Learning Outcomes:**

At the conclusion of this course, the student will be able to:

1. Understand the role of the nurse educator in assessment of instruction
2. Describe the principles for developing a systematic assessment plan
3. Generate learning objectives and outcomes for the classroom and clinical setting
4. Develop blueprints
5. Administer and score exams
6. Analyze statistical test data
7. Assign grades in the classroom or clinical setting
8. Implement test development software

**Attendance Requirements:** The University expects students to actively participate in the online course. There are no scheduled meetings. All information pertaining to the course is on the virtual campus website. The Blackboard software effectively measures participation. Weekly participation in Discussion Forums is your attendance record. A grading rubric for Discussion Board will be posted.

**Disability Statement:** “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any requests for accommodations.”

**Course Requirements and Grading Criteria**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= below 60

More detailed content outline will follow

**Grading Procedures:**

Participation in online class discussions 20%

Exams and / or Course Assignments 30%

Projects 50%

**Course Outline:**

**Chapter 1:** The Role of Assessment in Instruction

**Chapter 2:** The Language of Assessment

**Chapter 3:** Developing Instructional Objectives

**Chapter 4:** Implementing Systematic Test Development

**Chapter 5:** Selected-Response Format: Developing Multiple Choice Items

**Chapter 6:** Writing Critical Thinking Multiple Choice Items

**Chapter 7:** Selected-Response Format: Developing True-False and Matching Items

**Chapter 8:** Constructed-Response Format: Developing Short Answer and Essay Items

**Chapter 9:** Assembling, Administering, and Scoring a Test

**Chapter 10:** Establishing Evidence of Reliability and Validity

**Chapter 11:** Interpreting Test Results

**Chapter 12:** Laboratory and Clinical Evaluation

**Chapter 13:** Assigning Grades

**Chapter 14:** Instituting Item Banking and Test Development Software

**Chapter 15:** Preparing Students for the Licensure Exam: The Importance of NCLEX

**Plagiarism and Academic Dishonesty:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirements to redo work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning the grade of F to work in question.
6. Assigning the grade of F for the course.
7. Recommendation for more severe punishment (see student handbook for further information).

The faculty member involved will file a record of the offense and the punishment imposed with the school dean, external campus executive director/dean, and the executive vice president/provost. The executive vice president/provost will maintain records of all cases of academic dishonesty reported for not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The appeals procedure will be the same as that specified for student grade appeals.

Standards of academic honesty are expected. Academic dishonesty includes, but is not limited to, cheating, plagiarism, counterfeit work, unauthorized reuse of work, theft, and collusion.

**Policy Regarding Due Dates for Assignments:** Assignments are due to faculty by uploading to predetermined area by 11:59 pm. Students are responsible for contacting the course faculty if there is any difficulty in understanding the course materials or completing the course assignments. Up to 10% may be deducted for each day of late assignments.

**NURSING 5310 - COURSE CALENDAR – WINTER 2017**

WEEK 1

**Chapter 1:** The Role of Assessment in Instruction

**Chapter 2:** The Language of Assessment

WEEK 2

**Chapter 3:** Developing Instructional Objectives

WEEK 3

**Chapter 4:** Implementing Systematic Test Development

WEEK 4

**Chapter 5:** Selected-Response Format: Developing Multiple Choice Items –Part A

(Pages 77-103)

WEEK 5

**Chapter 5:** Selected-Response Format: Developing Multiple Choice Items-Part B

(Page 103 -129)

WEEK 6

**Chapter 6:** Writing Critical Thinking Multiple Choice Items

**Chapter 7:** Selected-Response Format: Developing True-False and Matching Items

WEEK 7

**Chapter 8:** Constructed-Response Format: Developing Short Answer and Essay Items

**Chapter 9:** Assembling, Administering, and Scoring a Test

WEEK 8

**Chapter 10:** Establishing Evidence of Reliability and Validity

**Chapter 11:** Interpreting Test Results-Part A

WEEK 9

**Chapter 11**: Interpreting Test Results-Part B

**Chapter 12:** Laboratory and Clinical Evaluation

WEEK 10

**Chapter 13:** Assigning Grades

**Chapter 14:** Instituting Item Banking and Test Development Software

WEEK 11

**Chapter 15:** Preparing Students for the Licensure Exam: The Importance of NCLEX