Assessment 1 Instructions: Course Definition and Alignment Table

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Construct a 1-2 page course definition with an accompanying alignment table for a nursing education course using a topic of your choice. Include a 1-2- page memo to a department supervisor that contains a rationale for the assessment and evaluation strategies you plan to use in the course.

Introduction

Assessing and evaluating program effectiveness requires you to understand the entire alignment of a course, from the way it is presented to potential learners to the final analysis of aggregated data.

Whenever you begin the process of designing a course, it is important to begin with the end in mind. Assessment and evaluation strategies are key elements of the design process.

* + How will the course fit in with a larger organizational outcome or continuing educational requirement?
	+ What do you want your learners to know or do after they have completed the course?
	+ How will you determine whether your learners have met your learning objectives?

Program outcomes and learning objectives create a framework to help you determine the learning activities and the types of assessment that will best tell you whether your objective has been met.

**Preparation**

As you prepare to complete this assessment, you may want to think about other related issues to deepen your understanding or broaden your viewpoint. You are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of your professional community. Note that these questions are for your own development and exploration and do not need to be completed or submitted as part of your assessment.

* + What is the difference between assessment and evaluation?
	+ What are the differences between formative and summative evaluations?
	+ How would you address each of the following domains, when designing assessments and evaluations of learner skills and knowledge?
		- Cognitive.
		- Psychomotor.
		- Affective.

You will need the following document for this assessment:

* + [Assessment Formatting Guidelines [DOCX]](https://courserooma.capella.edu/bbcswebdav/institution/NURS-FPX/NURS-FPX6111/210700/Course_Files/cf_assessment_formatting_guidelines.docx).

**Scenario**

Imagine that you are a nurse educator in a local organization. You have been asked to create a new course for your nurse education program. You have been given latitude to select both the topic and the nurse population.

Your supervisor would like you to create a course definition document that includes the following elements:

* + A course title and course description.
	+ The learning objectives.
	+ The related program description and program outcomes.
	+ Alignment of the external standards or regulatory guidelines that pertain to the educational program offering.

This year, the department is asking all nurse educators to pay particular attention to how the evaluation and assessment design of courses help ensure that both learning and program outcomes will be met.

In addition, leadership has recognized the importance of evidenced-based practice and standards of care. To that end, at least one external national nursing standard should be aligned with the objectives for your assignment.

Part One – Course Definition and Alignment Table

Identify a specific health care issue, setting, and learner audience.

Your course definition should consist of the following:

* + Course description, vision, and rationale.
	+ The course learning objectives.
	+ A description of the program offering.
	+ The program outcomes.

Use a table to show alignment of assessment and evaluation strategies. Include the following in your table:

* + Examples of assessment and evaluation tasks/assignments.
	+ Alignment of learning objectives to program outcomes.
	+ Alignment of program outcomes to external standards.

You may (but are not required to) use the [Course Definition and Alignment Table Template [DOC]](https://courserooma.capella.edu/bbcswebdav/institution/NURS-FPX/NURS-FPX6111/210700/Course_Files/cf_course_definition_alignment_template.doc).

Part Two – Memo to Department Supervisor

Return to the scenario above. Compose a short (1–2 pages) memo to the department supervisor that introduces your course and supports the academic rationale behind your design.

Your memo should contain the following:

* + A brief description of the specific nurse educational setting
	+ Title of the proposed course.
	+ A researched rationale that explains:
		- Your assessment of why the course is needed and how the course supports the program offering.
		- A brief description of the academic reasoning behind your evaluation design strategy.
	+ At least three relevant scholarly sources that support your rationale.
	+ Recommendation for next steps.

Additional Requirements

Follow the [Assessment Formatting Guidelines [DOCX]](https://courserooma.capella.edu/bbcswebdav/institution/NURS-FPX/NURS-FPX6111/210700/Course_Files/cf_assessment_formatting_guidelines.docx). In addition, your assessment should meet the following requirements:

* + APA format: Use correct APA style and formatting for the rationale, paying particular attention to citations and references.
	+ References: Include at least three peer-reviewed scholarly resources from the last 5 years.
	+ Length:
		- Course definition: 1–2 pages (not including cover page and reference list).
		- Memo to supervisor: 1–2 pages.
		- Alignment table: No page limit.
	+ Font and font size: Times New Roman, 12 point.

Compile your course definition, memo, and alignment table into one document before submitting.

Competencies Measured

By successfully completing this assessment, you will demonstrate your proficiency in the course competencies through the following assessment scoring guide criteria:

* + Competency 1: Apply principles of assessment and evaluation for use in nursing education programs.
		- Construct a course description that clearly supports the educational program outcomes.
		- Align learning objectives to program outcomes.
		- Describe program assessment and evaluation strategies used in a nursing education course.
	+ Competency 4: Evaluate the achievement of learning outcomes.
		- Align appropriate professional standards and/or regulations to learning objectives in a nursing education course.
	+ Competency 6: Communicate as a practitioner-scholar, consistent with the expectations for a health care professional.
		- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics.
		- Correctly format the assessment, citations, and references using APA style.

\*\*A NOTE FROM THE INSTRUCTOR

The important thing to remember is that you are adding a new course (or module) to an existing program. In Academia, you can add a course to any Nursing program (just describe it as LPN, ADN, BSN, Accelerated BSN, etc.) Be sure to include credit, time, course description, and rationale for the COURSE with the course objectives. When you talk about the PROGRAM - that is the whole curriculum for the nursing program. For professional development in a hospital, etc. pick either Orientation, Nurse Residency Program, or Annual Competency Program - that is the Program you will use for Outcomes with course objectives related to the new course. You will link the course objectives to the program outcomes in one chart. You will need to describe the assessment strategies you will use in the new course. Then, link External Standards (the Essentials, QSEN Competencies, etc. for the course to the objectives. I hope that makes sense!