Texas A & M University, Corpus Christi  
College of Nursing and Health Sciences  
Graduate Program  
Syllabus  
Spring 2020

COURSE TITLE: NURS 5354-W01: Assessment, Measurement, and Evaluation in Nursing Education
CREDITS: 3 semester hours
COURSE DELIVERY: Blackboard

FACULTY: Pamela K. Greene PhD, RN, NEA-BC  
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Course Description:
This course provides students with an overview of assessment, measurement, and evaluation strategies in the classroom and clinical areas. Students develop evaluation skills emphasizing unit, course and program outcomes. The process of evaluation within the teaching role is framed as a continuous quality improvement educational practice. This course is designed for graduate nursing students.

Course Objectives:
1. Examine the ethical and legal responsibilities of the nurse educator in the evaluation process;
2. Summarize contemporary sources used to develop evidenced-based assessment and evaluation;
3. Differentiate areas in a program where formative, summative and confirmative evaluations are used;
4. Differentiate between the advantages, limitations and relevance of subjective and objective methods of evaluation;
5. Create appropriate assessment instruments to evaluate educational outcomes;
6. Apply the principles of test construction for multiple-choice examinations
7. Apply the principles of test item analysis to examinations;
8. Critique models used to develop clinical evaluations;
9. Analyze assessment and evaluation data that can be used to enhance the teaching-learning process.

CONHS GRADING POLICY
A = 90 to 100
B = 83 to 89
C = 75 to 82
D = 67-74
F = Below 67
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**Evaluation Method**

**Test Item Construction Paper:** Students will identify content that is consistent with their clinical area of expertise and develop a multiple-choice examination following the principles of test item construction. (Grade weight = 20%)

**Test Item Analysis Paper:** Students will use the principles of test item analysis to assess their test items created in the Test Item Construction Paper. (Grade weight = 20%)

**Critique of the Clinical Evaluation Tool:** Students will use defined criteria (Oermann & Gaberson, 2009) to critique TAMUCC Undergraduate Clinical Evaluation Tool. (Grade weight = 20%)

**Discussion Participation:** Group Discussion Forums are used to facilitate reflective thinking about the Unit concepts and provide opportunities to ask relevant questions. The Discussion Forums will be initiated by a designated Group on the Wednesday of the Discussion week, and the other students will then respond at least twice to the Discussion Forum. Minimally the designated Student Groups are expected to post a substantial (> 500 words) initial posting, and the other students responding to the initial post are to post substantial (> 500 words) and thoughtful responses to at least two peer postings on two different days for each Discussion Forum week. All responses should be supported with referenced citations in APA format. See the Initial Discussion Forum Rubric and Discussion Response Rubric for further instructions. To earn the full points for each Discussion Forum the student must participate at a higher level than minimum requirements. (Grade weight = 40%)

**Student Outcomes Assessment Matrix**

<table>
<thead>
<tr>
<th>CONHS MSN Program Objectives</th>
<th>NLN Framework Core Competency 3: Use Assessment &amp; Evaluation Strategies; Competency 7: Engage in Scholarship</th>
<th>Course Objectives</th>
<th>Assessment Techniques</th>
</tr>
</thead>
</table>
| 5). Develop competence & accountability in an advanced practice nursing role 7). Value commitment to the advancement of the profession and discipline of nursing | # 3 Uses extant literature to develop evidence-based assessment & evaluation practices | 1, 2 | ▪ Assigned readings  
▪ Discussion Questions |
| 4). Evaluate theory & research findings for integration into professional nursing practice | #3 Uses extant literature to develop evidence-based assessment & evaluation practices | 3, 4 | ▪ Assigned readings  
▪ Discussion Questions |
| 4). Evaluate theory & research findings for integration into professional nursing practice 5). Develop competence & accountability in an advanced practice nursing role | #3 Uses extant literature to develop evidence-based assessment & evaluation practices  
#3 Implements evidence-based assessment & evaluation strategies that are appropriate to the learner & to learning goals | 5, 6 | ▪ Assigned readings  
▪ Discussion Questions  
▪ Test Item Construction Paper |
| 4). Evaluate theory & research | #3 Uses assessment and evaluation data | 7, 8, 9 | ▪ Assigned readings |

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findings for integration into professional nursing practice
enhance the teaching-learning process;
#3 Demonstrates skill in the design & use of tools for assessing clinical practice
#7 Draws on extant literature to design evidence-based teaching & evaluation practices

- Discussion Questions
- Test Item Analysis Paper
- Critique of the Clinical Evaluation Tool

Required Textbooks:


6th edition is due to publish at the end of December, 2019 and the ISBN for this new edition will be:

9780826135742 Students may use either edition.


(There is now a 7th edition available, you may use that instead.)

Optional:


**LEARNING EXPERIENCES AND TEACHING METHODS**

A variety of distance learning strategies are used in this web-based course. Guided independent reading assignments, discussion, and written assignments are incorporated into the Blackboard courseware. Students should be guided in the identification of personal learning needs by the course objectives and lessons. Students should exhibit self-direction and demonstrate that learning has occurred by the successful completion of coursework which may include field experiences.

**GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS**

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the appropriate faculty member(s) in a timely manner to insure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students should use the *APA Publication Manual, 6th Edition* (or 7th) as a reference for formatting and organizing written assignments. It is expected that you are proficient in APA formatting.
COURSE REQUIREMENTS

1. Evidence of preparation for assigned class discussion is determined by participation. Because every student’s presentation grade will be based in part on the ability to engage classmates in discussion, it is imperative that students prepare for each class. Your classmates will depend on you.

2. This course is web-based and the principals of distance learning apply for all students. The online week runs from **Monday through Sunday**. Due dates are typically by Sunday at 11:59 p.m. unless otherwise noted. This requirement means that all students should have completed background assignments to prepare for the weekly activities.

3. Students are expected to have access to a computer that can support BlackBoard applications.

4. All email communication should occur through the university email. Students should review messages/discussions at least every 24-48 hours. You are expected to check your university email every day.

5. Students should review the schedule throughout the semester to ensure that class assignments are completed correctly and by the due date. Please print a copy of your syllabus and the course schedule as a reference.

6. The nature of the content of this course may promote extensive debate during class discussions. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of **ideas**. NO disrespect to classmates will be tolerated.

7. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

8. Students are expected to complete a course evaluation at the end of the course.

**Learning Experiences**

The objectives for this online course should be met through individual study using the required texts and resources presented throughout the semester, successful completion of all assignments, requirements and evaluations. The assignments and course requirements have been designed as opportunities for the application of principles learned through the coursework in this program. Skill demonstration, independent reading and study, and online discussions are used to stimulate the development of an understanding of the material. While the Professor will provide guidance and consultation, the student is responsible for identification of individual learning needs, self-direction, seeking consultation and demonstration of the achievement of the course objectives.

While the provisions of this syllabus are as accurate and complete as possible, the Faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Blackboard. It is the student’s responsibility to regularly monitor Blackboard.

**Course Communication**

The Blackboard Mail tool (Bb Mail) is required for communication within the course. When contacting Dr. Greene and/or your co-learners in the course you should use the Blackboard Mail tool rather than an e-mail

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account that you may have for other personal use. This tool is accessed in the Blackboard Mail section of the Course Menu. Messages sent within Blackboard will not get lost and stay within the course shell. Using the Blackboard Mail tool will allow access to assignments, questions, and course material more efficiently.

**Web Class Specifics**

- You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. *Computer or Internet problems are not an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies.* Your local Library may be a good resource for you to use.
- Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
- Those with limited experience in web-based learning should work with the Student Support Services Center to increase their competencies.

**Requirements and Evaluation Criteria**

Assignments are designed as opportunities for the application of principles learned through coursework in this program. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist every student’s successful completion of this course.

**Note:** Refer to the Course Schedule for specific information about each course requirement and its due date. Detailed assignment guidelines are available in the Assignment section of the Course Menu. Students are strongly advised to read the detailed guidelines before completing the assignments.

**Expectations for Student Behaviors**

1. Students are expected to have access to a computer that can support Blackboard applications and all related course materials.

2. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.

3. All email communication should occur through the Blackboard structure. Students should review email at least every 24 – 48 hours as well as the general announcements area of the course.

4. All assignments are due on the scheduled date unless other arrangements have been made with the course instructor before the due date. **Late work is generally not accepted.** Assignments are made in a time frame allowing the student sufficient time to plan the necessary work to accomplish the assigned course components. Exceptions would be considered for actual emergencies. No, an out of town baby shower or an assignment due at the same time in another course is not in this category. Students should review the syllabus and course schedule throughout the semester to ensure that class assignments are planned and completed correctly and by the due date. Print a copy of the Syllabus and Course Schedule as a reference.
5. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

6. The nature of the content of this course may promote debate in the discussion forums. As students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. Disrespect to classmates will NOT be tolerated.

7. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

8. Each assignment is designed to provide students with an opportunity to demonstrate their understanding of the principles covered in the course and their ability to apply them to management and leadership problems. To successfully complete these assignments it is imperative that students prepare for each class and use the communication tools to clarify content that may be confusing.

**Expectations for Faculty Behavior**

1. Dr. Greene will monitor Blackboard email and discussion comments regularly. Students can expect a response to email messages or telephone messages within 48 hours, unless messages are sent on Friday. The instructor will not regularly check for new messages on weekends and holidays.
2. Students will generally receive feedback on assignments within 14 days of assignment due dates unless notified by the course faculty.
3. Dr. Greene is available to talk with individual students through email, telephone, or face-to-face office appointments.

**Guidelines For Form And Style Of Written Assignments**

Students are expected to follow instructions associated with the assignments for this course. Students who would like to clarify or have questions about any assignment are strongly encouraged to contact Dr. Greene. This can help insure successful completion of the assignment on the date it is due. Unless otherwise instructed, students must **adhere to the APA Publication Manual, 6th Edition (or 7th) guidelines for formatting and organizing written assignments.** Review the format specified before writing papers AND before submitting completed assignments.

Numerous resources are available to assist students to develop these new writing skills. The Center for Academic Student Achievement provides writing support both in person and in an online format. The contact number of the Center is 361-825-2254 and the web link is [http://casa.tamucc.edu](http://casa.tamucc.edu). You are able to set an appointment with a consultant and meet online in a whiteboard space to consider your writing needs. Please do not hesitate to use this resource.
POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information: University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/ University Rules and Procedures: University Procedure 13.02.99.C3.01 Academic Misconduct Cases

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Title IX Coordinator (825-5826).
Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (e.g.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Important Information

Academic Advising
The College of Nursing & Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. Once the plan is completed it will be filed in the student’s record. The College's Academic Advising Center is located in Island Hall on the 3rd floor and the Graduate Academic Advisor is available at 361-825-5893.

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The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Corpus Christi Hall, 116.

Academic Honesty
All students are expected to conduct themselves as mature adults engaged in university-level academic activities. They should act with dignity and respect for classmates, faculty and themselves. Students will be held responsible for their behavior, which includes conforming to ethical standards for academic honesty. By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero. Anything that is viewed as cheating on an exam will be given the most severe penalty possible, most likely an "F" for the course, but may include more severe punishments.

Plagiarism is a specific form of cheating.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your understanding of what you read without looking at the original. Keep the source book closed!

Refer to the APA Manual for the proper way to use and cite quoted material. The TAMU-CC Writing Center can assist students to develop writing skills that prevent incidents of plagiarism.

Grade Appeal Process
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/130299C2.pdf.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.