

# **CENTRA COLLEGE**

**2023 – 2024  
ACADEMIC CATALOG & STUDENT HANDBOOK  
ADDENDUMS**

## *Table of Contents*

<b>RN-BSN PROGRAM POLICY ADDENDUM.....</b>	<b>3</b>
<b>ASSOCIATE DEGREE IN NURSING PROGRAM POLICY ADDENDUM .....</b>	<b>10</b>
<b>PRACTICAL NUSRING PROGRAM POLICY ADDENDUM .....</b>	<b>11</b>
<b>ATI-NCLEX RESOURCE &amp; REVIEW: ADN PROGRAM POLICY ADDENDUM.....</b>	<b>12</b>
<b>ATI-NCLEX RESOURCE &amp; REVIEW: PN PROGRAM POLICY ADDENDUM .....</b>	<b>17</b>
<b>TESTING POLICY ADDENDUM .....</b>	<b>23</b>
<b>VIRTUAL TESTING &amp; DELAYED TEST REVIEW PROCTORING GUIDELINES POLICY ADDENDUM.....</b>	<b>26</b>

# RN-BSN PROGRAM POLICY ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 44

(Rev. 12/05/2023)

## **REGISTERED NURSE TO BACHELOR OF SCIENCE IN NURSING PROGRAM**

### ***Sequencing of Courses***

The RN-BSN full distance learning curriculum was designed to ensure that students are able to meet the program outcomes and student performance and achievement of program outcomes will be evaluated in each course. The full distance RN-BSN curriculum has been built around feedback from our community of interest, the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and the standards for nursing education programs identified in the Virginia Board of Nursing Regulations Governing the Practice of Nursing.

The entire RN-BSN Program consists of three semesters with a total of 48 weeks or one year for a full-time pathway. The student is eligible to take a part-time pathway to obtaining the degree within three years. The curriculum consists of 120 total credit hours. These credit hours include: 20 credits from foundation/ prerequisite courses, 3 credits for a statistics course, 36 credits from upper division nursing courses (RN-BSN Program), 40 proficiency credits, 6 credits-Humanities/Social Sciences, 15 credits from either completion of the Centra Nurse Residency Program or general electives.

### ***RN-BSN Program: Student Learning Outcomes***

Faculty believe in the importance of incorporating professional standards, guidelines, and competencies as the basis for the nursing curriculum. The program must reflect current nursing practice. To this end, a rigorous and thorough examination of the current literature on nursing practice and nursing education was conducted. These findings guided the development of the program student learning outcomes. Additionally, faculty examined the current healthcare environment in the Lynchburg area. These program student learning outcomes along with their related competencies reflect the expected behaviors of the graduates of Centra College, Registered Nurse to Bachelor of Science in Nursing Program. Therefore, these program student learning outcomes are used to organize the curriculum, and guide all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress.

### ***Program Schedule***

The academic year is defined as semesters. Once prerequisites are completed, there are three semesters in the Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program for the full-time pathway. Semesters are generally 16 weeks in length, with 8-week sub terms, and program length of study is typically a 1-year program with up to 3-years for completion at a maximum timeframe. Nursing courses are non-sequential, except for NUR 485: RN-BSN Capstone, which must be taken in the final semester, and students will be enrolled in courses subject to availability in each 8-week sub term. There are 120 credit hours awarded and 1,830 total clock hours. These credit and clock hours include prerequisites and previous upper division nursing courses. Full-time status is 12 credit hours of study per semester and part-time status is 6 credit hours of study per semester. This action is applied to all students.

# CURRICULUM

## Concept-Based Curriculum

RN-BSN CURRICULUM PLAN	THEORY HOURS	LAB HOURS	CLINICAL HOURS	TOTAL HOURS	TOTAL CREDITS
<b>Prerequisites</b>					
HLT 230: Principles of Nutrition & Human Development	45	0	0	45	3
ENG 111: College Composition I	45	0	0	45	3
BIO 141: Human Anatomy & Physiology I	45	30	0	75	4
BIO 142: Human Anatomy & Physiology II	45	30	0	75	4
PSY Elective Level 200 or Higher	45	0	0	45	3
PSY 230: Developmental Psychology	45	0	0	45	3
<b>Totals for Prerequisite Courses</b>	<b>270</b>	<b>60</b>	<b>0</b>	<b>330</b>	<b>20</b>
<b>Nursing Courses*</b>					
NUR 320: Theoretical & Conceptual Foundations	45	0	0	45	3
NUR 335: Informatics in Nursing Practice	45	0	0	45	3
NUR 350: Evidence-based Practice & Research in Nursing	45	0	0	45	3
NUR 360: Advanced Health Assessment	45	0	0	45	3
NUR 420: Community Health Perspectives	60	0	0	60	4
NUR 430: Healthcare Policy	30	0	0	30	2
NUR 450: Population Health & Epidemiology	45	0	0	45	3
NUR 455: Introduction to Pathophysiology	45	0	0	45	3
NUR 460: Nursing Leadership & Management	60	0	0	60	4
NUR 470: Aging, Health, & Longevity	30	0	0	30	2
NUR 480: Management of Illness & Disease Processes	30	0	0	30	2
NUR 485: RN-BSN Capstone*	60	0	0	60	4
<b>Totals for Nursing Courses</b>	<b>540</b>	<b>0</b>	<b>0</b>	<b>540</b>	<b>36</b>
<b>Additional Electives</b>					
Humanities/Social Science upper division electives	90	0	0	90	6
MTH 155: Statistical Reasoning	45	0	0	45	3
Versant/AACN Nurse Residency Program © <u>or</u> an Additional 15 elective credits	225	0	0	225	15
<b>Additional Elective Totals</b>	<b>360</b>	<b>0</b>	<b>0</b>	<b>360</b>	<b>24</b>
<b>Proficiency Credits</b>					
Validation of requisite competencies in nursing practice from diploma/associate nursing degree as evidenced by successful curriculum completion of all the Centra College RN-BSN courses, and credit for current RN licensure.	600	0	0	600	40
<b>Proficiency Credit Totals</b>	<b>600</b>	<b>0</b>	<b>0</b>	<b>600</b>	<b>40</b>
<b>Total Program Hours including Prerequisites, Nursing Courses Additional Electives, and Proficiency Credits</b>	<b>1770</b>	<b>60</b>	<b>0</b>	<b>1830</b>	<b>120</b>
*Please note that courses are non-sequential, except for NUR 485: RN-BSN Capstone, which must be taken in the final semester, and students may be enrolled in any of the above Nursing courses depending on course availability each 8-week sub term.					

Nursing courses are offered at Centra College. All courses highlighted in grey are offered through the Virginia Community College System or another regionally accredited college and are required for degree completion.

## Course Descriptions

### NUR 320--Theoretical & Conceptual Foundations

Semester-Credit Hours: 3

Class Hours: 45

This course provides an overview of the historical aspects of professional nursing with emphasis on the development of nursing research, legal & ethical principles and their impact on current nursing practice. The role of communication and teaching/learning in nursing practice will be emphasized. It is designed to develop the critical reading, thinking and writing skills necessary for a successful Baccalaureate level study. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230.*

#### NUR 320 Course Outcomes

1. Develop an understanding of the historical and social foundations of professional nursing.
2. Identify the core values of professional nursing as reflected in Centra College
3. Explore the consequences of violations of the legal parameters of nursing practice.
4. Discuss generalist role expectations and scope of practice.
5. Document nursing practice in accordance with legal and ethical guidelines.

### NUR 335--Informatics in Nursing Practice

Semester-Credit Hours: 3

Class Hours: 45

This course provides an understanding of health information systems to ethically manage data, information, knowledge and technology to communicate effectively and provide safe and effective patient care. Students will utilize appropriate databases to search for evidence based on research to enhance the quality of patient care and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

#### NUR 335 Course Outcomes

1. Explore the use of computer technology for documentation, decision making, discharge planning, collaboration and networking.
2. Understand and apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.
3. Analyze the role of nursing informatics in system implementation, research, and project management.
4. Document nursing practice in accordance with legal and ethical guidelines.
5. Identify principles used in electronic recording of patient care information.

### NUR 350--Evidence-based Practice and Research in Nursing

Semester-Credit Hours: 3

Class Hours: 45

This course provides the student with an overview of the research methods commonly used in nursing research. Ethical/legal issues in health care research are discussed. Student will evaluate current nursing research articles for application to evidence-based nursing practice. The RN-BSN student will summarize the main ideas, findings, and the article's contributions to evidence-based practice. Special emphasis will be placed on quality initiatives, patient satisfaction and issues of diversity. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

### **NUR 350 Course Outcomes**

1. Explain the importance of nursing research and its relation to evidence-based practice.
2. Describe and apply the basic steps of the research process utilizing the appropriate terminology.
3. Evaluate level of evidence, validity, reliability, and quality of research articles.
4. Use critical appraisal skills to evaluate research findings in nursing and related fields with respect to the problem, methods, and findings.
5. Prepare and present a Progressive -evidenced Based Practice Project (PEPP) using 6<sup>th</sup> Ed. American Psychological Association (APA) citation format.

### **NUR 360—Advanced Health Assessment**

Semester-Credit Hours: 3

Class Hours: 45

This course focuses on the development of a body systems approach to health assessment of individuals emphasizing normal growth and developmental responses across the lifespan. Content includes knowledge and skills of health assessment through a variety of methodologies in the virtual classroom. Students will demonstrate techniques in eliciting comprehensive health histories and performing physical examinations by utilizing various on-line resources. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

### **NUR 360 Course Outcomes**

1. Assess body systems using the four modalities of the physical examination: inspection, palpation, percussion, and auscultation in proper sequence, using proper technique, in order to identify normal and abnormal findings.
2. Utilize his or her interviewing skills regarding health assessment data collection by employing effective communication, and interpretation of objective and subjective data.
3. Demonstrate use of current assessment equipment and assessment verification options.
4. Summarize legal responsibilities related to the physical assessment, including how to identify and locate appropriate patient referral contacts for issues that arise outside of the nursing scope of practice.
5. Evaluate the interactions among health, economic, social, and political status, as well as cultural differences, and the impact each one can have on healthcare.

### **NUR 420--Community Health Perspectives**

Semester-Credit Hours: 4

Class Hours: 60

This course provides concepts of community/public health nursing practice. Primary, secondary, and tertiary levels of prevention will be reviewed for the health of the community as a whole. The public/community health nursing role as a partner with the community is emphasized through application of the nursing process, beginning with the assessment of the community's health, wellness needs, and available resources. Planning, organization and delivery of services for population at risk are in line with Healthy People 2020 objectives. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program,*

### NUR 420 Course Outcomes

1. Analyze and evaluate the effectiveness of interactive relationships with family and population clients, interdisciplinary groups, and community organizations.
2. Apply critical thinking and decision-making to community contexts in relation to assessment, resource allocation, program development, and interventions with persons, families and populations to promote public health.
3. Integrate evidence-based guidelines for health promotion and disease prevention in the provision of nursing care to individuals/families and communities.
4. Consistently apply analysis of the interaction among global, cultural and socioeconomic factors to influence health and wellness.

### NUR 430—Healthcare Policy

Semester-Credit Hours: 2

Class Hours: 15

This course examines the organizational and societal context of healthcare delivery. Current healthcare policy and delivery systems will be explored, including legislation, organizations, health networks, professional disciplines, consumer needs and economics. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

### NUR 430 Course Outcomes

1. Examine procedures of how healthcare policy is developed at the federal and state levels in healthcare.
2. Analyze health policy implementation and influence on health outcomes and the nursing profession.
3. Compare and contrast existing health policies and policy formation in other countries compared to the United States.
4. Investigate current healthcare delivery systems and their influence on patient outcomes.

### NUR 450--Population Health & Epidemiology

Semester-Credit Hours: 3

Class Hours: 45

This course provides the student with the knowledge and skills to apply health promotion, prevention of disease complications, environmental and epidemiological concepts and teaching/learning principles in working with diverse populations. Emphasis is placed on establishing community partnerships, community assessment strategies and implementation of nursing care programs to improve population health. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

### NUR 450 Course Outcomes

1. Utilize epidemiologic data to develop and/or guide interventions in the management of care to vulnerable populations.
2. Facilitate adoption of behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness.
3. Assist community-based clients with illness self-management education to maintain the highest possible level of health and wellness.
4. Facilitate the health of populations in partnership with community members.
5. Advocate for the health of persons and populations in public and policy arenas.

### NUR 455—Introduction to Pathophysiology

Semester- Credit Hours: 3

Class Hours: 45

Throughout this course, the RN-BSN student will examine physiological factors that affect individuals across the lifespan. Environmental factors, genetics, and lifestyle choices will be considered in their ability to lead to increased disease susceptibility. The student will continue to work on their Progressive Evidence-based Practice Project (PEPP). The completed PEPP will be presented via power-point presentation and as a summative analysis in NUR 485: RN-BSN Capstone. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program,*

### **NUR 455 Course Outcomes**

1. Differentiate physiological factors that impact individuals across the lifespan.
1. Recognize factors (environmental, lifestyle, cultural) that contribute to increased disease susceptibility.
2. Integrate organ system physiological content into nursing practice.
3. Demonstrate the importance of scholarly nursing research and its relationship to evidence-based practice.
4. Evaluate level of evidence, validity, reliability, and quality of review of literature.
5. Prepare to present a Progressive Evidence-based Practice Project (PEPP) using 7<sup>th</sup> Ed. American Psychological Association (APA) citation format.

### **NUR 460--Nursing Leadership & Management**

Semester-Credit Hours: 4

Class Hours: 60

This course provides concepts in leadership and management as they relate to the role of professional nursing in the sociopolitical health care environment. Cost containment and cost-effective financial management of human and material resources is emphasized. Group dynamics, change process, conflict management and the role of quality improvement in professional nursing leadership will be analyzed in this course. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

### **NUR 460 Course Outcomes**

1. Utilize effective communication within diverse healthcare settings to optimize patient care
2. Evaluate factors contributing to clinical decision-making in nursing leadership situations.
3. Analyze variables influencing leadership in health organizations and in professional nursing practice environments.
4. Examine the coordination of patient care management across healthcare sectors.
5. Apply concepts of quality and safety to identify clinical questions and describe the process of changing current practice in nursing care delivery systems within a healthcare organization.

### **NUR 470—Aging, Health & Longevity**

Semester-Credit Hours: 2

Class Hours: 30

This course provides the student with a perspective on concepts of aging. The RN-BSN student will gain the knowledge on the common expected aging changes as well as health related problems. Health promotion and risk reduction will be emphasized in this course. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*



### NUR 470 Course Outcomes

1. Discuss various aging health related concerns and problems.
2. Evaluate preventative methods and health promotion interventions for the aging individual.
3. Apply primary, secondary, and tertiary prevention methods to promote patient outcomes in the aging individual.
4. Integrate concepts of aging into nursing practice.
5. Recognize gender roles and cultural differences among the aging individual.

### NUR 480—Management of Illness & Disease Processes

Semester-Credit Hours: 2

Class Hours: 30

This course builds on the knowledge gained in NUR 455: Introduction to Pathophysiology. Within this course, the RN-BSN student will be expected to demonstrate an understanding of normal physiology, pathophysiology, and specific disorders. Diagnostics and pharmacological management interventions will be explored. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program.*

### NUR 480 Course Outcomes

1. Discuss treatment modalities for various disease processes that impact individuals across the lifespan.
2. Evaluate nursing interventions that increase patient outcomes.
3. Recognize diagnostic and pharmacological management of various illnesses and disease processes throughout the lifespan.

### NUR 485-- RN-BSN Capstone

Semester-Credit Hours: 4

Class Hours: 60

This course, for RN-BSN students, is designed to expand the scope of nursing practice. Managerial learning activities focus on the leadership aspects of the professional nurse. Special emphasis is placed on the role of the BSN educated nurse and his/her responsibility in the implementation of change in response to identified needs/problems in diverse healthcare settings. The completed Progressive Evidence-based Practice Project (PEPP) will be presented via power-point presentation and as a summative analysis during this course. Students will validate achievement of program outcomes. **Prerequisites:** *BIO 141, BIO 142, ENG 111, PSY Elective Level 200 or Higher, PSY 230, HLT 230, Completion of RN Program, NUR 320, NUR 335, NUR 350, NUR 360, NUR 420, NUR 430, NUR 450, NUR 455.*

### NUR 485 Course Outcomes

1. Use advanced critical thinking skills and evidence-based practice to choose and evaluate nursing interventions in diverse healthcare settings.
2. Synthesize evidence to influence nursing care.
3. Appraise the implications of evidence-based practice in the provision of nursing care.
4. Apply an ethical decision-making process to professional changes based on needs/problems in diverse healthcare settings.
5. Examine the importance of diverse cultural, historical, legal, and economic influences in nursing practice and the health care industry.

## ASSOCIATE DEGREE IN NURSING PROGRAM POLICY ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 55

(Rev. 12/05/2023)

### CURRICULUM

#### Concept-Based Curriculum

ASSOCIATE DEGREE IN NURSING CURRICULUM PLAN	THEORY HOURS 15 HRS/CR	LAB HOURS 30 HRS/CR	CLINICAL HOURS 45 HRS/CR	TOTAL HOURS	TOTAL CREDITS
<b>Prerequisites</b>					
HLT 230: Principles of Nutrition & Human Development	45	0	0	45	3
BIO 141: Human Anatomy & Physiology I	45	30	0	75	4
PSY 230: Developmental Psychology	45	0	0	45	3
HLT 143: Medical Terminology I	45	0	0	45	3
SDV 101: Orientation to Healthcare Professions	15	0	0	15	1
<b>Prerequisite Totals</b>	<b>195</b>	<b>30</b>	<b>0</b>	<b>225</b>	<b>14</b>
<b>First Semester</b>					
BIO 142: Human Anatomy & Physiology II	45	30	0	75	4
NUR 150: Introduction to Nursing Concepts	45	30	90	165	6
NUR 165: Health Promotion and Assessment	30	30	0	60	3
NUR 170: Professional Nursing Concepts I	30	0	0	30	2
<b>First Semester Totals</b>	<b>150</b>	<b>90</b>	<b>90</b>	<b>330</b>	<b>15</b>
<b>Second Semester</b>					
PSY Elective Level 200 or Higher	45	0	0	45	3
NUR 175: Health Care Participant	45	0	45	90	4
NUR 180: Nursing Concepts I	45	0	90	135	5
<b>Second Semester Totals</b>	<b>135</b>	<b>0</b>	<b>135</b>	<b>270</b>	<b>12</b>
<b>Third Semester</b>					
ENG 111: College Composition I	45	0	0	45	3
NUR 240: Nursing Concepts II	45	0	90	135	5
NUR 250: Nursing Concepts III	45	0	90	135	5
<b>Third Semester Totals</b>	<b>135</b>	<b>0</b>	<b>180</b>	<b>315</b>	<b>13</b>
<b>Forth Semester</b>					
ENG 112: College Composition II	45	0	0	45	3
NUR 260: Nursing Concepts IV	45	0	135	180	6
NUR 270: Professional Nursing Concepts II	60	0	0	60	4
<b>Fourth Semester Totals</b>	<b>150</b>	<b>0</b>	<b>135</b>	<b>285</b>	<b>13</b>
<b>Total Nursing Course Hours</b>	<b>390</b>	<b>60</b>	<b>540</b>	<b>990</b>	<b>40</b>
<b>Total General Elective Hours (prerequisites and corequisites)</b>	<b>375</b>	<b>60</b>	<b>0</b>	<b>435</b>	<b>27</b>
<b>Total Program Hours including General Electives</b>	<b>765</b>	<b>120</b>	<b>540</b>	<b>1425</b>	<b>67</b>

# PRACTICAL NURSING PROGRAM POLICY ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 61  
(Rev. 12/05/2023)

## CURRICULUM

### Concept-Based Curriculum

PRACTICAL DEGREE IN NURSING CURRICULUM PLAN	THEORY HOURS 15 HRS/CR	LAB HOURS 30 HRS/CR	CLINICAL HOURS 45 HRS/CR	TOTAL HOURS	TOTAL CREDITS
<b>First Semester</b>					
BIO 145: Human Anatomy and Physiology for the Health Sciences <b>OR</b> BIO 142: Human Anatomy & Physiology II	45	30	0	75	4
PSY 230: Developmental Psychology	45	0	0	45	3
ENG 111: College Composition I	45	0	0	45	3
HLT 143: Medical Terminology I	45	0	0	45	3
SDV 101: Orientation to Nursing	15	0	0	15	1
<b>First Semester Totals</b>	<b>195</b>	<b>30</b>	<b>0</b>	<b>225</b>	<b>14</b>
<b>Second Semester</b>					
HLT 230: Principles of Nutrition and Human Development	45	0	0	45	3
NUR 115: Introduction to Nursing Concepts	45	30	0	75	4
NUR 116: Health Promotion and Basic Assessment	30	30	90	150	5
<b>Second Semester Totals</b>	<b>120</b>	<b>60</b>	<b>90</b>	<b>270</b>	<b>12</b>
<b>Third Semester</b>					
NUR 125: Nursing Concepts I	75	0	90	165	7
NUR 126: Health Care Participant	60	0	45	105	5
<b>Third Semester Totals</b>	<b>135</b>	<b>0</b>	<b>135</b>	<b>270</b>	<b>12</b>
<b>Fourth Semester</b>					
NUR 135: Nursing Concepts II	60	0	90	150	6
NUR 136: Professional Nursing Concepts	45	0	135	180	6
<b>Fourth Semester Totals</b>	<b>105</b>	<b>0</b>	<b>225</b>	<b>330</b>	<b>12</b>
<b>Total Nursing Course Hours</b>	<b>330</b>	<b>60</b>	<b>450</b>	<b>840</b>	<b>33</b>
<b>Total General Elective Hours</b>	<b>225</b>	<b>30</b>	<b>0</b>	<b>255</b>	<b>17</b>
<b>Total Program Hours including General Electives</b>	<b>555</b>	<b>90</b>	<b>450</b>	<b>1095</b>	<b>50</b>

# ATI-NCLEX RESOURCE & REVIEW: ADN PROGRAM POLICY ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 77  
(Rev. 1/10/2024)

## *ATI NCLEX Resource & Review: ADN Program*

The comprehensive ATI review program offers the following to students:

- A comprehensive, assessment-driven review program designed to enhance student NCLEX success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking ability, and learning styles. Additionally, online tutorials, online practice assessments, and proctored assessments are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan which may be accessed from the “My ATI” tab. **It is highly recommended that students spend time navigating through these orientation materials.**

### *Review Modules/eBooks*

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

### *Tutorials to Support Assessment and Remediation Process*

ATI offers unique tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic 2.0** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System RN 3.0** offers practice quizzes in specific nursing content areas that allow students to apply valuable learning tools from Nurse Logic. ATI is committed to increasing student confidence by providing students with experience answering NCLEX-style questions in a variety of quizzing formats. With Learning System 3.0, students can assess their knowledge through pre-set quizzes, build a customized quiz that focuses on specific categories, or test their category-specific comprehension in an adaptive quizzing environment.

### *Assessments*

The Content Mastery Series Assessments (CMS) provide essential data regarding a student’s mastery of concepts in relation to specific nursing content areas, including a series of Targeted Medical Surgical

assessments that address individual body systems to provide formative evaluation of content prior to the final medical surgical course. There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help students identify what they know, in addition to areas requiring remediation (called Topics to Review). The Custom Assessment Builder can be utilized to create content-specific testing for students as well as proctored assessments for courses in the first semester of the program.

### *Focused Reviews/Active Learning/Remediation*

ATI Focused Review 2.0 facilitates the post CMS assessment remediation experience for students. This personalized learning experience uses a student's performance on the CMS practice and proctored assessments to drive focused student learning. Once the student has completed a CMS practice assessment, Focused Review 2.0 automatically assesses the student's learning gaps and generates a personalized learning experience. Focused Reviews 2.0 provides ATI Review Module content in an eBook experience while highlighting the specific elements of content that a student should review. The forms of content include text, image, sound, and video. When the student has completed their first round of remediation (practice assessments only), they can take a post-remediation quiz which provides similar questions on identified content gaps. Upon completion of the quiz, the student can review their knowledge gaps and study updated eBook content. The post-remediation quiz is intended to provide feedback on remediation impact.

### *Implementation Strategies*

Encouraging students to do their best work while taking practice and proctored assessments will enable true reflection of the student's content mastery.

- Implement practice assessments with rationales turned off, so students can create their individual Focused Review as a study guide. Once the review is completed (if time allows), encourage students to retake another version of the practice assessment with rationales turned on.
- Allow ample time between retakes so students have an opportunity to create a robust Focused Review that can be used as a study guide for the course, the ATI comprehensive Predictor, and the NCLEX.
- Administer proctored assessments to students prior to a course final to allow ample time to create the personalized Focused Review. This applies to preparation for the course final, ATI Comprehensive Predictor, and as a NCLEX study guide.
- Implement a student success binder, which helps students understand their content knowledge gaps for easy review. The binder can include a student signed school policy, a current transcript, the Focused Review, and supplemental materials (ATI Active Learning Templates, ATI Three Critical Points, journal entries).
- Students should complete the remediation provided following the first attempt at each practice assessment. Once completed, students should take the post-remediation quiz (if available) and complete the follow-up remediation.

### Content Mastery Test Level Definitions:

- Level 3:
  - Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area.
  - Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX standards in this content area.
  - ATI advises these students should engage in continuous focused review to maintain and improve their knowledge of this content.
- Level 2:
  - Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area.
  - Scores at this level were judged by the content expert to indicate a student as certain to meet NCLEX standards in this content area.
  - ATI advises these students should engage in continuous focused review to improve their knowledge of this content.
- Level 1:
  - Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area.
  - Scores at this level were judged by the content expert to indicate a student likely to just meet NCLEX standards in this content area
  - ATI advises these students should develop and complete a rigorous plan of focused review to achieve a firm grasp of the content.
- Below Level 1:
  - Scores Below the Proficiency Level 1 standard can be considered below the minimum expectations for performance in this content area.
  - Scores at this level were judged by the content expert to indicate a student is unlikely to meet NCLEX standards in this content area.

### *Custom Assessment Grading Rubric*

- Practice and proctored custom assessments will be utilized in various courses throughout the ADN curriculum and will equal a total of 5% of the final course grade. There will be one practice custom assessment given (30 question minimum) and one proctored custom assessment (60 question minimum). The faculty in each course are responsible for creating an appropriate practice and proctored custom assessment for each respective course. Should a student not complete the practice assessment by the given deadline, the student will receive a score of a “0” for the proctored assessment.
- Students will be responsible for completing the associated remediation for both the practice and proctored assessments. Remediation is an expectation for the success and benefit of the student in progressing forward in the curriculum and for NCLEX success.

Grading Rubric

<b>STANDARDIZED PROCTORED ASSESSMENT CONVERSION SCORES FOR CUSTOM BASED TESTS</b>	
<i>ATI Score</i>	<i>Converted Score</i>
91-100	100%
81-90.99	95%
71-80.99	90%
61-70.99	85%
51-60.99	80%
<50.99	75%

*Content Mastery Assessment Grading Rubric*

- Content Mastery Series proctored tests will be utilized in various courses throughout the ADN curriculum and will equal a total of 5% of the final course grade.
- Students will take practice assessment A & B.
  - Practice assessments A and B should be completed by the deadline established by the course faculty.
  - The rationales will be turned off for both practice assessments so that students focus on achieving a better score and focus on Mastering the content for application.
  - Should a student not complete the practice assessments by the given deadlines, the student will receive a score of a “0” for the proctored assessment.
- For practice assessment scores, students must remediate and complete the automated individualized focus review received on the report.
- The focused review and post-study quiz for practice assessment A must be completed prior to the scheduled practice assessment B test. Likewise, the focused review and post-study quiz from practice assessment B must be completed prior to the CMS Proctored Assessment.
- Students will be responsible for completing the associated remediation for both the practice and proctored assessments. Remediation is an expectation for the success and benefit of the student in progressing forward in the curriculum and for NCLEX success.
- The CMS Proctored Assessment will be completed at the end of the course.

Grading Rubric

<b>STANDARDIZED PROCTORED ASSESSMENT CONVERSION SCORES FOR CONTENT MASTERY TESTS</b>	
<i>ATI Score</i>	<i>Converted Score</i>
91-100	100%
81-90.99	95%
71-80.99	90%
61-70.99	85%
51-60.99	80%
<50.99	75%

### Comprehensive Predictor Grading Rubric

- The Comprehensive Predictor will be utilized in the N270 course in the ADN curriculum and will equal a total of 5% of the final course grade.
- Students will take practice assessment A & B.
  - Practice assessments A and B should be completed by the deadline established by the course faculty.
  - The rationales will be turned off for both practice assessments so that students focus on achieving a better score and focus on mastering the content for application.
  - Should a student not complete the practice assessments by the given deadlines, the student will receive a score of a “0” for the proctored assessment.
- For practice assessment scores, students must remediate and complete the automated individualized focus review received on the report.
- The focused review for practice assessment A must be completed prior to the scheduled practice assessment B test. Likewise, the focused review from practice assessment B must be completed prior to the Comprehensive Proctored Test.
- Students will be responsible for completing the associated remediation for both the practice and proctored assessments. Remediation is an expectation for the success and benefit of the student in progressing forward in the curriculum and for NCLEX success.
- The Comprehensive Predictor Assessment will be placed at the end of the course.

### Grading Rubric

STANDARDIZED PROCTORED ASSESSMENT CONVERSION SCORES FOR COMPREHENSIVE TEST	
<i>ATI Score</i>	<i>Converted Score</i>
91-100	100%
81-90.99	95%
71-80.99	90%
61-70.99	85%
51-60.99	80%
<50.99	75%

#### References:

Assessment Technologies Institute, Inc., (2021). Integration best practices: Student

assessment and review policy; Successful incorporation of ATI assessments. *ATI*

*Testing*. Retrieved from:

[https://atitesting.com/docs/default-source/polices-research/ati-policy-recommendations/ir-sample\\_policy\\_2022.pdf?sfvrsn=31c902e9\\_4](https://atitesting.com/docs/default-source/polices-research/ati-policy-recommendations/ir-sample_policy_2022.pdf?sfvrsn=31c902e9_4)



# ATI-NCLEX RESOURCE & REVIEW: PN PROGRAM POLICY

## ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 82  
(Rev. 1/10/2024)

### *ATI NCLEX Resource & Review: PN Program*

The comprehensive ATI review program offers the following to students:

- A comprehensive, assessment-driven review program designed to enhance student NCLEX success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking ability, and learning styles. Additionally, online tutorials, online practice assessments, and proctored assessments are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan, which may be accessed from the “My ATI” tab. **It is highly recommended that you spend time navigating through these orientation materials.**

#### *Review Modules/eBooks*

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

#### *Tutorials to Support Assessment and Remediation Process*

ATI offers unique tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic 2.0** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System PN 3.0** offers practice quizzes in specific nursing content areas that allow students to apply valuable learning tools from Nurse Logic. ATI is committed to increasing student confidence by providing students with experience answering NCLEX-style questions in a variety of quizzing formats. With Learning System 3.0, students can assess their knowledge through pre-set quizzes, build a customized quiz that focuses on specific categories, or test their category-specific comprehension in an adaptive quizzing environment.

#### *Assessments*

The Content Mastery Series Assessments (CMS) provide essential data regarding a student’s mastery of concepts in relation to specific nursing content areas, including a series of Targeted Medical Surgical assessments that address individual body systems to provide formative evaluation of content prior to the final medical surgical course. There are practice assessments available for students as well as

standardized proctored assessments that may be scheduled during courses. These assessments will help students identify what they know, in addition to areas requiring remediation (called Topics to Review). The Custom Assessment Builder can be utilized to create content-specific testing for students as well as proctored assessments for courses in the first semester of the program.

### *Focused Reviews/Active Learning/Remediation*

ATI Focused Review 2.0 facilitates the post CMS assessment remediation experience for students. This personalized learning experience uses a student's performance on the CMS practice and proctored assessments to drive focused student learning. Once the student has completed a CMS practice assessment, Focused Review 2.0 automatically assesses the student's learning gaps and generates a personalized learning experience. Focused Reviews 2.0 provides ATI Review Module content in an eBook experience while highlighting the specific elements of content that a student should review. The forms of content include text, image, sound, and video. When the student has completed their first round of remediation (practice assessments only), they can take a post-remediation quiz which provides similar questions on identified content gaps. Upon completion of the quiz, the student can review their knowledge gaps and study updated eBook content. The post-remediation quiz is intended to provide feedback on remediation impact.

### *Implementation Strategies*

Encouraging students to do their best work while taking practice and proctored assessments will enable true reflection of the student's content mastery.

- Implement practice assessments with rationales turned off, so students can create their individual Focused Review as a study guide. Once the review is completed (if time allows), encourage students to retake another version of the practice assessment with rationales turned on.
- Allow ample time between retakes so students have an opportunity to create a robust Focused Review that can be used as a study guide for the course, the ATI comprehensive Predictor, and the NCLEX.
- Administer proctored assessments to students prior to a course final to allow ample time to create the personalized Focused Review. This applies to preparation for the course final, ATI Comprehensive Predictor, and as a NCLEX study guide.
- Implement a student success binder, which helps students understand their content knowledge gaps for easy review. The binder can include a student signed school policy, a current transcript, the Focused Review, and supplemental materials (ATI Active Learning Templates, ATI Three Critical Points, journal entries).
- To earn points identified in the ATI Student Assessment and Review policy for each practice assessment, students should complete the remediation provided following the first attempt at each practice assessment. Once completed, students should take the post-remediation quiz (if available) and complete the follow-up remediation.

### Content Mastery Test Level Definitions:

- Level 3:
  - Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area.
  - Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX standards in this content area.
  - ATI advises these students should engage in continuous focused review to maintain and improve their knowledge of this content.
- Level 2:
  - Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area.
  - Scores at this level were judged by the content expert to indicate a student as certain to meet NCLEX standards in this content area.
  - ATI advises these students should engage in continuous focused review to improve their knowledge of this content.
- Level 1:
  - Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area.
  - Scores at this level were judged by the content expert to indicate a student likely to just meet NCLEX standards in this content area
  - ATI advises these students should develop and complete a rigorous plan of focused review to achieve a firm grasp of the content.
- Below Level 1:
  - Scores Below the Proficiency Level 1 standard can be considered below the minimum expectations for performance in this content area.
  - Scores at this level were judged by the content expert to indicate a student is unlikely to meet NCLEX standards in this content area.

### *Custom Assessment Grading Rubric*

Practice and proctored custom assessments will be utilized in NUR 116 for a total of 5% of the final course grade. There will be one practice custom assessment given in each course with associated remediation (listed in the table below) and one proctored custom assessment given in each course with associated remediation (listed in the table below). The faculty in NUR 116 are responsible for creating an appropriate practice and proctored custom assessment for the course.

<b>Custom Assessment Grading Rubric</b>
Practice Custom Assessment
<i>Remediation = 4 Points</i>
• For each topic earning less than 80%, complete an active learning template as part of the required remediation process. Your instructor will notify you for instructions on turning in your active learning templates.

Proctored Custom Assessment			
Level 3 = 86-100% <i>4 Points Earned</i>	Level 2 = 75-85.99% <i>3 Points Earned</i>	Level 1 = 65-74.99% <i>2 Points Earned</i>	Level 0 = <65% <i>1 Point Earned</i>
<i>Remediation = 2 Points</i>	<i>Remediation = 2 Points</i>	<i>Remediation = 2 Points</i>	<i>Remediation = 2 Points</i>
<ul style="list-style-type: none"> <li>For each topic earning less than 80%, complete an active learning template as part of the required remediation process.</li> </ul>	<ul style="list-style-type: none"> <li>For each topic earning less than 80%, complete an active learning template as part of the required remediation process.</li> </ul>	<ul style="list-style-type: none"> <li>For each topic earning less than 80%, complete an active learning template as part of the required remediation process.</li> </ul>	<ul style="list-style-type: none"> <li>For each topic earning less than 80%, complete an active learning template as part of the required remediation process.</li> </ul>
10/10 Potential Points Available	9/10 Potential Points Available	8/10 Potential Points Available	7/10 Potential Points Available

\*No partial credit will be given for remediation assignments. All active learning templates must be completed to receive the allotted remediation points.

### Content Mastery Assessment Grading Rubric

Practice and proctored content mastery assessments will be utilized in NUR 115, NUR 125, NUR 126, NUR 135, and NUR 136 for a total of 5% of the final course grade. There will be a minimum of one practice content mastery assessment and a maximum of two practice content mastery assessments utilized per proctored assessment. The faculty in each course, NUR 115, NUR 125, NUR 126, NUR 135, and NUR 136, are responsible for providing and proctoring appropriate practice and proctored content mastery assessments for each course.

Content Mastery Assessment Grading Rubric	
Practice Content Mastery Assessment(s)	
<i>4 Possible Remediation Points Available</i>	
<ul style="list-style-type: none"> <li>One (1) remediation point will be allocated to Practice Content Mastery Assessment A while three (3) remediation points will be allocated to Practice Content Mastery Assessment B.</li> <li>Practice Content Mastery Assessment A should be completed by the deadline assigned by course faculty. Students are only required to complete, to the best of their ability, Practice Test A by the scheduled due date to receive the allocated one (1) remediation point as this is a baseline assessment.</li> <li>Practice Content Mastery Assessment B should be completed by the deadline assigned by course faculty. Students are required to complete, to the best of their ability, Practice Test B by the scheduled due date and complete all the remediation requirements listed below receive the allocated three (3) remediation points.</li> <li>No partial credit will be given for remediation assignments. All hour requirements, active learning templates, and post-study quiz (if applicable) must be completed to earn allotted remediation points for practice and proctored tests.</li> </ul>	
<b>Practice Content Mastery Assessment A</b>	<b>Practice Content Mastery Assessment B</b>

<i>(1 point)</i>		<i>(3 points)</i>	
<ul style="list-style-type: none"> <li>Complete Practice Assessment A as assigned</li> </ul>		<ul style="list-style-type: none"> <li>Complete Practice Assessment B as assigned</li> <li>Minimum 1-hour time spent on Focused Review/Active Learning Templates</li> <li>Complete faculty-assigned active learning templates</li> <li>Take Post-Study Quiz (if applicable)</li> </ul>	
Standardized Proctored Content Mastery Assessment			
CMS Level: Level 3 <i>4 Points Earned</i>	CMS Level: Level 2 <i>3 Points Earned</i>	CMS Level: Level 1 <i>2 Points Earned</i>	CMS Level: Below Level 1 <i>1 Point Earned</i>
<i>Remediation = 2 Points</i>	<i>Remediation: 2 Points</i>	<i>Remediation: 2 Points</i>	<i>Remediation: 2 Points</i>
<ul style="list-style-type: none"> <li>Minimum 1-hour time spent on Focused Review/Active Learning Template for proctored assessment</li> <li>Complete faculty-assigned active learning templates</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 2-hours time spent on Focused Review/Active Learning Template for proctored assessment</li> <li>Complete faculty-assigned active learning templates</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 3-hours time spent on Focused Review/Active Learning Template for proctored assessment</li> <li>Complete faculty-assigned active learning templates</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 4-hours time spent on Focused Review/Active Learning Template for proctored assessment</li> <li>Complete faculty-assigned active learning templates</li> </ul>
10/10 Potential Points Available	9/10 Potential Points Available	8/10 Potential Points Available	7/10 Potential Points Available

\*No partial credit will be given for remediation assignments. All hour requirements, active learning templates, and post-study quiz (if applicable) must be completed to earn allotted remediation points.

### *Comprehensive Predictor Grading Rubric*

Practice and proctored comprehensive predictor assessments will be utilized in NUR 136 for a total of 10% of the final course grade. There will be two practice comprehensive predictors utilized and one proctored comprehensive predictor utilized in NUR 136. The faculty in NUR 136 are responsible for providing and proctoring appropriate practice and proctored comprehensive predictor assessments.

<b>Comprehensive Predictor Grading Rubric</b>
Practice Comprehensive Predictor Assessments
<i>4 Possible Remediation Points Available</i>
<ul style="list-style-type: none"> <li>One (1) remediation point will be allocated to Practice Content Mastery Assessment A while three (3) remediation points will be allocated to Practice Content Mastery Assessment B.</li> <li>Practice Comprehensive Predictor Assessment A should be completed by the deadline assigned by course faculty. Students are only required to complete, to the best of their ability, Practice Test A</li> </ul>

<p>by the scheduled due date to receive the allocated one (1) remediation point as this is a baseline assessment.</p> <ul style="list-style-type: none"> <li>Practice Comprehensive Predictor Assessment B should be completed by the deadline assigned by course faculty. Students are required to complete, to the best of their ability, Practice Test B by the scheduled due date and complete all the remediation requirements listed below receive the allocated three (3) remediation points.</li> <li>No partial credit will be given for remediation assignments. All hour requirements, active learning templates, and post-study quiz (if applicable) must be completed to earn allotted remediation points for practice and proctored tests.</li> </ul>			
<p><b>Practice Comprehensive Predictor Assessment A</b> <i>(1 point)</i></p> <ul style="list-style-type: none"> <li>Complete Practice Assessment A as assigned</li> </ul>		<p><b>Practice Comprehensive Predictor Assessment B</b> <i>(3 points)</i></p> <ul style="list-style-type: none"> <li>Complete Practice Assessment B as assigned</li> <li>Minimum 1-hour time spent on Focused Review/Active Learning Template</li> <li>Complete faculty-assigned active learning templates</li> <li>Take Post-Study Quiz (if applicable)</li> </ul>	
<p><b>Standardized Proctored Comprehensive Predictor Assessment</b></p>			
<p>95% or Above Passing Predictability <i>6 Points Earned</i></p>	<p>90% or Above Passing Predictability <i>5 Points Earned</i></p>	<p>85% or Above Passing Predictability <i>4 Points Earned</i></p>	<p>&lt;85% Passing Predictability <i>3 Point Earned</i></p>
<p>10/10 Potential Points Available</p>	<p>9/10 Potential Points Available</p>	<p>8/10 Potential Points Available</p>	<p>7/10 Potential Points Available</p>

\*No partial credit will be given for remediation assignments. All hour requirements, active learning templates, and post-study quiz (if applicable) must be completed to earn allotted remediation points.

References (If Applicable):

Assessment Technologies Institute, Inc., (2021). Integration best practices: Student

assessment and review policy; Successful incorporation of ATI assessments. *ATI*

*Testing*. Retrieved from:

[https://atitesting.com/docs/default-source/policies-research/ati-policy-recommendations/ir-sample\\_policy\\_2022.pdf?sfvrsn=31c902e9\\_4](https://atitesting.com/docs/default-source/policies-research/ati-policy-recommendations/ir-sample_policy_2022.pdf?sfvrsn=31c902e9_4)

# TESTING POLICY ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 136

(Rev. 1/10/2024)

## TESTING POLICY

The NLN Fair Testing Guidelines for Nursing Education (2020) is rooted in the core values of caring, integrity, diversity, and excellence. These guidelines emphasize the importance of fair testing, ensuring that all students have comparable opportunities to demonstrate their knowledge and skills. The Centra College Student Testing Policy highlights key points from the NLN Fair Testing Guidelines and provides student guidance for completing all tests and examinations successfully while enrolled in any program at Centra College.

- “Test(s)” will refer to unit tests or proctored tests given throughout a course or program
- “Exam(s)” will refer to a final comprehensive examination given in a course or program

### Testing Specifics:

- Tests and/or exams should reflect course outcomes and unit/module student learning outcomes
- Test and/or exam questions will increase in difficulty and level of application throughout the program curriculum
- Test and/or exam questions will be designed in a variety of formats, including but not limited to:
  - Multiple choice
  - Multiple response (select all that apply)
  - Extended multiple response (extended select all that apply)
  - Drag and drop
  - Bowtie
  - Hotspot
  - Extended hotspot
  - Fill in the blank
  - Cloze fill in the blank
  - Medication calculations
- All tests will be 50 questions, with points being awarded by item type
- All exams will be 100 questions, with points being awarded by item type
- Faculty will provide a rationale for every test and/or exam question
- All tests and/or exams will be timed, with 1.5 minutes provided per question

### Testing Attendance:

- In each course, all scheduled tests, proctored tests, and comprehensive final exam must be completed or a grade of zero (“0”) will be submitted in the gradebook for any incomplete tests, exams, and/or proctored tests
- Arriving to class after the scheduled start of class is considered tardy – Any student who is tardy to a scheduled test, proctored test, and/or exam must:
  - Notify the faculty or testing proctor prior to the scheduled testing start time
  - Not enter the classroom after the scheduled testing start time
  - Speak to the Academic Director or designee to determine next steps
  - Habitual tardiness may result in a grade of zero (“0”) for subsequent test, proctored test, and/or exam

- Any student who is absent from a scheduled test, proctored test, and/or exam must:
  - Notify the faculty or test proctor prior to the scheduled start time
  - Schedule an appointment with the Academic Director or designee to discuss the situation resulting in the student's absence
- All extenuating circumstances must be approved by the Academic Director or designee
  - For the first extenuating circumstance, the final exam grade for the course will replace the zero ("0") in the gradebook
  - For subsequent extenuating circumstances, a make-up test may be offered and must be completed by the date specified by the Academic Director or designee
- Any test, proctored test, and/or exam that a student is tardy or absent for without an extenuating circumstance will receive a zero ("0") in the gradebook
- Due to the nature of the five-week Nurse Aide Program, the test and exam will be made up by the discretion of the faculty and Program Coordinator with a physician note required for missed testing and examination.

### **Testing Environment:**

- Student device for testing should be clearly visible
  - Testing will take place on the device purchased by the student utilizing the ExamSoft or Exemplify application
  - Device should be fully charged prior to testing
  - Students must download the test or exam prior to the scheduled testing date
  - Students will be allowed one download attempt for each test and/or exam – any additional download attempts must be approved by the Academic Director and/or designee
  - Students who do not have the test and/or exam downloaded prior to the start of the test time will be considered tardy and must follow the directions for tardiness
  - No test or exam review will occur directly after any test and/or exam
  - The Honor Code applies to all testing environments and is in effect as soon as the student begins the test and/or exam
- Faculty will provide scratch paper
  - No credit will be given for answers placed on scratch paper
  - "Brain dumping" or the process of writing down all information related to testing content at the start of an exam will not be allowed until the student has started the test in ExamSoft – if a student writes items on the scratch paper prior to the start of the test, the paper will be removed and a new blank paper will be given to the student
- Tables or desks should be clear of all items, including drinks and/or food
- Students should remove any outerwear, hats, scarves, or visors that are not required for religious purposes prior to testing
- All smart devices not utilized for testing should be removed and turned off prior to the start of a test or exam
  - A smart device is any device that can transfer data from one device to another either by WiFi, Bluetooth, or cellular data
  - Examples include but are not limited to: smart watch, smart glasses, cell phone
- All students should vacate the testing environment as soon as the test is complete – this includes accommodations spaces.



### **Delayed Test Review Environment:**

- Student device for delayed test review should be clearly visible
- The Honor Code applies to the delayed test review environment and is in effect as soon as the student begins the review
- Tables or desks should be clear of all items, including drinks and/or food
- All smart devices not utilized for testing should be removed and turned off prior to the start of a test or exam
  - A smart device is any device that can transfer data from one device to another either by WiFi, Bluetooth, or cellular data
  - Examples include but are not limited to: smart watch, smart glasses, cell phone

### **Grading:**

- All tests and/or exams will be made available for download a minimum of 72 hours prior to the scheduled start of the test and/or exam
- Test and/or exam grades will be posted in the LMS within five (5) business days of the testing date
  - A delayed test review will occur unless extenuating circumstances arise
  - Any student wanting to provide a rationale for a test question must utilize a Test Question Rationale Form submitted by the student to the course faculty within five (5) business days after the delayed test review
  - Students that receive a grade below an 80% on any test will be offered remediation services
  - Students that are below an 80% for the course grade after four weeks of the course start date will receive an “Early Warning Advisory” from the course faculty
    - Students receiving an “Early Warning Advisory” should schedule a meeting with the course faculty and/or advisor to discuss goals, academic options, and strategies for achieving academic success
  - Final exams will not be reviewed in any form and students will not be allowed to submit a Test Question Rationale Form
- All test and/or exam scores and final course grades will be posted to the hundredths
  - Absolutely no rounding
- The grading scale is as follows:
  - A = 90.00 – 100.00
  - B = 80.00 – 89.99
  - C = 70.00 – 79.99
  - D = 60.00 – 69.99
  - F = 59.99 or below

# VIRTUAL TESTING & DELAYED TEST REVIEW PROCTORING GUIDELINES POLICY ADDENDUM

Ref. Academic Catalog and Student Handbook, p. 140  
(Rev. 1/10/2024)

## *VIRTUAL TESTING & DELAYED TEST REVIEW PROCTORING GUIDELINES*

These guidelines have been created to ensure consistency in the student's virtual testing and delayed test review environment to ensure the Centra College Honor Code is being upheld by the student.

### *Testing Environment:*

- For testing or delayed test review, the student must open Microsoft Teams on a second device to allow the testing proctor to view the virtual testing environment, including the testing device, scratch paper, and the student's face and hands
  - Student must show both sides of the scratch paper to the test proctor during the environmental scan
  - Student cannot write questions and/or answers on the scratch paper
  - Student must show scratch paper to the test proctor immediately after electronically submitting the test and/or exam
  - Scratch paper should be shredded by the student in view of the test proctor at the conclusion of the testing session
- The student must provide a 360-degree scan with the Microsoft Team video prior to the start of the test, exam, or delayed test review and at the completion of the testing session
- Students cannot be in the same immediate vicinity as a fellow student during a testing session
- Student device and scratch paper must stay within the view of the testing proctor for the duration of the testing session
- The testing device must be fully charged prior to testing
- Technical difficulties including testing device and/or secondary device issues will be handled at the discretion of the proctor and/or the Academic Director or designee