

Cover Sheet: Request 10321

NGR6700 Assessments in Nursing Education

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Kiley,Cecile D ckiley@ufl.edu
Created	7/13/2015 10:18:07 AM
Updated	7/13/2015 10:51:57 AM
Description	This is a new course in the Nurse Educator certificate program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 313101000	Haddad, Linda		7/13/2015
Added NGR 6700, Assessments in Nursing Education UCC form.docx					7/13/2015
Added NGR 6700, Assessments in Nursing Education.docx					7/13/2015
College	Approved	NUR - College of Nursing	Haddad, Linda		7/13/2015
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			7/13/2015
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Recommended SCNS Course Identification

1. Prefix: NGR 2. Level: 6 3. Number: 700 4. Lab Code: None

5. Course Title: Evaluation in Nursing Education
 6. Transcript Title (21 character max.): Eval Nsg Education

7. Effective Term: Spring 8. Effective Year: 2016 9. Rotating Topic: No
 10. Amount of Credit: 3 11. If variable, # min. and # max. credits per semester.
 12. Repeatable Credit: No 13. If yes, # total repeatable credit allowed.
 14. S/U Only: No 15. Contact Type: Regularly Scheduled [base hr]
 16. Degree Type: Other... 17. If other, specify: Certificate Click here to enter text.
 18. Weekly Contact Hours: XXX 19. Category of Instruction: Introductory
 20. Delivery Method(s): On-campus Off-campus Online

21. Course Description (50 words maximum)

To explore the concepts and theories of assessment, testing, measurement, and evaluation in nursing education

22. Prerequisites

None

23. Co-requisites

None

24. Rationale and Placement in Curriculum

This is part of the revision to the nursing education certificate.

25. Course Objectives

1. Analyze the relationship between student learning outcomes and evaluation strategies.
2. Utilize concepts of assessment and evaluation in nursing and higher education.
3. Appraise assessment and evaluation techniques available to assess learning outcomes in a variety of settings.
4. Construct tests and evaluation methods in nursing consistent with learning outcomes, level of student, and objectives.
5. Discriminate best practices for assessments in a variety of nursing settings.
6. Analyze social, ethical, and legal issues related to evaluation in nursing and higher education.
7. Evaluate psychometric properties of nursing education assessment instruments.

26. Course Textbook(s) and/or Other Assigned Reading

Oermann, M. H. & Gaberson, K. B. (2014). Evaluation and Testing in Nursing Education (4th ed.). New York: Springer.

27. Weekly Schedule of Topics

WEEK	TOPIC/EVALUATION ASSIGNMENTS/READINGS
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1	Introduction to course; discussion of assignments; overview of the role of the nurse academician	Introduce yourself in Introduction Discussion Forum (see assignment)
	Prepare for Module 1: Read one article related to the academic role; read text, Ch. 1; interview a faculty member (see assignment)	
2	legal and ethical issues with students	Student focus: diverse learning needs, Complete Module 1
	Prepare for module 2: Review FERPA guidelines read text, Ch. 2, 3, 4	
3	Philosophy of teaching; belief systems of academic programs in nursing	Mission of the University Complete Module 2
	Prepare for Module 3: Read text, Ch. 6, 7; read a philosophy of a baccalaureate program and identify beliefs regarding nursing: research, societal service and student learning; reflect on your personal beliefs about teaching.	
	Look Ahead: First research critique of a Nursing Education research article is due Sept. 24th – see assignment format.	
4	nursing	Essentials of baccalaureate education in Complete Module 3
	Review AACN Essentials document regarding baccalaureate education	
	Turn in first research critique of a Nursing Education research article Sept. 24th	
5	development; structure and sequence; readiness	Organizing framework and curriculum Read text, Unit 2, all chapters
	Teaching Philosophy due October 1	
6		Continuation Complete Module 4
7	Introduction to taxonomies	Learning theories in pedagogy;
	The cognitive domain; learning objectives domain	Review Bloom’s Taxonomy: Cognitive
	Read Unit 3, all chapters	
8	domain; learning objectives	The affective domain; the psychomotor Complete Module 5
	Look Ahead: Second research critique of a Nursing Education research article is due Oct 26th	
9		Constructing syllabi and lesson plans Q & A synchronous discussion
10	and lesson plans	Continuation of Constructing syllabi
	Education research article is due!	Second research critique of a Nursing
11		Tech support in academics Read Unit
	IV, all chapters	
	Look Ahead: Syllabi & Lesson plans due Nov 23rd	

12	Evaluation of learning; Testing
13	Read text, Unit V, all chapters
Complete Module 6	Continuation As above
14	Clinical instruction Syllabi & Lesson
plans due!	
15	Summary of course
Final will be handed out	
16	Summary Finals due

28. Grading Scheme

Type of Assessment, Activity or Other Assignment	Percent of Grade
Module assignments	75%
Final	25%

29. Instructor(s)

Sharon Bradley, DNP, RN, CNL, CNE Clinical Assistant Professor

Itemized Instructions

1. **Prefix.** Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, in rare cases SCNS will assign a different prefix.
2. **Level.** Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).
3. **Number.** Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.
4. **Lab Code.** Enter the lab code to indicate whether the course is lecture only (blank), lab only (L), or a combined lecture and lab (C).
5. **Course Title.** Enter the title of the course as it should appear in the Academic Catalog.
6. **Transcript Title.** Enter the title that will appear in the transcript and the schedule of courses. Note that the transcript must be limited to 21 characters (including spaces and punctuation). Titles longer than 21 characters will either be abbreviated as needed or cause the approval request to be recycled.
7. **Effective Term.** Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.
8. **Effective Year.** Select the requested year that the course will first be offered. See preceding item for further information.
9. **Rotating Topic.** Select "Yes" if the course will have rotating (varying) topics in different terms. For rotating topics courses, the course title in the Schedule of Courses and the transcript can vary with the topic.
10. **Amount of Credit.** Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC.
11. If you selected "Variable" for the amount of credit, indicate the minimum and maximum number of total credits.
12. **Repeatable Credit.** Select "Yes" if the course may be repeated for credit. Some courses, such as independent study courses, will have rotating (variable) topics. Students may be allowed to repeat these courses provided the content is different.
13. If you checked "Yes" for repeatable credit, indicate the maximum number of total repeatable credits allowed per student.
14. **S/U Only.** Check this option if students should be graded as S-U in the course. Note that each course must be entered into the UF curriculum inventory as letter-graded or S-U. A course may not have both options.
15. **Contact Type.** Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis. The following options are available:
 - a. Regularly Scheduled [base hr]
 - b. Thesis/Dissertation Supervision [1.0 headcount hr]
 - c. Directed Individual Studies [0.5 headcount hr]
 - d. Supervision of Student Interns [0.8 headcount hr]
 - e. Supervision of Teaching/Research [0.5 headcount hr]
 - f. Supervision of Cooperative Education [0.8 headcount hr]Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.
16. **Degree Type.** Select Baccalaureate, Graduate, Professional or Other.
17. If you selected "Other" for degree type, specify the type.
18. **Total Contact Hours.** Indicate the number of hours faculty will have contact with students each week on average throughout the duration of the course.

19. **Category of Instruction.** Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
- 1000 and 2000 level = Introductory undergraduate
 - 3000 level = Intermediate undergraduate
 - 4000 level = Advanced undergraduate
 - 5000 level = Introductory graduate
 - 6000 level = Intermediate graduate
 - 7000 level = Advanced graduate
 - 4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)
20. **Delivery Method(s).** Indicate all platforms through which the course is *currently planned* to be delivered.
21. **Course Description.** Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or less. See course description guidelines.
22. **Prerequisites.** Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
- Completing Prerequisites on UCC forms:
 - Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
 - Use parentheses to specify groupings in multiple requirements.
 - Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
 - Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
 - “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
 - Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))
23. **Co-requisites.** Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.
24. **Rationale and Placement in Curriculum.** Explain the reason for adding the course to the curriculum and how the course will fit into the curriculum.
25. **Course Objectives.** Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.
26. **Course Textbook(s) and/or Other Assigned Reading.** Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned, or a representative list of readings.
27. **Weekly Schedule of Topics.** Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.
28. **Grading Scheme.** List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity.
29. **Instructor(s).** Enter the name of the planned instructor or instructors, or “to be determined” if instructors are not yet identified.

UNIVERSITY OF FLORIDA
COLLEGE OF NURSING
COURSE SYLLABUS
Fall 2015

<u>COURSE NUMBER</u>	NGR 6xxx
<u>COURSE TITLE</u>	Evaluation in Nursing Education
<u>CREDITS</u>	3
<u>PLACEMENT</u>	Variable
<u>PREREQUISITES</u>	None
<u>FACULTY</u>	Sharon Bradley, DNP, RN, CNL, CNE Clinical Assistant Professor HPNP 3235 Office hours: By Appointment (352) 273-6426 sbradley@ufl.edu

COURSE DESCRIPTION The purpose of this course is to explore the concepts and theories of assessment, testing, measurement, and evaluation in nursing education. Emphasis is on the role of the nurse professor in evaluating students in classroom, laboratory, clinical, and online settings.

- COURSE OBJECTIVES Upon completion of this course the student will be able to:
1. Analyze the relationship between student learning outcomes and evaluation strategies.
 2. Utilize concepts of assessment and evaluation in nursing and higher education.
 3. Appraise assessment and evaluation techniques available to assess learning outcomes in a variety of settings.
 4. Construct tests and evaluation methods in nursing consistent with learning outcomes, level of student, and objectives.
 5. Discriminate best practices for assessments in a variety of nursing settings.
 6. Analyze social, ethical, and legal issues related to evaluation in nursing and higher education.
 7. Evaluate psychometric properties of nursing education assessment instruments.

COURSE SCHEDULE

This is an on-line course employing E-Learning in Canvas. Canvas is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course Canvas site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Theoretical basis of measurement and evaluation
2. Types of tests and assessments
3. Measures of test quality
4. Online testing
5. Standardized tests
6. Clinical evaluation
7. Analyzing and improving assessments
8. Performance based assessments
9. Legal and social aspects of assessment
10. Standards of ethical testing practices

TEACHING METHODS

Online active learning modules, discussion boards, individual student projects, and final examination.

LEARNING ACTIVITIES

Group discussions, written papers, evaluation of various testing assessments, research critiques, and selected readings.

EVALUATION METHODS/COURSE GRADE CALCULATION

Module assignments	75%
Final	<u>25%</u>
	100%

Assignments/Papers will be returned on posted due dates

MAKE UP POLICY

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu>. Unexcused late work is penalized at -1point/day.

GRADING SCALE/QUALITY POINTS

A	95-100 (4.0)	C	74-79* (2.0)
A-	93-94 (3.67)	C-	72-73 (1.67)
B+	91- 92 (3.33)	D+	70-71 (1.33)
B	84-90 (3.0)	D	64-69 (1.0)
B-	82-83 (2.67)	D-	62-63 (0.67)
C+	80-81 (2.33)	E	61 or below (0.0)

* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University's grading policies: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>

UF GRADING POLICY

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students are expected to be present for all scheduled classes, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter. Instructors will then make an effort to accommodate **reasonable** requests.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

UNIVERSITY AND COLLEGE OF NURSING POLICIES:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Academic Honesty
Religious Holidays
Counseling and Mental Health Services
Student Handbook
Student Use of Social Media

REQUIRED TEXTBOOK

Oermann, M. H. & Gaberson, K. B. (2014). *Evaluation and Testing in Nursing Education* (4th ed.). New York: Springer.

WEEKLY CLASS SCHEDULE

WEEK	TOPIC/EVALUATION	ASSIGNMENTS/READINGS
1	Introduction to course; discussion of assignments; overview of the role of the nurse academician	Introduce yourself in Introduction Discussion Forum (see assignment) Prepare for Module 1: Read one article related to the academic role; read text, Ch. 1 ; interview a faculty member (see assignment)
2	Student focus: diverse learning needs, legal and ethical issues with students	Complete Module 1 Prepare for module 2: Review FERPA guidelines read text, Ch. 2, 3, 4
3	Mission of the University Philosophy of teaching; belief systems of academic programs in nursing	Complete Module 2 Prepare for Module 3: Read text, Ch. 6, 7 ; read a philosophy of a baccalaureate program and identify beliefs regarding nursing: research, societal service and student learning; reflect on your personal beliefs about teaching. <u>Look Ahead:</u> First research critique of a Nursing Education research article is due Sept. 24th – see assignment format.
4	Essentials of baccalaureate education in nursing	Complete Module 3 Review AACN Essentials document regarding baccalaureate education Turn in first research critique of a Nursing Education research article Sept. 24th
5	Organizing framework and curriculum development; structure and sequence; readiness	Read text, Unit 2, all chapters Teaching Philosophy due October 1
6	Continuation	Complete Module 4

7	Learning theories in pedagogy; Introduction to taxonomies The cognitive domain; learning objectives	Review Bloom's Taxonomy: Cognitive domain Read Unit 3, all chapters
8	The affective domain; the psychomotor domain; learning objectives	Complete Module 5 <u>Look Ahead:</u> Second research critique of a Nursing Education research article is due Oct 26th
9	Constructing syllabi and lesson plans	Q & A synchronous discussion
10	Continuation of Constructing syllabi and lesson plans	Second research critique of a Nursing Education research article is due!
11	Tech support in academics	Read Unit IV, all chapters <u>Look Ahead:</u> Syllabi & Lesson plans due Nov 23rd
12	Evaluation of learning; Testing	Read text, Unit V, all chapters
13	Continuation	As above Complete Module 6
14	Clinical instruction	Syllabi & Lesson plans due!
15		Summary of course Final will be handed out
16	Summary	Finals due