



Title: Testing and Graded Work -Diploma only	Policy No.: CUR 1.40	Date: 10/16/07 Rev.: 3/1/10
Areas Affected: All BSMCON Faculty & Students		Page 1 of 2

Purpose: To clarify BSMCON testing and graded work.

POLICY STATEMENT:

Tests, quizzes, examinations and graded work are designed to evaluate attainment of the course objectives. Course testing may consist of quizzes, unit tests, and final examination. All testing and graded work is governed by the Honor Code. Students are expected to take tests and submit graded work on the date and time scheduled. Failure to provide proper instructor notification of absence on the day that tests and/or graded work is due, may affect the student’s grade.

For all nursing courses, students must average a weighted in-class closed book quiz/test/examination average of 80% or higher in order to successfully pass the course. Scores for other course activities will contribute to the course grade when a weighted average of 80% or higher has been achieved. When a weighted test/quiz/examination average is less than 80%, this average will constitute the course grade and unsuccessful completion of the course. Grades falling within the 80% requirement are not rounded; therefore, the final grade is not rounded.

Tests/quizzes/examinations contributing to a theory grade may not be taken late, unless prior discussion has occurred with the course coordinator. The Medication Calculation and Administration Test will be the only examination that will have retakes as per policy.

The word quiz will be reserved for the closed book, in classroom written assessment that is part of the 80% requirement.

The terms: study guide, unit assessment, group work, written discussion or student appraisal can be used for written work used to determine the students’ knowledge but are not counted in the 80% requirement. This work may be done on Blackboard.

85 percent of the student’s total grade will be based on in-class closed book quiz/test/examination (didactic testing) unless otherwise approved by the curriculum committee.

Reference Policy # _____

Approved by:		
_____	Dean of Nursing	_____
_____	Provost/VP	_____
Signature	Title	Date
Approval History:		
Committees and Dates:		
Curriculum Committee – 1/10		
Faculty Forum – 2/18/10		
Faculty Organization – 3/1/10		
Key words: Testing, Tests, Graded work		

No test review will take place until all students have taken the test/quiz/examination. The term study session will be the activity that takes place prior to a test/quiz/examination, including but not limited to: a review of objectives, answering of questions, and any other information that the instructor deems important. The term test review will be used as: reviewing the test/quiz/examination following the test/quiz/examination being taken by all students within the course.

Students will have 72 hours after the test review to dispute in writing any test question. References must be submitted from required course materials.

Test booklets are to be placed in the shred box two weeks following the administration of an examination. Scantron sheets, an electronic and a paper copy of the examination will be filed for a period of three years. Course Coordinators are responsible for the storage of all past material.

All test environments will be conducted in the following manner:

1. All personal items will be left in the front of the room.
2. No food or drinks of any kind may be at the student's desk.
3. Cell phones will be off.
4. Only school calculators may be used.
5. Time is assessed by the faculty administering the exam.
6. Only answers on the Scantron will be accepted.
7. Pledge will be signed on the Scantron sheet.
8. All exams will allow 1.3 minutes per question in keeping with the NCLEX methodology.
9. Time for essay questions will be at the discretion of the course coordinator based on the type and length of the essay question.

Billings, D.M. & Halstead, J.A. (2009). Teaching in nursing a guide for faculty. (3rd Ed.). Saunders Elsevier. St. Louis, Missouri. p. 421.

McDonald, M. (2007). The nurse educator's guide to assessing learning outcomes. (2nd Ed.). Jones and Bartlett Publishers. Sudbury, Massachusetts. p. 159-169.

Oermann, M. (1999). Developing and scoring essay tests. *Nurse Educator*, 24(2), 29-32.