Queen’s University
Faculty of Health Sciences
School of Nursing
Academic Regulations
2017-2018
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BNSc Academic Regulations

Students are referred to Policies at http://www.queensu.ca/secretariat/policies for a complete list of policies approved by the Senate and/or the Board of Trustees of Queen’s University.

Academic Regulation 1: BNSc Degree Requirements

1.1 - Degree Requirements
Candidates must meet all course requirements. Students must achieve a GPA of 1.7 (60%) or greater in all courses. Students who receive exemption for part or all of a required course, based on previous academic or work experience, must ensure that they obtain credit for alternative course work.

BNSc Degree requirements are completed within 4 years for a student registered in the four year BNSC Program and 2 years for students registered in the Advanced Standing BNSc Program.

Any student who does not successfully complete a clinical course in any given term or misses an academic term for any reason will be required to complete a mandatory clinical preparation module (clinical practice days) prior to returning to the next clinical course.

Students must complete a minimum of 50 percent of the total number of required credits for the BNSc degree plus 3.0 credits through Queen’s University.

1.2 - Application for a Degree
Students must formally apply to graduate by filling in the ‘Application to Graduate’ online within a specified time period. Refer to Sessional Dates.

1.3 - Honours Requirements
All students eligible for the BNSc Degree are eligible to graduate with honours. Please see Academic Regulation 23.
Academic Regulation 2: Academic Standing and Promotion

Students lacking the prerequisites for a course in which they are registered will be withdrawn from that course by the School of Nursing.

For promotion, students must achieve 1.7 GPA or better in all required courses studied each academic year. All required courses must be successfully completed prior to promotion to the next year.

2.1 - Assessment
Academic standing is assessed three times per year at the end of the Fall, Winter and Summer term. Students will not be Required to Withdraw until the end of either the Winter or Summer Term (whichever comes first).

2.2 - In Good Academic Standing
Students are described as being in good academic standing unless otherwise notified.

2.3 - Academic Probation
Academic Probation is only allowed once while a student is registered in the School of Nursing. Academic probation signifies unsatisfactory performance that, while not poor enough to require withdrawal from the School of Nursing, places the student's academic future in question. The academic standing “Placed on Academic Probation” shall be placed on the student’s transcript. Students placed on academic probation will not be allowed to transfer units from another post-secondary institution for courses taken while on probation.

2.3.1 - Failed Course
A student may only repeat a failed course once provided the GPA is 1.7 or better for all the courses studied that year (Fall and Winter Terms), including the failed course. This student will be placed on academic probation. The student will not be eligible for promotion and may not take courses for which the failed course is a prerequisite. To be released from academic probation, the student must successfully complete the failed course, maintain a GPA of 1.7 or better and have no further failures at the time of the next academic assessment. While a student may be released from Academic probation the student should note they cannot have any further failures throughout the BNSc Program.
A student who is eligible to repeat a failed clinical course will be required to complete a mandatory clinical preparation module before re-taking the failed clinical course. This will be arranged through the Associate Director (Undergraduate Nursing Programs).

2.3.2 - Students in the First Year of the Four Year BNSc Program
A student at the end of the first year of study in the four year BNSc Program in the School of Nursing who achieves a GPA of 1.3 for the courses studied that year (Fall and Winter Terms) and has no more than two course failures may remain registered in the School of Nursing. This student will be placed on academic probation. The student will not be eligible for promotion and may not take courses for which the failed course(s) is/are a prerequisite. To be released from academic probation, the student must complete the failed course(s), attain a GPA of 1.7 or better and have no further failures at the time of the next academic assessment. While a student may be released from Academic probation the student should note they cannot have any further failures throughout the BNSc Program.

2.3.3 - Review of Academic Probation Status
Academic probation status is assessed three times a year at the end of the fall, winter and summer terms. Students will return to good academic standing at the time of assessment provided the requirements of academic probation are met. The academic standing “Released from Academic Probation” shall be placed on the student’s transcript. If the student has not met the requirements of academic probation, the student will be required to withdraw from the School of Nursing for a minimum of one year.

2.4 - Appeal of Decisions on Academic Probation
Because decisions related to this regulation are solely dependent on particular levels of academic performance, the academic standing of Academic Probation may not be appealed.

2.5 - Requirement to Withdraw for One Year (RTW1) for students in the First Year of the Four Year BNSc Program
A student in the first year of the four year BNSc Program is required to withdraw from the BNSc Program for a minimum of one year when the student:

(i) Achieves a GPA in the courses studied that academic year of less than 1.3; or
(ii) Fails more than two courses at the end of the first year of study.
2.6 - Requirement to Withdraw for One Year (RTW1) for all other students in the BNSc Program

(i) Achieves a GPA in the courses studied that academic year of less than 1.7; or
(ii) Fails more than one course during the academic year; or
(iii) Fails to meet the conditions of academic probation as outlined in Academic Regulation 2.3.

In both 2.5 and 2.6, the academic standing “Required to Withdraw for a Minimum of One Year” shall be placed on the student’s transcript. Following withdrawal, it is necessary to apply for re-admission in order to resume study in the School of Nursing. Refer to School of Nursing Calendar, Re-admission to the School of Nursing on the School of Nursing Website.

Please note: Students who have failed two clinical courses or the same course twice will be required to withdraw from the School of Nursing for a minimum of 3 years. Students can reapply to the School of Nursing after 3 years. Students who are required to withdraw from the BNSc program for safety reasons cannot reapply to the School of Nursing.

Academic Regulation 3: Credit for Courses Taken Elsewhere

3.1 - Letters of Permission
A student may be permitted to take undergraduate courses elsewhere for credit toward a BNSc Degree. Please note: Courses taken at another university will not contribute to Yearly or Graduation Honours (Please see Academic Regulation 23). The student must obtain a letter of permission from the School of Nursing Undergraduate Academic Advisor prior to enrolling in classes at another post-secondary institution. There is a non-refundable application fee for a letter of permission. Any approved course taken from another university transfers as a credit only (TR), not as a grade. In order for a credit to be transferred, students must achieve a minimum GPA of 1.7 in the course and submit their official transcript to the Academic Advisor at the School of Nursing within one month of completion of the approved course.

To obtain a letter of permission, a student must be in good academic standing and have completed a minimum of 30.0 units toward their BNSc Program.
Academic Regulation 4: Policy Regarding Legal Name

As Queen’s University is committed to the integrity of its student records, each student is required to provide either on application for admission or on personal data forms required for registration, their complete, legal name. Any requests to change a name, by means of alteration, deletion, substitution, or addition must be accompanied by appropriate supporting documentation.

While legal names are important for the university to have, the university also recognizes/appreciates there are many circumstances in which people choose to be called by other names (i.e. related to Anglicization, gender identity, etc.). Please note, there is a process -Statutory Declaration- for having a legal name changed to a chosen name in official Queen’s University records.

If students have questions or concerns about any naming practice or policy, they should be encouraged to discuss the issue with the Course Coordinator of the course involved or the Associate Director (Undergraduate Nursing Programs), School of Nursing.

http://www.queensu.ca/registrar/resources/policies/student-names
http://www.queensu.ca/registrar/resources/policies/student-names/definitions

Academic Regulation 5: Policy Concerning Students with Disabilities

Queen’s University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff, and students at Queen’s are expected to provide reasonable accommodation to students with disabilities. Appropriate accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards. This policy acknowledges that fundamental to the academic and personal success of students is their responsibility to identify needs requiring accommodation. The student must advise Queen’s University of the need for accommodation related to a disability.

(http://www.queensu.ca/studentwellness/accessibility-services)
Academic Regulation 6: Admission to a Dual Degree Program

With the approval of the Faculty of Arts and Science, the Department(s) concerned and the student’s home Faculty or School, students may be admitted to complete a Bachelor of Arts, Bachelor of Computing or Bachelor of Science degree concurrently with an undergraduate degree in Commerce, Applied Science or Nursing at Queen’s.

The Faculty has limited capacity to accommodate Dual Degree students, and only accepts candidates into dual degree combinations that are academically viable. To ensure the academic integrity of the combined Programs, the Faculty Office, in consultation with the Department(s) concerned and the other undergraduate Faculty or School approves combinations to ensure that there is minimal overlap in course content. Current information on departmental capacity and academically viable dual degree combinations is available on the Arts and Science website.

Admission requirements are available from Undergraduate Admission. Enrolment limitations and/or a lack of appropriate prerequisites may result in the denial of an application. Applicants are advised to consult the Dual and Second Degree Programs section of this Calendar for details on degree requirements, registration and restrictions.

6.1 - Requirements for Admission to a Dual Degree Program
To be eligible, students must meet all of the following criteria:

i) have the equivalent of Arts and Science Full-Time standing in their home Faculty or School;
ii) have completed the equivalent of at least 24.0 units (or 8 one-term courses, where a one term course is equivalent to a typical 3.0-unit course in Arts and Science) in their home Faculty or School;
iii) have been in good academic standing in their home Faculty or School throughout their Undergraduate Career at Queen’s;
iv) have a minimum Cumulative GPA of 2.60;
v) apply to an Arts and Science Degree Program in a substantially different Plan from that in their primary Degree Program; and
vi) satisfy departmental criteria for admission to the Plan.

6.2 - Admission, Program/Plan Changes and Withdrawal Procedures
For admission procedures see Admission Regulation 12.3.
Once admitted to a Dual Degree Program, students who wish to change to another Arts and Science Program or Plan need to complete a new application to a Dual Degree Program through Undergraduate Admission. Students registered in a Dual Degree Program who decide not to complete the Program may indicate their withdrawal, in writing, to Undergraduate Admission. Dual Degree students who are required to withdraw from their non-Arts and Science Program and who wish to continue studies in the Faculty of Arts and Science will need to apply for admission to Arts and Science through Undergraduate Admission and will be subject to the same Plan limitations as all transfer students (see Admission Regulation 5).

**Academic Regulation 7: Course Registration**

Students will be registered by the School of Nursing in all required courses for the academic year, including Summer Term. If a student wishes to change registration in a required course, the student must have the approval of the Undergraduate Academic Advisor. Students will register themselves in elective courses during the pre-registration period and may change elective course registration without approval of the Undergraduate Academic Advisor (refer to Sessional Dates). Students should be aware of requirements for elective courses before adding or dropping an elective course.

If a student wishes to add or drop a **required course** on or before the last date published by the Office of the University Registrar (refer to sessional dates at [http://www.queensu.ca/registrar/](http://www.queensu.ca/registrar/), the student must have the approval and signature of the Undergraduate Academic Advisor on the Academic Change form.
Academic Regulation 8: System of Grading and Transcript Notations

8.1 - Evaluative Grades
The grades for all theory courses taken in the BNSc Program are:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The grade point average (GPA) shall be calculated by multiplying the grade points earned in a course by the unit value of that course, then dividing by the total number of units attempted during the period of time over which the GPA is being determined. If a course is repeated, the higher mark achieved shall be used in the determination of the GPA.

All clinical courses taken in the BNSc Program are graded on a Pass/Fail basis. A Pass standing (P) denotes a clinical course in which a student successfully completes all the requirements. A course that has been designated Pass standing will not be included in the student’s GPA but will be counted for credit towards the BNSc.

The same standards shall apply to part-time students as to full-time.

Grade point averages may be determined over three periods for evaluative purposes:

Cumulative GPA
The cumulative GPA shall be determined using all courses attempted and for which grade points are assigned over the time of a student’s registration as an undergraduate at Queen’s University. In the case of students who transfer into the School of Nursing from another Faculty or School at Queen’s, Dual Degree students and Second Degree students, all courses attempted in other Faculties/Schools and/or towards other degree programs shall be included in the cumulative GPA. Unless otherwise indicated in the academic regulations, when reference is made to a GPA, a cumulative GPA is indicated.
Term GPA
The Term GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic term.

Academic Year GPA
The Academic Year GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic year starting on 1 September and ending on the subsequent 31 August.

Students Who Began a Course of Study before 1 May 2011
Numeric (percentage) grades have been assigned to courses that were offered up to and including the Winter Term of 2011. These numeric grades will continue to appear on the transcript for students who began a course of study before 1 May 2011. However, cumulative percentage averages will not be used for any academic purpose from May 2011 onwards. GPA values will instead be calculated based on the grade points assigned to these numeric grades. For conversion purposes, numeric grades shall be associated with grade points according to the following table:

<table>
<thead>
<tr>
<th>Numeric Equivalent (prior to 1 May 2011)</th>
<th>Grade Points</th>
<th>Numeric Equivalent (prior to 1 May 2011)</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>4.3</td>
<td>67 – 69%</td>
<td>2.3</td>
</tr>
<tr>
<td>85 – 89%</td>
<td>4.0</td>
<td>63 – 66%</td>
<td>2.0</td>
</tr>
<tr>
<td>80 – 84%</td>
<td>3.7</td>
<td>60 – 63%</td>
<td>1.7</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>3.3</td>
<td>57 – 59%</td>
<td>1.3</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>3.0</td>
<td>53 – 56%</td>
<td>1.0</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>2.7</td>
<td>50 – 52%</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 – 49%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

8.2 - Non-Evaluative Grades

Grade Deferred GD
Grade Deferred standing (GD) is a temporary designation reserved for circumstances in which
i) a student has submitted all the work in a course, but the final grade is not available (e.g. late assignments not yet marked), or
ii) a suspected departure from academic integrity or suspected finding from the professional behaviour policy is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing the special circumstances under which the GD is being assigned, and in the case of (i) above, shall provide a timeline for submission of the final grade.

A grade of GD will not be included in the determination of a student’s GPA, and any course with a GD designation may not be counted for credit towards a degree program.

To take any course for which the grade deferred course is a prerequisite, the student must successfully complete the grade deferred course, subject to a decision on a pending appeal or hearing.

**NOTE:** GD differs from the notation IN, which indicates that a student has not submitted all the work assigned and the instructor has agreed to accept the outstanding work.

**Incomplete IN**
Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond their control, has not completed all term work for a course or requests permission to defer the writing of a final examination.

A student seeking incomplete standing may be requested to provide, at the instructor’s discretion, a medical certificate or other documentation that demonstrates extenuating circumstances, and must arrange with the instructor to complete a "Permission for an Incomplete Mark" form available from the School of Nursing website. The "Permission for an Incomplete Mark" form indicates the current letter grade for the course based on the work completed the specific work yet to be finished and a date by which the outstanding work will be submitted. The date for the work to be completed should be reached by mutual agreement between the instructor and student. Incomplete work can be submitted no later than the end of the subsequent term.

In cases where a student will receive a failing grade if all outstanding work is not completed or the exam is not written, an IN grade will be submitted by the instructor. A grade of IN will not be included in the determination of a student’s GPA, and any
course with an IN designation may not be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (Failure) and will be included in the student’s GPA.

In cases where a student will pass the course even if the outstanding work is not completed or the exam is not written, the actual earned letter grade will be assigned. The letter grade shall be included in the student’s GPA and may be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the original letter grade shall stand.

Any extensions beyond either the date of the first agreement or the end of the subsequent term must be based on further extenuating circumstances and will require an appeal to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing with support from the instructor.

Where an instructor will not grant incomplete standing, the student may appeal the decision to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing.

To take any course for which the incomplete course is a prerequisite, the student must successfully complete the incomplete course.

Transfer Credit TR
A transfer credit (TR) designation is reserved for a course in which a student undertakes study at another accredited post-secondary institution. A transcript note will accompany this entry, indicating the University or other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. For purposes of internal evaluation of course prerequisites, the TR designation shall be deemed equivalent to a grade of C. In the case of transfer credit for International Baccalaureate (IB), Advanced Placement (AP), CEGEP, or A-Level (GCE) courses, grades of A or B may also be deemed equivalent depending on student performance. Under no circumstances shall the grade provided by another post-secondary institution be placed on the Queen’s transcript.

Students who wish to use a course in which they have a TR designation as a prerequisite for registering in a further class may need to appeal to the instructor of the class if the prerequisite requirement includes a grade higher than C. The instructor has the authority to waive this prerequisite at their discretion.
Transfer Credit designations will not be included in the student’s GPA but may be counted for credit towards a degree program.

**Audit AU**
The Audit (AU) designation is reserved for courses in which a student officially attends a class as a registered auditor but in which the student does not undertake any work to be marked by the instructor.

Audit designations will not be included in the student’s GPA and may not be counted for credit towards a degree program.

**Dropped DR**
The dropped designation indicates a course that is dropped after the last deadline to drop a course without academic penalty.

Dropped designations will not be included in the student’s GPA and will not count for credit towards a degree program.

**Not Graded NG**
The Not Graded (NG) designation indicates the completion of the first half of a full-year course. A student will receive an NG designation at the end of the first term in which the class was in progress. At the end of the second term in which the course is offered, a letter grade or other appropriate designation shall be entered.

Not Graded designations will not be included in the student’s GPA and will not be counted for credit towards a degree program. No course with an NG designation may subsequently be counted as partial or full credit towards completion of another course at Queen’s University, or as transfer credit.

**Academic Regulation 9: Number of Units in a Term and Academic Year**

**9.1 - External Agencies and Queen’s University Athletics**
The primary purpose of this regulation is to define the number of units a student may register in during any term. For this purpose, students are designated as having either Full-Time or Part-Time Registration Status. Full-time or part-time registration status defines a student’s maximum allowed course load and is based solely on academic criteria. Students should note that many external bodies (e.g. OSAP, Revenue Canada, scholarship agencies, or other academic institutions) and Queen’s University Athletics
may have different definitions of full-time or part-time course load for the purposes of grant funding, scholarship eligibility or taxation status. If in doubt of your course load status in regards to such agencies, please contact the Office of the University Registrar, or the external agency directly, as appropriate, for advice.

9.2 - Normal Course Loads for Full-Time Students
Full-time status is defined as registration in 60% of a full normal course load. Registration status is assessed per term. For the purpose of assigning honours and awards full time status is 100% of a full course load taken as Queen’s Credits. Normally, full-time status for the BNSc Advanced Standing Track student is 100% of a full normal course load. Full-time students in Year 1 and Year 2 of the four-year BNSc Program normally take a total of 15.0 units in each of the Fall and Winter Terms for a total of 30.0 units over the Fall-Winter period (September 1 to April 30). Full-time students in Year 3 normally take 33.0 units over the Fall-Winter period (15.0 units in one term and 18.0 units in the other). Full-time students in Year 4 normally take 30.0 units over the Fall-Winter period (18 units in one term and 12.0 units in the other). Full-time students may choose, at any time, to register in fewer classes, or to drop classes (before the published deadlines), such that they fall below this course load and retain their right to full-time registration status in a future term. Students should be aware that if they drop a course, space may not be available in a future term.

9.3 - Maximum Course Loads for Full-Time Students
In any Fall-Winter period, full-time students may be registered in no more than 36.0 units, and no more than 18.0 units in either of the Fall or Winter Terms. More than the normal course load for full-time students should not be sought for the purpose of making up a deficiency due to past failure, or if the student's cumulative GPA is less than 1.90. First-year students are not encouraged to attempt more than 30.0 units. A student must obtain written permission from the Undergraduate Academic Advisor in order to take more than 36.0 units in the Fall-Winter period (or more than 18.0 units in any one term). Students who wish to appeal a negative decision to take more than 36.0 units (or 18.0 units in any one term) must appeal to the Chair, Undergraduate Academic Progress and Graduation Committee in writing.

9.4 - Summer Term
Students, with the exception of BNSc Advanced Standing Track students, normally take no more than two courses (regardless of unit value) at any time during the Summer Term. This is considered equivalent to a normal course load for a full-time student. Students on academic probation, with previous failures or with outstanding work from a previous term should not exceed this course load. Students in good academic standing
taking more than two courses should closely monitor their ability to keep up with assigned readings, complete assignments on time and achieve a satisfactory academic standing in all work in each course. Students should be aware of the established deadlines for dropping courses without academic penalty and are expected to drop courses, if necessary, before these deadlines. Taking on more than two courses at any time during the Summer Term does not constitute sufficient grounds for an academic appeal to drop courses after the deadline.

**Academic Regulation 10: Courses Spanning More Than One Term**

**10.1 - Nomenclature**
Courses in the Faculty of Arts and Science that span more than one term (full-year courses) shall be divided into separate classes for each term in which they are offered. The class offered in the first term shall be denoted with the suffix “A” and the class offered in the second term shall be denoted with the suffix “B”.

**10.2 - Prerequisites and Registration**
When the full-year course is a required course, the student will be registered in that course by the School of Nursing.

When the full-year course is an elective course, students must register in the first half prior to registering in the second half of the course. The prerequisite, if any, for the first half of the course shall be that indicated in the Courses and Programs section of the Arts and Science Calendar. The prerequisite for the second half of the course shall be the first half of said course. Note that some such courses may be offered in more than one lecture, tutorial and/or laboratory section. At the discretion of the Department administering the course, students may be required to register in the same said section in both terms, or may be freely able to choose different sections in each term, subject to timetable and enrolment limits. Students must register separately in both halves of the course to be deemed to have registered in the course. Students who have failed to register in both halves of the course shall, following the deadline to add classes, have the section in which they have registered removed from their academic record by the Office of the University Registrar and shall be required to appeal to the Director, School of Nursing for late registration. Refer to Procedures for Review of Student Progress and Appeal Processes (*Academic Regulation 22*).
10.3 - Dropping Full-Year Courses
Students who wish to drop a full-year required course must have the approval of the Undergraduate Academic Advisor.

Students who wish to drop a full-year course must separately drop both halves of the course. Both halves must be dropped on or before the deadline to drop Fall Term courses without academic penalty (see Sessional Dates); otherwise a mid-year grade of NG (not graded) shall be assigned to the first half of the course. If a student wishes to drop a full-year course after the deadline to drop Fall Term courses without academic penalty, but prior to the deadline to drop Winter Term courses without academic penalty, only the second half may be dropped. The chart below shows the impact of dropping full-year courses on the academic transcript.

<table>
<thead>
<tr>
<th>Timing of Full-Year Course Drop</th>
<th>Grade on Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Half</td>
</tr>
<tr>
<td>By Fall Term deadline to drop without financial penalty</td>
<td>N/A</td>
</tr>
<tr>
<td>By Fall Term deadline to drop without academic penalty</td>
<td>DR</td>
</tr>
<tr>
<td>By Winter Term deadline to drop without financial penalty</td>
<td>NG</td>
</tr>
<tr>
<td>By Winter Term deadline to drop without academic penalty</td>
<td>NG</td>
</tr>
</tbody>
</table>

10.4 - Credit and Grading
The first half of a full-year course shall earn 0.0 units and may not be used to meet the degree requirements, or any prerequisite, corequisite or exclusion requirement. The earned units for the full-year course shall be placed on the second half of the course. Upon successful completion of a full-year course, the first half of the course shall be assigned a grade of NG (Not Graded). The final grade for the course, including any incomplete (IN) or grade deferred (GD) status shall be assigned to the second half of the course. Note that for the purposes of determining the student’s academic load, half of the units assigned to the full-year course will be applied toward the academic progress units for each term in which the course is offered.

10.5 - Appeals
No part of Academic Regulation 10 may be appealed.
Academic Regulation 11: Auditors

11.1 - Audit Policies
Students must have the consent of the instructor(s) and the Associate Director (Undergraduate Nursing Programs) to audit any nursing course. In giving consent to audit a class, the instructor will discuss with the student to determine the extent of participation in classes, laboratories, clinical practice, etc. Students must register formally as auditors through the School of Nursing Office. A fee will apply.

For audit policies in the Faculty of Arts and Science, refer to the Faculty of Arts and Science Calendar.

11.2 - Appeals
No part of Academic Regulation 11 may be appealed.

Academic Regulation 12: Voluntary Withdrawal

Students who have voluntarily withdrawn from the School of Nursing in good academic standing must subsequently apply for re-admission as new applicants to the Assistant Registrar, Admissions Services. Refer to Admission Requirements, Re-admission After Voluntary Withdrawal.

Academic Regulation 13: Examination Conduct

13.1 - Admission To and Dismissal from the Examination Hall
Students are required to bring their Queen's Photo ID to the examination and to display it at the top corner of the examination table. Any candidate arriving at an examination hall after the beginning of the examination will receive only the remaining time in which to write the examination. The late candidate's paper will be marked only at the discretion of the Faculty. No candidate will be allowed to leave the examination hall within 30 minutes of the distribution of examination papers. Candidates who have not left their examination table prior to the final 15 minutes of the examination will be required to remain at their examination table until dismissed by the Chief Proctor.

13.2 - Restrictions on Articles Taken Into the Examination Hall
No articles such as textbooks, notes, books of tables, data sheets, graphs, paper, written material, calculators, etc., may be taken into the exam hall unless authorized by the instructor in writing at least 3 days before the exam. Food, drinks (except bottled water
in a transparent bottle), recording or playback devices, and other electronic communication devices such as a cell phone, smartphone, or smartwatch, are not permitted in the exam hall. Likewise, handbags, purses, and book bags are not permitted in an exam hall. Students should bring only essential items to the exam. The University assumes no responsibility for personal property lost in or near any examination hall.

13.3 - Examination Regulations
A student is responsible for adhering to all Examination Regulations (see the Examination Regulations online at the University Registrar’s website). All examination hall irregularities will be reported in writing by the Chief Proctor to the instructor of the course and to the Associate Dean (Studies). Normally, such irregularities will be dealt with under the regulations pertaining to departures from academic integrity (see Academic Regulation 1).

Students must inform the Professor before the exam, as far in advance as possible, of any illness or an extenuating circumstance. Appropriate documentation is required.

Academic Regulation 14: The Use of Calculators in Tests or Examinations

During examinations offered by the School of Nursing, all calculators used by students must be non-programmable and non-communicating. Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students. This calculator sells for around $25 at the Queen’s Campus Bookstore, Staples and other popular suppliers of school and office supplies.

http://www.queensu.ca/artsci/help/topics/calculator-policy

Academic Regulation 15: Final Examinations

15.1 - Supplemental Examinations
There are no supplemental examinations in courses offered in the School of Nursing.

15.2 - Scheduling of Final Examinations and Schedule Conflicts
Final examinations in courses that span more than one term (full-year courses) are held in April. Final examinations in Fall or Winter Term courses are held in December or April respectively. Normally, students are not permitted to take examinations unless
they have registered on the prescribed date within the academic year in which they present themselves.

A student discovering a conflict (two examinations at the same hour, three examinations in a 24-hour period or an examination at the same hour as a religious observance) should report the conflict to the University Examinations Office, as soon as possible.

15.3 - Access to Examination Papers

*Final examination paper* means the final examination question paper in a course and the graded answer paper written by the student which, by Senate policy, must be retained for a period of 12 months. Refer to Queen’s University Senate Policy on Student Access to Final Examination Papers at [http://www.queensu.ca/secretariat/policies](http://www.queensu.ca/secretariat/policies). A *test* means the question paper in a course and the graded answer paper written by the student as part of course evaluation during a course and before the final examination. The majority of tests and examinations in the School of Nursing are confidential and are not available for reference purposes. Refer to Queen's University Senate Policy on Confidential Exams at [http://www.queensu.ca/secretariat/policies](http://www.queensu.ca/secretariat/policies).

**Academic Regulation 16: Code of Conduct**

The information below is an extract of the Queen’s University Student Code of Conduct. The complete document is available at [http://www.queensu.ca/secretariat/policies](http://www.queensu.ca/secretariat/policies).

Queen’s students¹ are valued members of the University community with a valid interest in contributing to, participating in and remaining part of the University community.

The academic and social privileges associated with student membership at Queen’s University are conditional upon the fulfillment of the responsibilities such membership entails. Being a member of the Queen’s community does not carry any special privilege before civil or criminal codes regulating the behaviour of local residents. The University’s system of non-academic discipline is a complementary system that may be derived naturally from our existence as a clearly distinguishable community of interests. It should not be regarded as a substitute for the civil or criminal law. Students may be subject to consequences for misconduct both under the University’s discipline system and under the criminal law concurrently. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own
personal lives, behaviour and associations subject to the law and to those University regulations that are necessary to protect the legitimate interests of the University and/or members of the University community.

Terms of Conduct

1) Students have a duty to familiarize themselves with the rules and regulations of the University that determine what their responsibilities are.

2) Students shall abide by the published rules, regulations, and policies of the University or of any authorized rule-making body within the University. This includes, but is not limited to, the Queen’s Harassment/Discrimination Policy and Procedure, those established by Residence administration, and this Student Code of Conduct.

3) Students shall abide by the provisions of the Criminal Code of Canada while in Canada. Students shall also abide by all the other laws of the land, including but not limited to those regulating the possession, sale, or consumption of alcoholic beverages and contraband substances. While outside Canada, students are expected to abide by the laws of host country. If a student violates those laws, the University may pursue disciplinary action, whether the conduct occurred on or off campus, if the conduct had a real and substantial connection to the legitimate interests of the University and/or the members of the University community.

4) Students shall comply, and shall not interfere, with the directions of officials acting within the scope of their authority, including, but not limited to, the Kingston Police, Queen’s Campus Security, Queen’s Student Constables and Science Constables.

5) Students shall not furnish false information to the University or any University official or judicial body authorized by the University, nor forge, or possess any forged, altered, or falsified instrument of identification.

6) Students shall not interfere, directly, indirectly, or by threat, with the communication or pursuit of a complaint under the Code.

7) Students shall refrain from theft, knowingly possessing stolen property, trespassing, vandalism, and willfully or negligently damaging private or University property.

8) Student conduct shall respect the lawful rights of others to possess, use, or enjoy private or University property.

9) Students shall respect the freedom of individuals to study, teach, work, engage in research and socialize. Students shall refrain from conduct that attempts to limit

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1 For the purposes of this Code, a student, from the time of the first registration at Queen’s University, is bound by the Student Code of Conduct at all times as a registered student and this includes the period between sessional dates when the student is not officially registered. They will remain bound by the code until such time as they have completed the relevant degree requirements. This Code applies to all students studying at Queen’s International Study Centre, students registered in a non-degree program, students on exchange at Queen’s or abroad, and students registered at another university on a letter of permission. The University, when exercising its right to address misconduct, will give due consideration to its ability to establish a real and substantial connection between the University and the conduct in question.
these freedoms or any other freedoms guaranteed by law. The following conduct is unacceptable and constitutes an offence within the University community: acts of discrimination or harassment based upon, but not limited to, race, religion, gender, ability, ethnicity, national origin or sexual orientation. Students shall comply with the terms of any disciplinary sanction imposed in accordance with the Code or other applicable University policy.

Violation of the aforementioned terms of conduct is an offence under the Code, subject to disciplinary sanction. The above terms apply with equal force to individual students and student groups or organizations. Being under the influence of alcohol and/or other substances does not diminish or excuse a violation of the Code.

Misconduct under the Code will be deemed aggravated if it results or foreseeably could have resulted in significant injury to persons or damage to property or which otherwise posed a substantial threat to the stability and continuance of normal university or university-sponsored activities

**Sanctions**

More than one sanction may be ordered for any violation of the Code. The sanctions to be imposed should be commensurate with the offending conduct and/or the harm done. Wherever appropriate, the University encourages fashioning sanctions to include educational and restorative principles.

Factors that may be considered in determining the nature of sanctions to be imposed for Code violation include the intent of the respondent, the effect of the conduct on the victim and the community, presence or absence of past violations of the Student Code on the part of the student, and the appropriateness of sanctions such as community service. A second violation of any section of the Code may be deemed aggravated. Aggravated violations will be subject to harsher penalties than the misconduct itself otherwise may have warranted.

Ordinarily, no sanction shall be put into effect until the student has either exhausted all internal channels of appeal or has allowed the time for appeal to lapse. The relevant decision-maker will maintain a record of the investigation including the student’s name, the nature of the violation under the Code, and the sanction imposed.
Academic Regulation 17: Professional Conduct, Attendance and Course Work

17.1 - Professional Conduct
All students are expected to develop and demonstrate the attributes of a professional nurse. Please see the School of Nursing Professional Behaviour Policy (April 2014) on the School of Nursing website. Students are accountable for their actions taken in the course of clinical practice with clients in accordance with the principles as described in the Professional Standards of the College of Nurses of Ontario. These expectations for professional behaviour are consistent with the level of competence of the student nurse. Specifically, students must practice within their level of competence and refrain from misrepresenting their level of competence or from practicing beyond that level without supervision by a faculty member or delegate.

17.2 - Participation and Conduct in Classes
Students must be registered in a class to be eligible to attend or otherwise participate in lectures, clinical practice, seminars, laboratories, tutorials, tests, and examinations associated with the class. Students are expected to be (subject to accommodation), and at the discretion of the instructor, may be required to be present at all lectures, clinical practice, seminars, laboratories, tutorials, tests, and examinations in their classes and to submit essays, exercises, reports, and other assignments at the prescribed times. Student conduct in lectures, clinical practice, seminars, laboratories, tutorials, tests and examinations must conform to the Code of Conduct (Academic Regulation 16). Students whose conduct does not conform to the Code of Conduct (Academic Regulation 16) may be issued a warning in writing from the course instructor. Subsequent failure to conform to the Code of Conduct (Academic Regulation 16) may result in a written requirement to withdraw from the class.

17.3 - Submission of Course Work
For purposes of evaluation, assignments and other course work must be submitted in a legible form. A student who foresees difficulty meeting this requirement must inform the instructor as soon as possible. An instructor may require, in addition, the submission of the original manuscript and/or written notes.

17.4 - Attendance
Students are expected to be present at all lectures, clinical and laboratory experiences, and seminars, and to submit essays, exercises, reports, and other written work at prescribed times. Students who neglect their class and/or clinical work may be debarred from examination, or required to withdraw, or to repeat the course.
Students who require accommodations will be discussed on a case by case basis.

17.5 - Absence and Missed Course Work in a Theory Course
A student who receives medical care, who is ill or has compassionate grounds as a reason for missing lectures or other work is responsible for informing the course instructor as soon as possible. The student will be asked to present appropriate documentation to the Associate Director (Undergraduate Nursing Programs), School of Nursing or the instructor concerned.

If there is a significant effect on attendance or academic performance such that the student may wish to request an incomplete grade, the student is responsible for obtaining appropriate documentation at the time of treatment.

17.6 - Compulsory Attendance in a Clinical Course
All clinical, seminar and learning lab experiences are compulsory. Absences prevent students from obtaining the required level of learning experiences needed to meet the objectives of the program. Students are responsible for notifying their instructor and their clinical area prior to the experience (as specifically instructed by the instructor) if they are unable to attend. Students need to complete all clinical/laboratory work to complete the course.

A student who has missed clinical practice due to illness or special circumstances may be permitted an opportunity to make up this deficiency if
   i) permission is given by the course coordinator and the Associate Director (Undergraduate Nursing Programs),
   ii) arrangements can be made to obtain a Clinical Instructor, and
   iii) the clinical agency concerned gives its approval.

The student will be asked to present appropriate documentation to the Associate Director (Undergraduate Nursing Programs), School of Nursing or the instructor concerned.

Students are responsible for financing any absent clinical experience. The minimum fee for such experience is $45.00/hour.

17.7 - Transportation
It is the responsibility of the student to provide their own transportation to required institutional or community clinical experience. Community placements may require access to a suitable transportation.
Academic Regulation 18: Immediate Effect of Orders to Protect Safety

Refer to Section 36, Queen's University Senate Policy on Student Appeals, Rights and Discipline.

Some academic experiences involve student interaction with third parties and are subject to laws and regulations such as the Regulated Health Professions Act or regulations of the College of Nurses of Ontario. Without excluding other possible circumstances, there are requirements in Nursing where the interests of third parties would justify immediate removal of a student from a situation, course or portion of a program. If a student is removed from a situation, course or portion of a program, an investigation will be conducted. The student may not return to the clinical setting during the investigation. Based on the outcome of the investigation one or more of the following sanctions may be applied:

1. Initiation of a Learning Plan (continue on in the program with close supervision)
2. A failing grade in the course
3. Requirement to withdraw from the School of Nursing.

If the penalty amounts to a failure in the course, the student may not drop the course, regardless of the deadlines to drop a course. The course failure and requirement to withdraw may be appealed but the student may not return to the course during the appeal process. Refer to Procedures for Review of Student Progress and Appeal Processes - Academic Regulation 22.

The student may request that the Chair, Undergraduate Academic Progress and Graduation Committee expedite the hearing of the appeal. The student may appeal directly to the University Student Appeal Board (USAB) without an intermediate level of appeal. Refer to Queen's University Senate Policy on Student Appeals, Rights and Discipline.

Should you be removed from a course for safety reasons, you must meet with the Associate Director (Undergraduate Nursing Programs) to develop a remedial plan PRIOR to enrolling in any further courses.
Academic Regulation 19: Academic Integrity

19.1 – Introduction
The School of Nursing Policy on Academic Integrity Procedures is adapted from the Senate Policy on Academic Integrity Procedures – Requirements of Faculties and Schools. The complete document is available at http://www.queensu.ca/secretariat/.

19.1.1 – Definition
According to the Centre for Academic Integrity, academic integrity may be defined “as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action.” The Senate Report on Principles and Priorities notes that the educational mission of Queen’s with its emphasis on “intellectual integrity”, “freedom of inquiry and exchange of ideas” and “equal dignity of all persons” depends on an adherence to academic integrity in all its actions. In support of the concept academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information for instructors and students and direction for appeals can be found throughout this regulation.

In accordance with the Senate Report on Principles and Priorities, academic integrity provides a foundation for the “freedom of inquiry and exchange of ideas” fundamental to the educational environment at Queen’s University. As a member of the Centre for Academic Integrity (CAI), Queen’s subscribes to the definition of academic integrity “as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” In “The Fundamental Values of Academic Integrity”, the CAI offers the following statements contextualizing these values:

1. *Honesty* - An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
2. *Trust* - An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
3. *Fairness* - An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators.
4. *Respect* - An academic community of integrity recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
5. *Responsibility* - An academic community of integrity upholds personal
accountability and depends upon action in the face of wrongdoing.

The values set out in this definition are described more fully in a document produced by the CAI titled “The Fundamental Values of Academic Integrity” and faculty, students and staff are encouraged to consult this document for a more detailed discussion. [http://www.academicintegrity.org/cai/assets/FV2013.pdf](http://www.academicintegrity.org/cai/assets/FV2013.pdf)

19.1.2 – Integrity in Action
The School of Nursing at Queen’s is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerges from a range of intellectual pursuits. Each value gives rise to and supports the next. Honesty appears in presenting one’s own work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one’s own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, present in acknowledging dependence on the ideas or words of another and in distinguishing one’s own ideas and thoughts from other sources. Trust exists in an environment where one’s own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them. Fairness appears in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects. Respect, in a general sense, is part of an intellectual community which “recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.” However, “respect” appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors “show respect by taking students’ ideas seriously, providing full and honest feedback on their work” (“The Fundamental Values of Academic Integrity”, p. 8). Ultimately, “responsibility” is both personal and collective and draws students, faculty administrators and staff into creating and maintaining a learning environment supported by and supporting academic integrity. As the document further shows, these values are not just abstract but are expressed in and reinforced by policies and practices.

19.2 – Departures from Academic Integrity
In accordance with the Senate Report on Principles and Priorities, any departure from these values compromises the “free enquiry and the free expression of ideas, both of which are basic to the University’s central purpose”. The following list defines the domain of relevant acts without providing an exhaustive list.

19.2.1 – Types of Departures
i) *Plagiarism* (presenting another’s ideas or phrasings as one’s own without proper acknowledgement)
   Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student; using
direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s).

ii) Use of Unauthorized Materials
Examples: possessing or using unauthorized study materials or aids during a test; copying from another’s test paper; using unauthorized calculator or other aids during a test; unauthorized removal of materials from the library, or deliberate concealment of library materials.

iii) Facilitation (enabling another’s breach of academic integrity)
Examples: making information available to another student; knowingly allowing one’s essay or assignment to be copied by someone else; buying or selling of term papers or assignments and submitting them as one’s own for the purpose of plagiarism.

iv) Forgery (submitting counterfeit documents or statements)
Example: creating a transcript or other official document.

v) Falsification (misrepresentation of one’s self, one’s work or one’s relation to the University)
Examples: altering transcripts or other official documents relating to student records; impersonating someone in an examination or test; submitting a take-home examination written, in whole or in part, by someone else; fabricating or falsifying laboratory or research data.

19.3 – Remedies or Sanctions for Departures from Academic Integrity

19.3.1 – Remedies or Sanctions an Instructor (and Course Coordinator, when the Course Coordinator is not the instructor) May Assign
The instructor (and Course Coordinator, when the Course Coordinator is not the instructor) may consider a range of remedies or sanctions including, but not limited to, the following:

i) an oral or written warning that such infractions constitute unacceptable behaviour;

ii) a learning experience involving a rewriting or revision of the original piece of work;

iii) the submission of a new piece of work;

iv) the completion of other work;

v) the deduction of partial or total loss of marks for the assignment/exam; or

vi) a failing grade (down to a grade of zero) in the class.
If the penalty amounts to a failure in the class, the student may not drop the class, regardless of the drop deadlines.

If the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) believes that the finding warrants a sanction more serious than an instructor may impose, they will refer the case to the Associate Director (Undergraduate Nursing Programs), School of Nursing (see Academic Regulation 19.4.2).

19.3.2 – Remedies or Sanctions the Associate Director (Undergraduate Nursing Programs) May Assign or Recommend
If there is a finding of a departure from academic integrity or a finding of a failure to abide by academic rules, a range of remedies or sanctions including, but not limited to, one or more of the following may be assessed by the Associate Director (Undergraduate Nursing Programs):

i) an oral or written warning;
ii) the submission of a revised or new piece of work;
iii) partial or total loss of marks for the assignment/examination;
iv) partial or total loss of marks for the course in which the departure of academic integrity took place;
v) an official written warning that the penalty for a subsequent offence could be a requirement to withdraw from the Faculty or University for a specified minimum period of time;
vi) the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
vii) a requirement to withdraw from the Faculty for a specified minimum period of time;
viii) a recommendation to withdraw from the University for a specified minimum period of time; or
ix) a recommendation for the revocation or rescinding of a degree.

No student who has been required to withdraw due to a departure from academic integrity may apply to graduate during the period of the sanction.

19.3.3 – Factors to Consider in Assigning a Sanction
Factors that should be considered in assigning a remedy or sanction include:

i) The extent and seriousness of the departure having regard to its actual or potential consequences;
ii) the degree to which the work or conduct in question forms a significant portion of the final grade and whether the extent of the departure is
substantial as demonstrated by the work or conduct in question;
iii) the academic experience of the student differentiating between first-year or students taking electives and upper-year students who ought to be familiar with the expectations for academic integrity in the discipline, Department and/or Faculty;
iv) records of multiple departures within a single incident or multiple departures discovered at one time, rather than an isolated aberration;
v) evidence of a deliberate attempt to gain advantage;
vi) injury to another student or to the institution; or
vii) conduct that intimidates others or provoked the misconduct by others.

Mitigating circumstances do not exonerate or excuse from the finding of a departure from academic integrity, but these factors may be taken into account to ensure that the imposed sanction is fair, reasonable and proportionate to the gravity of the departure found. The decision must outline the evidence supporting reliance on the mitigating circumstances. The onus is on the student to adduce evidence of mitigating circumstances, which may include:

i) documented evidence from an appropriate health professional of factors directly compromising the student’s capacity to adhere to the standards of academic integrity at the relevant time;
ii) prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies; or
iii) evidence that reasonable steps were not taken in the circumstances to bring the standards and expectations regarding academic integrity to the attention of the student at the relevant time.

In summary, any sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the academic unit and Faculty, taking into account any mitigating circumstances.

19.3.4 – Categorizing the Finding
In preparing the finding and corresponding sanction, decision makers must also distinguish between “minor” (Level I) and “major” (Level II) departures.

In preparing the finding, decision makers should use the guidelines below to categorize the departure as being either Level I or Level II. Only one factor need apply to establish a Level II departure. Because instructors (and Course Coordinators, when the Course Coordinator is not the instructor) are generally the most familiar with the case and the surrounding circumstances, they are expected to use informed judgment
and reasonable discretion in deciding on a Level I versus a Level II departure. They may also seek general advice on categorizing the remedy or sanction from the Associate Director (Undergraduate Nursing Programs).

19.3.4.1 – Level I Departures
Level I departures will be kept in the Office of the Director, School of Nursing, that will only be accessed if there is a future finding. In Level I there is an attempt to find a balance between remediation and sanction. Whereas sanctions are necessary where there are findings of departures from academic integrity, this policy avoids treating students punitively in all cases and allows for remedies which seek to educate students about matters related to academic integrity. Level I materials are destroyed as of the date of the student’s graduation.

A Level I departure will be assessed under the following conditions:

i) the extent or severity of the departure is limited;

ii) the departure is on an assignment where the sanction is less than 50 per cent of the course grade and the sanction will NOT necessarily result in a failure in a course;

iii) the student is at an early stage of his/her academic career, especially a Year 1 student, or the student has little or no experience in a course in a particular subject (for example first-time experience in a History or Psychology Department);

iv) there is no direct evidence of a deliberate attempt to gain advantage; or

v) there is no direct effect on other student(s) or the institution.

19.3.4.2 – Level II Departures
Level II departures will be kept in the Office of the Director, School of Nursing. This file is kept confidential and is used for academic advising purposes. It will also be consulted where a finding has been copied to the Office of the Associate Director (Undergraduate Nursing Programs). In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Director (Undergraduate Nursing Programs) and the materials in the file are consulted to answer specific questions about the student’s academic history.

A level II departure will be assessed under the following conditions (only one factor need apply):

i) the extent and severity of the departure is significant (e.g., in the case of plagiarism, the departure involves significant and unacknowledged use of one or more sources);

ii) the sanction WILL result in a failure in a course;

iii) the departure is by an upper-year student who has taken several previous courses in the subject (for instance, a fourth-year student);

iv) there are previous departures from academic integrity (the case should therefore be
referred to the Associate Director, [Undergraduate Nursing Programs]);
v) there is evidence of additional misconduct involving forgery, facilitation, etc.; or
vi) there is a direct negative effect on other students (e.g. stealing another students’ paper,
assignment, laboratory work) or the institution.

Because instructors (and Course Coordinator, when the Course Coordinator is not the
instructor) are generally the most familiar with the case and the surrounding
circumstances, they are expected to use informed judgment and reasonable discretion in
deciding on a Level II departure.

Under current practices in the School of Nursing, one Level I departure results in no
further action; two Level I findings result in a review of the cases by the Associate
Director (Undergraduate Nursing Programs), and a letter of warning which is kept in
the Office of the Director; and three instances of a Level I finding result in an
investigation to determine if a requirement to withdraw should be recommended to the
Senate Committee on Academic Procedures (SCAP). These current practices may vary
depending on the seriousness of each individual departure.

19.4 – Processes for Investigation of Departures from Academic Integrity

19.4.1 – Investigation by an Instructor (and Course Coordinator, when the Course
Coordinator is not the instructor) of Suspected Departures from Academic Integrity
in a Class

19.4.1.1 – Delegation of Investigation
Normally the instructor (and Course Coordinator, when the Course Coordinator is not
the instructor) of the class is the individual tasked with the investigation of a possible
departure from academic integrity. However, in cases where they are unable to initiate
and/or complete the investigation, the Director, SON may delegate the responsibility to
another individual within the School.

19.4.1.2 – Collection of Initial Information
To begin investigating a possible departure from academic integrity, the instructor (and
Course Coordinator, when the Course Coordinator is not the instructor) should assemble
all documents related to the case. Such documents might include:

i) the work submitted by the student for academic credit;
ii) the source(s) from which the work submitted by the student is apparently derived;
iii) the instructions describing the nature of the work to be done;
iv) any e-mail between the instructor and the student relating to the work;
v) any other materials related to the departure; or
vi) any documents used by the instructor or their department stating policies on departures from academic integrity.

While collecting evidence, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) is encouraged to seek guidance from the Associate Director (Undergraduate Nursing Programs) concerning matters relating to departures from academic integrity, and from the Coordinator of Dispute Resolution Mechanisms concerning university policy and procedure.

When discussing possible departures from academic integrity, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should ensure that the student’s identity remains confidential, pending a finding of departure from academic integrity.

Should the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.

Should the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) decide the evidence merits further investigation, they should continue the processes outlined below.

19.4.1.3 – Notification of Investigation
Where possible departures from academic integrity within a course are identified, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) must advise the student in writing. Instructors are encouraged to use the Notice of Investigation form. Completing the form supplies the student with the information required by Senate Policy, including:

i) the evidence on which the investigation is based; the possible remedies or sanctions;

ii) the student’s right to respond to the investigation; and

iii) the student’s right to have representation for any response - the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.

While the case is under investigation, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should address all matters to the student as “possible” or “apparent” departures from academic integrity. The instructor (and
Course Coordinator, when the Course Coordinator is not the instructor) should include all documents relevant to the investigation (i.e., those gathered under Academic Regulation 19.4.1.2 above) along with the Notice of Investigation form.

19.4.1.3.1 – Delivery and Receipt of Documentation
To ensure that students receive the Notice and additional relevant materials in a timely manner, instructors (and Course Coordinator, when the Course Coordinator is not the instructor) should e-mail the students with the direction to pick up the materials from the SON main office or send these documents by registered mail to the student’s local address (as obtained from the student information system).

Within 10 days of receiving the notice of investigation, the student must make an initial response to the instructor (and Course Coordinator, when the Course Coordinator is not the instructor), either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

19.4.1.3.2 – Student’s Enrolment Status
The student may not drop the class once a notice of investigation has been delivered. If an instructor (and Course Coordinator, when the Course Coordinator is not the instructor) becomes aware that a student under investigation has dropped the class, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should alert the Associate Director (Undergraduate Nursing Programs), who will reinstate the student pending the outcome of the case. Otherwise, if a finding is made, the Office of the Associate Director (Undergraduate Nursing Programs) will confirm the student’s enrolment status in the class when filing the finding, and reinstate the student at that time, if necessary.

19.4.1.3.3 – Submission of a Final Grade
If an investigation is initiated near the end of the class or otherwise cannot be resolved prior to the grade submission deadline, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should assign a Grade Deferred (GD) to hold the final grade in abeyance until the investigation process has been concluded. Once the investigation is concluded, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) must submit a change of grade.

19.4.1.3.4 – Graduation
No student who is the subject of an ongoing academic integrity investigation may graduate, even if academic credit for the course(s) under investigation is not required to
complete a degree. The SON will make all reasonable attempts to expedite the investigation process before the expected convocation date.

19.4.1.4 – Investigation and Meeting

19.4.1.4.1 – Convening the Meeting
In most instances, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) will convene a meeting with the student (and their representative), the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) (and their representative), and witnesses where appropriate, to conduct a thorough review of the evidence. Where it is decided a meeting will occur, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) and the student will set a mutually agreed-upon time and they will notify the student of the time and location of the meeting, the right to bring a representative, and the names of those who will be present.

19.4.1.4.2 – Student’s Alternative to Attending a Meeting
If, for any reason, the student does not wish to meet in person, they may submit a detailed, written explanation to the instructor (and Course Coordinator, when the Course Coordinator is not the instructor), along with copies of earlier drafts of the student’s work, and any other relevant documentation. This written submission must be provided to the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) within 10 days of receipt of the Notice of Investigation.

19.4.1.4.3 – Student’s Right to Review Documentation
At least 10 calendar days prior to the meeting, the student has the right to see any relevant material considered by the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) in addition to the documents sent with the Notice of Investigation (see Academic Regulation 19.4.1.3).

19.4.1.5 – Deciding on a Finding

19.4.1.5.1 – No Grounds Found for a Finding
If, after an investigation of the evidence and consideration of the response by the student, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dismissed.
19.4.1.5.2 – Grounds Found for a Finding
If, after an investigation of the evidence and consideration of the response by the student, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the instructor must then proceed to establish an appropriate remedy.

19.4.1.6 – Assessing a Sanction after a Finding is Determined

19.4.1.6.1 – Contacting the School Office
After making a finding, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should then contact the Associate Director (Undergraduate Nursing Programs). If a previous finding is on record, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) will refer the case to the Associate Director (Undergraduate Nursing Programs), who will set an appropriate sanction (see Academic Regulation 19.4.2.3). A record of a previous departure from academic integrity is only relevant when assessing an appropriate sanction or remedy; it should have no bearing on the determination of a finding. (See Academic Regulation 19.4.2 for the process followed by the Associate Director (Undergraduate Nursing Programs) in assessing a sanction after referral from an instructor [and Course Coordinator, when the Course Coordinator is not the instructor].)

19.4.1.6.2 – Referral to the Associate Director, (Undergraduate Nursing Programs)
If the finding appears to warrant a sanction more serious that the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) may impose, the case shall be referred to the Associate Director (Undergraduate Nursing Programs). The instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should fill out a Finding of a Departure from Academic Integrity form, indicating that there has been a finding but that the case will be referred to the Associate Director (Undergraduate Nursing Programs) for consideration of a sanction. A copy should be directed to the student either by e-mailing the student requesting that they pick up a copy from the instructor’s (and Course Coordinator’s, when the Course Coordinator is not the instructor) main office or by sending the document by registered mail. A copy should also be sent to the Associate Director (Undergraduate Nursing Programs). (See Academic Regulation 19.4.2 for the process followed by the Associate Director (Undergraduate Nursing Programs) in assessing a sanction after referral from an instructor.)
19.4.1.6.3 – Sanction and Level Determined by the Instructor

If there is no previous finding on record or if the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) decides that one of the penalties outlined in Academic Regulation 19.3.1 is appropriate, then they will determine a remedy or sanction appropriate to the extent or severity of the offence, and may consult with the Associate Director (Undergraduate Nursing Programs) for guidance on an appropriate remedy or sanction.

The instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should also determine whether the particular finding should be categorized as a Level I or Level II departure according to the guidelines in Academic Regulation 19.3.4.

19.4.1.7 – Notification of Decision

After making the finding, setting a remedy or sanction within the scope of those available to the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) (see Academic Regulation 19.3.1), and categorizing the departure as Level I or Level II, the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) must inform the student in writing of the decision. Instructors (and Course Coordinators, when the Course Coordinator is not the instructor) are encouraged to use the Finding of a Departure from Academic Integrity form. Completing the form supplies the student with the information required by Senate Policy, including:

i) the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
ii) the remedy or sanction;
iii) the type of departure (Level I or Level II)
iv) the student’s right to appeal the finding and/or the remedy or sanction to the Chair, Undergraduate Progress & Graduation Committee (see Appeal of a Finding of Departure from Academic Integrity, Section 22.3.5);
v) the deadline for appealing to the Chair, Undergraduate Progress & Graduation Committee;
vi) the resources available for consultation (the instructor [and Course Coordinator, when the Course Coordinator is not the instructor] will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms); and
vii) the fact that a copy of the finding will be kept on file in the Office of the Director, School of Nursing.
In the case of a student who is studying at Queen’s University on an official exchange program, a copy of the finding of a departure from academic integrity must be reported in writing to the student’s home university Faculty or Program Office.

Information on the process of appealing an instructor’s decision to the Chair, Undergraduate Progress & Graduation Committee is outlined in Appeal of a Finding of Departure from Academic Integrity, Section 22.3.5.

19.4.2 – Assessment of Sanction by the Associate Director (Undergraduate Nursing Programs) Upon Referral from an Instructor (and Course Coordinator, when the Course Coordinator is not the instructor)

If the finding made by the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) appears to warrant a sanction more serious than the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) may impose or if there is a previous finding of departure from academic integrity on file in the Faculty Office (see Academic Regulation 19.3.4.2), the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) must refer the case to the Associate Director (Undergraduate Nursing Programs), who will impose an appropriate sanction. The Associate Director (Undergraduate Nursing Programs) may impose sanctions ranging from those listed in Regulation 19.3.2 to a recommendation to Senate Committee on Academic Procedures (SCAP) that the student be required to withdraw from the University.

19.4.2.1 – Notification of Referral

In referring the sanction for a finding of a departure from academic integrity to the Associate Director (Undergraduate Nursing Programs), the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) must advise the student in writing. Instructors (and Course Coordinators, when the Course Coordinator is not the instructor) are encouraged to use the Finding of a Departure from Academic Integrity form, indicating that there has been a finding but that the case will be referred to the Associate Director (Undergraduate Nursing Programs) for consideration of a sanction. Completing the form supplies the student with the information required by Senate policy, including:

i) the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;

ii) the fact that the case is being referred to the Associate Director (Undergraduate Nursing Programs) for assessment of an appropriate sanction;

iii) the student’s right to appeal the finding and/or the remedy or sanction to the
Chair, Undergraduate Progress and Graduation Committee, (see Appeal of a Finding of Departure from Academic Integrity, Section 22.3.5); iv) the resources available for consultation (the instructor [and Course Coordinator, when the Course Coordinator is not the instructor] will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms); and v) the fact that a copy of the finding will be kept on file in the Office of the Director, School of Nursing.

The instructor (and Course Coordinator, when the Course Coordinator is not the instructor) should also include all documents relevant to the investigation and finding with a copy sent to the Associate Director (Undergraduate Nursing Programs).

To ensure that students receive the Finding and additional relevant materials in a timely manner, instructors (and Course Coordinators, when the Course Coordinator is not the instructor) should e-mail the students with the direction to pick up the materials from the academic unit’s main administrative office or send these documents by registered mail to the student’s local address (as obtained from the student information system).

Within 10 days of receiving the notice of investigation, the student must make an initial response to the Associate Director (Undergraduate Nursing Programs) either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

19.4.2.2 – Investigation and Meeting

19.4.2.2.1 – Convening the Meeting

In most instances, the Associate Director (Undergraduate Nursing Programs) will convene a meeting with the student (and their representative), the instructor (and Course Coordinator, when the Course Coordinator is not the instructor), and their representative, and witnesses where appropriate, to conduct a thorough review of the evidence as it relates to assessing an appropriate sanction (as outlined under Academic Regulation 19.3.3). This review will allow the Associate Director (Undergraduate Nursing Programs) to weigh the mitigating and aggravating circumstances (as outlined in Academic Regulation 19.3.3) to arrive at an appropriate sanction. Where it is decided a meeting will occur, the Associate Director (Undergraduate Nursing Programs), will notify the student and the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) of the time and location of the meeting. The student will also be informed of the right to bring a representative and the names of those who will be present. In preparation for the
meeting, the Associate Director (Undergraduate Nursing Programs) may request additional relevant materials.

19.4.2.2.2 – Student’s Alternative to Attending a Meeting
If, for any reason, the student does not wish to meet in person, they may submit a detailed, written explanation to the instructor (and Course Coordinator, when the Course Coordinator is not the instructor), along with copies of earlier drafts of the student’s work, and any other relevant documentation. This written submission must be provided to the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) within 10 days of receipt of the notice of investigation.

19.4.2.3 – Student’s Right to Review Documentation
At least 10 calendar days prior to the meeting, the student has the right to see any relevant material considered by the Associate Director (Undergraduate Nursing Programs) in addition to the documents sent with the Finding (see Academic Regulation 19.4.1.3).

19.4.2.3 – Assessing a Sanction
After a review of the evidence and consideration of the response by the student, the Associate Director (Undergraduate Nursing Programs) will inform the student of the appropriate sanction or remedy according to the guidelines in Academic Regulation 19.3.2, categorize the sanction as Level I or Level II, and inform the student and the instructor in writing of the following:

i) the remedies or the sanctions and reason for them;
ii) the type of departure (Level I or Level II);
iii) the student’s right to appeal the finding and/or the remedy or sanction to the Academic Integrity and Conduct Panel (see Appeal of a Finding of Departure from Academic Integrity, Section 22.3.5);
iv) the deadline for appealing to the Academic Integrity and Conduct Panel;
v) the resources available for consultation [the Associate Director (Undergraduate Nursing Programs)] will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms; and
vi) the fact that, in the case of a Level I finding, a copy of the finding will be kept on file in the Office of the Director, SON. In the case of a Level II finding, a copy of the finding will be kept in the student’s academic file.

Appeals of the decisions of the Associate Director (Undergraduate Nursing Programs) may be made to the Chair, Undergraduate Academic Progress and Graduation Committee. Ultimately, the student may appeal to the University Student Appeal Board (USAB), as outlined in the Senate Policy on Student Appeals, Rights and Discipline.
19.4.3 – Investigation of Suspected Departures from Academic Integrity by the Associate Director (Undergraduate Nursing Programs)

Where possible departures from academic integrity are identified that involve more than one course, multiple instances, or the possibility of forgery or falsification (see Academic Regulation 19.3.3), the Associate Director (Undergraduate Nursing Programs) may initiate an investigation. In addition, an instructor (and Course Coordinator, when the Course Coordinator is not the instructor) may request (in writing) that the Associate Director (Undergraduate Nursing Programs) conduct an investigation on their behalf when such serious departures are suspected. The Associate Director (Undergraduate Nursing Programs) may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.

19.4.3.1 – Preliminary Investigation: Collection of Initial Information

To begin investigating a possible departure from academic integrity, the Associate Director (Undergraduate Nursing Programs) should assemble all documents related to the case. Such documents might include:

i) the work submitted by the student for academic credit;
ii) the source(s) from which the work submitted by the student is apparently derived;
iii) the instructions describing the nature of the work to be done;
iv) any e-mail between the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) and the student relating to the work;
v) any other materials related to the departure;
vi) any documents used by the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) or their department stating policies on departures from academic integrity.

When discussing possible departures from academic integrity, the Associate Director (Undergraduate Nursing Programs) should ensure that the student’s identity remains confidential, pending a finding of departure from academic integrity.

Should the Associate Director (Undergraduate Nursing Programs) decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.

Should the Associate Director (Undergraduate Nursing Programs) decide the evidence merits further investigation, they should continue the processes outlined below.
19.4.3.2 – Notice of Investigation of Departure from Academic Integrity
The Associate Director (Undergraduate Nursing Programs) must advise the student in writing of the following:

i) the evidence on which the investigation is based;
ii) the student’s right to respond to the investigation; and
iii) the student’s right to have representation for any response; the Associate Director (Undergraduate Nursing Programs) will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.

The Associate Director (Undergraduate Nursing Programs) should also include all documents relevant to the investigation and finding.

19.4.3.2.1 – Delivery and Receipt of Documentation
To ensure that students receive the Notice of Investigation and additional relevant materials in a timely manner, the Office of the Associate Director (Undergraduate Nursing Programs) should e-mail the students with the direction to pick up the materials from the main office SON or send these documents by registered mail to the student’s local address (as obtained from the student information system).

Within 10 days of receiving the notice of investigation, the student must make an initial response to the Associate Director (Undergraduate Nursing Programs), either to schedule a meeting or to indicate that they does not wish to meet and will provide a written response.

19.4.3.3 – Investigation and Meeting

19.4.3.3.1 – Convening the Meeting
In most instances, the Associate Director (Undergraduate Nursing Programs) will convene a meeting with the student (and their representative), the instructor (and Course Coordinator, when the Course Coordinator is not the instructor), and their representative, and witnesses where appropriate, to conduct a thorough review of the evidence as it relates to the departure. Where it is decided a meeting will occur, the Associate Director (Undergraduate Nursing Programs) will notify the student and the instructor (and Course Coordinator, when the Course Coordinator is not the instructor) of the time and location of the meeting. The student will also be informed of the right to bring a representative and the names of those who will be present. In preparation for the meeting, the Associate Director (Undergraduate Nursing Programs) may request additional relevant materials.
19.4.3.3.2 – Student’s Alternative to Attending a Meeting
If, for any reason, the student does not wish to meet in person, they may submit a detailed, written explanation to the Associate Director (Undergraduate Nursing Programs), along with copies of earlier drafts of the student’s work, and any other relevant documentation. This written submission must be provided to the instructor within 10 days of receipt of the notice of investigation.

19.4.3.3.3 – Student’s Right to Review Documentation
At least 10 calendar days prior to the meeting, the student has the right to see any relevant material considered by the Associate Director (Undergraduate Nursing Programs) since issuing the Notice of Investigation, in addition to the documents sent with the Notice of Investigation (see Academic Regulation 19.4.3.2).

19.4.3.4 – Finding of Departure from Academic Integrity

19.4.3.4.1 – No Grounds Found for a Finding
If, after an investigation of the evidence and consideration of the response by the student, the Associate Director (Undergraduate Nursing Programs) determines that there are no grounds for a finding, all documents related to the case will be destroyed and the student will be informed that the investigation has been dropped.

19.4.3.4.2 – Grounds Found for a Finding
If, after an investigation of the evidence and consideration of the response by the student, the Associate Director (Undergraduate Nursing Programs) determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the Associate Director (Undergraduate Nursing Programs) must set an appropriate remedy or sanction and then notify the student in writing.

19.4.3.5 – Assessing a Sanction after a Finding is Determined
The Associate Director (Undergraduate Nursing Programs) will consider the factors discussed in Regulation 19.3.3 in setting a sanction. The sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the Faculty/School, taking into account any mitigating circumstances.

After making the finding and setting the corresponding sanction, the Associate Director (Undergraduate Nursing Programs) will categorize the departure as being either Level I or Level II as outlined in Academic Regulation 19.3.4.
19.4.3.6 – Notification of Decision
After making the finding, setting a remedy or sanction and categorizing the departure as Level I or Level II, the Associate Director (Undergraduate Nursing Programs) must inform the student of the following:

i) the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
ii) the remedy or sanction;
iii) the type of departure (Level I or Level II);
iv) the student’s right to appeal the finding and/or the sanction to the Academic Integrity and Conduct Panel (see Appeal of a Finding of Departure from Academic Integrity, Section 22.3.5);
v) the deadline for appealing to the Chair, Undergraduate Progress & Graduation Committee;
v) the resources available for consultation;
vii) the Associate Director (Undergraduate Nursing Programs) will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms; and
viii) the fact that, in the case of a Level I finding, a copy of the finding will be kept on file in the Office of the Director, SON. In the case of a Level II finding, a copy of the finding will be kept in the student’s academic file.

In the case of a student who is studying at Queen’s University on an official exchange program, a copy of the finding of a departure from academic integrity must be reported in writing to the student’s home university Faculty or Program Office.

Appeals of the decisions of the Associate Director (Undergraduate Nursing Programs) may be made to the Chair, Undergraduate Progress & Graduation Committee as outlined in Appeal of a Finding of Departure from Academic Integrity, Section 22.3.5.
Academic Regulation 20: Computer User Code of Ethics

The information below is an extract of the Queen's University Computer User Code of Ethics. Students are responsible for making themselves fully aware of the complete policy, which is available at the following web address:

Users should:

- Maintain secure passwords for all accounts assigned to them.
- Take precautions against others obtaining unauthorized access to their computing resources. This obligation applies particularly to users who are responsible for confidential information.
- Not willingly divulge passwords and other access control information for their personal accounts to any other person.
- Not use or attempt to use computing facilities or accounts to which they have not been granted explicit access by an appropriate system administrator.
- Use computing facilities and services only for the purposes for which they were authorized.
- Respect all copyrights and licenses associated with university computing facilities.
- Not attempt to interfere with the normal operation of a shared system.
- Not attempt to encroach on others' use of computing facilities or to deprive others of resources.
- Not attempt to subvert the restrictions associated with their computing accounts.
- Not use computing facilities to send obscene, vulgar, or harassing messages.
- Not attempt unauthorized access to computing installations outside of Queen's using Queen's computers or communications facilities.

Alleged violations of the Code shall be dealt with as outlined in the document Procedures for Cases of Computer Abuse. Individuals or groups who feel that there has been a violation of the Code are directed to the document Procedures for Lodging a Complaint of Computer Abuse at
Academic Regulation 21: Assessment of Performance

21.1 - Determination of the Final Grade for a Course
At the beginning of the year or term, a clear statement of the term work expected for each course and the weight to be assigned to it in the final grade will be provided. The choice of the elements to be used in determining the final grade for a course and the weighting of these elements are decided by the instructor(s). When courses are required for the BNSc Program of Study, the setting of standards is done in consultation with the Curriculum Committee of the School of Nursing. The following elements may be used: the work of the term, including, where appropriate, essays and exercises, class tests, reports, clinical practice, seminar participation and laboratory work, a final examination.

In arriving at the final grade, only work completed by the day of the examination in the course concerned will be considered. Exemptions from this are allowed only by prior permission from the course instructor involved. The instructor reserves the right to retain term papers, examinations, and other written materials following grading.

Students are expected to complete all course requirements. Students who do not complete requirements for a course in which they are registered shall be considered to have been unsuccessful in the course.

Students who feel their final examination or final grade has not been accurately assessed may request a review of their work (see Academic Regulation 22).

21.2 - Scheduling of Class Elements
Before the end of the second week of the term in which a class starts, instructors must provide a written outline of the basic features of the class. At a minimum, the class outline should include a description of the class objectives and a clear statement of the basis on which final marks are assigned. Instructors should specify the term work expected and weight, if any, that it will contribute to the final mark.

Subject to Regulation 21.3, tests in regular class periods may be held by instructors at any time. An instructor may not schedule a test or examination outside of the scheduled class time if doing so creates a conflict with a student’s other officially scheduled class time.
21.3 - Restrictions on Assessment

Major tests and *de facto* examinations are strictly prohibited in the last two weeks of classes and in the study period designated by Senate prior to the examination period. A test or quiz is deemed to be major if it

i) takes place outside of a regular course time,

ii) covers more than the work of the preceding six weeks, and

iii) counts for more than 10 percent of the final grade in a 6.0 unit course or 20 percent of the final grade in a 3.0 unit course.

*De facto* examinations are essentially replacements for final examinations or end-of-term tests for which the Senate provides a schedule. A take-home examination that conforms to (ii) and (iii) above may not be due between the beginning of the 11th week of classes and seven days after the beginning of the examination period. A major term essay - one that conforms to (iii) above - should be assigned in the first half of the term if it is due anytime between the beginning of the 11th week of classes and the end of the examination period. A seminar presentation that conforms to (i), (ii), or (iii) above should be assigned in the first half of the term if it is to be held in the last two weeks of term. Examinations and assessments in clinical courses should be assigned in the first half of the term if they are to occur anytime between the beginning of the 11th week of classes and seven days after the beginning of the examination period.

Exceptions must be approved by the Director, School of Nursing. (Exceptions to the above guidelines might include laboratory examinations requiring the hands-on use of apparatus or materials.)

21.4 - Assessment of Performance in a Clinical Course

A student registered in a clinical course in the School of Nursing may not drop the course on academic grounds after the first clinical rotation has been completed.

All clinical nursing courses are graded on a pass/fail basis. At the beginning of each course, the expected course performance standards and evaluation criteria are provided in the course syllabus.

It is incumbent upon the student to know the criteria for passing a clinical course. Such criteria may include but are not limited to written assignments, pen and paper tests, Objective Structured Clinical Examinations (OSCEs), and patient/client care.
21.4.1
If, during a clinical nursing course, an instructor concludes that a student may be compromising patient safety, the Associate Director (Undergraduate Nursing Programs) and the Director, School of Nursing will be notified immediately by the instructor.

The process, as outlined in Academic Regulation 18 will be followed.

21.4.2
The student and instructor will meet at appropriate intervals during the clinical course to evaluate the student’s progress in relation to course objectives and expected performance standards.

21.4.3
Any student’s failure to progress satisfactorily will normally be discussed by the instructor with the teaching team. The instructor and the teaching team review with special care the progress of any student whose performance is unsatisfactory.

21.4.4
If at any time the instructor assesses the student is having difficulty in meeting course objectives, the instructor will inform the student verbally and in writing. The Associate Director (Undergraduate Nursing Programs) will be notified.

21.4.5
If the student does not meet the course objectives, a meeting of the student and instructor will be arranged. The course coordinator may be invited to attend. When the instructor is the course coordinator, another member of the teaching team may be asked to attend. The student will be informed of the failure by the instructor orally and on the written Evaluation of Performance form as soon as marking is completed, which normally would be no later than two weeks after completion of the course.

The Associate Director (Undergraduate Nursing Programs) and the Chair, Undergraduate Academic Progress and Graduation Committee will be informed in writing of the student’s failure.

21.4.6
The Chair, Undergraduate Academic Progress and Graduation Committee will acknowledge the student’s academic status in writing and inform the student of the
right to appeal the failure on procedural grounds or on the basis of extenuating circumstances and to consult with the University Ombudsman or the Rector.

**Academic Regulation 22: Procedures for Review of Student Progress and Appeal Processes**

**22.0 - Introduction**

Procedures for Review of Student Progress and Appeal Processes are i) designed to ensure that students receive fair treatment and are aware of their rights and responsibilities, and ii) establish a fair, efficient method of resolving academic discipline matters. School of Nursing policies and procedures are guided by Queen’s University Senate Policies including Senate Policy on Student Appeals, Rights and Discipline, and Senate Policy on Academic Integrity Procedures – Requirements of Faculties and Schools. Refer to [http://www.queensu.ca/secretariat/](http://www.queensu.ca/secretariat/) for a complete list of Senate policies.

School of Nursing policies and procedures are also guided by documents specific to health professionals. These documents are briefly outlined in Appendix D.

The Undergraduate Academic Progress and Graduation Committee will act as the delegated authority of Academic Council of the School of Nursing as approved by the Faculty Board of Faculty of Health Sciences to review academic progress and hear appeals of academic decisions of all students in the School of Nursing. Committee membership comprises four School of Nursing faculty members and one student member. When student academic progress is discussed or appeals are heard, Committee meetings are held in camera (confidential) and minutes are not circulated. The student member of the Committee will not attend meetings when student academic progress is discussed but may attend meetings when student appeals are heard. The presenting student has the option of including or excluding the student member of the Committee during discussion and decision-making of the student’s appeal (refers to Academic Regulation 22).

The Chair, Undergraduate Academic Progress and Graduation Committee will appoint a replacement to consider the appeal if any member of the Undergraduate Academic Progress and Graduation Committee was:

- a) the instructor or course coordinator or member of the teaching team of the student, OR
- b) conducted a rereading of an examination, OR
- c) found a departure from academic integrity.
The Academic Regulations contained in the School of Nursing Calendar are designed to ensure that academic standards are upheld and that all students are treated fairly and equitably. The School does, however, understand that there are occasions in which extenuating circumstances, that is circumstances beyond a student’s control, adversely affect a student’s performance at Queen’s University. The appeal process is available to reconsider an academic result in light of new information brought forward by the student concerning such extenuating circumstances. The appeal process is also available to reconsider a finding of departure from academic integrity and an academic result when policies and procedures of the School of Nursing or Queen’s University have not been followed.

In general, with the exception of appeals related to final examinations, final grades, or non-academic discipline where other criteria will apply, appeals are only granted where there are significant extenuating circumstances, beyond the student’s control, which would merit the waiving of a particular Faculty regulation or decision. Extenuating circumstances normally involve a significant physical or psychological event that is beyond a student’s control and debilitating to their academic performance. These kinds of extraordinary situations should be supported by official documentation from an appropriate professional.

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student, but should clearly indicate ways in which the extenuating circumstances directly affected the student’s performance, and should verify that these effects were substantial enough to cause the academic problem. Information on the start, duration and present state of the extenuating condition is critical to helping the instructor, Associate Director, Undergraduate Programs or the Undergraduate Academic Progress and Graduation Committee to make an informed decision. A statement on whether the condition or circumstances have either improved or are being currently managed is recommended.

The appeal process does not compensate for extenuating circumstances that the student is unable to resolve, or for which the student is unwilling to actively seek accommodation. In addition, the appeals process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student’s permanent disabilities are being accommodated through Queen’s Student Wellness Centre (Accessibility Services). Multiple appeals citing the same extenuating circumstances will be reviewed very closely. This review may include, with the permission of the student, consultation with the appropriate professionals involved to
obtain more detailed information. In order for such an appeal to succeed, there must be convincing evidence that the circumstances that affected the student’s academic performance will be resolved within a reasonable timeline, or will be appropriately managed on an ongoing basis.

Students have the right to consult with the University Ombudsman or the Rector. The University Ombudsman may be contacted by telephone at (613) 533-6495 or email at ombuds@queensu.ca. The Rector may be contacted at (613) 533-2733.

There are three levels of appeal for students in the School of Nursing.

1. **Appeal to the Chair, Undergraduate Academic Progress and Graduation Committee.** Appeals must be in writing and received by the stated deadline. Supporting documentation must be provided with the letter of appeal along with the consideration that is requested (refer to Section 22.4). The appeal will be heard by the Undergraduate Academic Progress and Graduation Committee.

   In the event that the decision is upheld by the Undergraduate Academic Progress and Graduation Committee and/or the student does not accept the structured solution (if offered), the student may appeal on procedural grounds to the Dean, Faculty of Health Sciences.

2. **Appeal to the Faculty of Health Sciences.** Appeals to the Faculty of Health Sciences relate only to the process by which the previous decision was rendered and do not deal with the merits of the decision itself. Appeals must be in writing and received by the stated deadline. Supporting documentation verifying the procedural grounds must be provided with the letter of appeal. The appeal will be heard by a committee established under the Faculty of Health Sciences Faculty Board.

   In the event that the decision is upheld by the committee established under the Faculty of Health Sciences Faculty Board, the student may appeal on procedural grounds to the University Student Appeal Board.

3. **Appeal to the University Student Appeal Board.** Appeals to the University Student Appeal Board relate only to the process by which the previous decisions were rendered and do not deal with the merits of the decision itself. Refer to the Senate policy on Senate Policy on Student Appeals, Rights and Discipline.
Note: The steps involved in the appeal process are time sensitive. For that reason, it is incumbent upon the student to ensure that the Registrar’s Office has an up-to-date local and permanent address.

22.1 - Academic Standards and the Student’s Responsibilities
The setting of academic standards in courses is the prerogative of the university instructor. When courses are required for BNSc Program of Study, the setting of standards is done in consultation with the Curriculum Committee of the School of Nursing. It is incumbent upon the student to keep abreast of his/her progress throughout each course. The student should be proactive and communicate with the instructor any extenuating circumstances which, in the opinion of the student, may influence adversely his/her performance in an assignment, examination, or clinical practice prior to the assignment, examination, or clinical practice rather than waiting until the end of the term. It is the responsibility of the student to retain all assignments, papers, evaluations, and other documents related to course evaluation.

22.2 - Review of Assignments and Final Grades

22.2.1 - Informal Review of Final Grade

22.2.1.1
Students may request an informal review of a final grade by the instructor concerned. Confidential examinations may be reviewed by the student under supervision but may not be removed. Access to the final examination paper may not be granted before the final marks are released.

Students are encouraged to initiate the informal review process early when an adverse outcome to the course is anticipated.

22.2.1.2
The request for an informal review must be made no later than two weeks after the final mark has been released by the Registrar’s Office. The instructor will provide a reconsidered grade within two weeks of receipt of the request and any further information being submitted by the student. Students should be aware that the remarking may result in a lower grade than their initial grade.

If the request for an informal review is delayed or denied or if the student is not satisfied with the instructor’s decision following the informal review, the student may submit a request for formal review, in writing, to the Chair, Undergraduate Academic
Progress and Graduation Committee. A request for a formal review may be made only after the course is complete and the final grade has been released by the Registrar’s Office.

22.2.2 Formal Review of Assignments and Final Grades

22.2.2.1 Students may request a formal review of final grade by submitting a request to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing. It is the responsibility of the student to preserve all assignments, papers, reports, and other graded material for the course and to submit a file of all relevant documents with the application. As part of the process of formal review, and on request, the student may obtain access to the final examination paper as well as all other material submitted by, but not returned to the student and for which a mark has been assigned. This may be limited to supervised access or a copy of the graded material may be provided. The written request must be received no later than two weeks after receiving the instructor’s decision if an informal review was requested (see Section 22.2.2) or no later than two weeks after final marks have been released by the Registrar’s Office. A fee of $50.00 (subject to change) paid to the School of Nursing must accompany the written request. Students should be aware that the remarking may result in a lower grade than their initial grade.

22.2.2.2 The review shall be conducted by two examiners appointed by the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing. One examiner shall be the original instructor, if possible. The review shall involve rereading all course examinations and assignments. The Chair will inform the student of the steps taken and the outcome of the formal review within two weeks. The result of such a rereading and review is a final academic decision and can be appealed only on procedural grounds.

22.3 - Appeals
An appeal fee of $50.00 applies to each appeal.

Students must complete and include the School of Nursing Appeals Form (Appendix E) when submitting all supporting documents/evidence related to the appeal.

22.3.1 Appeal of the Formal Review of Assignments and Final Grades
A student may appeal the outcome of the formal review of assignments and final grades (see Section 22.3.2) on procedural grounds to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing. The student shall set out in writing the grounds on which the appeal is being made, the consideration that is requested, and include all relevant supporting documents/evidence. The written appeal must be received no later than two weeks after receiving the results of the formal review.

22.3.2 Appeal of Course Failure

22.3.2.1 Informal Appeal of Course Failure
As a first step, students who believe their academic performance in a course was affected by extenuating circumstances or procedural errors should request an informal review with the instructor concerned. This is to ensure that the instructor who made the decision is aware of all the facts that the student believes are pertinent to the decision. This request should be made within two weeks of the final grade being released by the Registrar’s Office. Usually the instructor will provide a reconsidered grade within two weeks of the receipt of the request and any further information submitted by the student.

If the request for an informal review is delayed or denied or if the student is not satisfied with the instructor’s decision following the informal review, the student may appeal the course failure within two weeks of receiving the instructor’s decision to the Chair of the Undergraduate Academic Progress and Graduation Committee. Refer to Section 22.4.

22.3.2.2 Formal Appeal of Course Failure
Students who believe their academic performance in a course was affected by extenuating circumstances or procedural errors may appeal the course failure. Appeals must be submitted to the Chair of the Undergraduate Academic Progress and Graduation Committee, in writing, clearly setting out the grounds on which the appeal is being made and the consideration that is requested, and include all relevant supporting documents/evidence. The written appeal must be received no later than two weeks after receiving the instructor’s decision if an informal review was requested (see Section 22.2) or no later than two weeks after final marks have been released by the Registrar’s Office if an informal review was not requested. Refer to Section 22.4.
22.3.3 Appeal to Add or Drop a Course after the Last Date

22.3.3.1
If a student wishes to add or drop any course, required or elective, **after the last date** published by The Office of the University Registrar (refer to sessional dates at [http://www.queensu.ca/registrar/](http://www.queensu.ca/registrar/)) without penalty, the student must appeal the decision to the Chair, Undergraduate Academic Progress and Graduation Committee, School of Nursing outlining the extenuating circumstances or procedural grounds for this request. The written appeal must be received no later than **two weeks** after final marks have been released by the Registrar’s Office and include all relevant supporting documents/evidence and the consideration that is requested. Refer to Section 22.

22.3.4 Appeal of Requirement to Withdraw
Students who believe their academic performance was affected by extenuating circumstances or procedural reasons may appeal that the requirement to withdraw be waived or rescinded. Appeals must be directed to the Chair of the Undergraduate Academic Progress and Graduation Committee in writing, clearly setting out the grounds on which the appeal is being made. The written appeal must be received no later than **two weeks** after the requirement to withdraw has been imposed and include all relevant supporting documents/evidence and the consideration that is requested. Refer to Section 22.4.

22.3.5 Appeal of a Finding of Departure from Academic Integrity
Students may appeal the instructor’s finding or sanction or both to the Chair of the Undergraduate Academic Progress and Graduation Committee after receiving the official finding in writing.

22.3.5.1
Students must complete the School of Nursing Appeal Form (Appendix E) stating whether they are appealing the finding, the sanction or both aspects of the departure.

22.3.6 Appeal of a Decision from the Professional Behaviour Policy
Students may appeal the decision or finding to the Chair of the Undergraduate Academic Progress and Graduation Committee after receiving the official finding in writing.

22.4 - Appeal Process
The Undergraduate Academic Progress and Graduation Committee has the mandate to explore extenuating circumstances or procedural grounds presented by the student, and
if reasonably substantiated, to determine if the circumstances have significantly contributed to an adverse outcome for the student. The Committee does not have the authority to overturn a grade assigned by an instructor.

Where there is agreement within the Undergraduate Academic Progress and Graduation Committee about the merit of an appeal, the Committee has the authority to structure a solution that allows the student to demonstrate course and academic integrity expectations without compromising academic standards. After careful consideration, the Committee may render a decision that modifies the original request by the student to one that is congruent with program and University expectations.

22.4.1
The student should include the following material as part of the appeal submission to the Chair of the Undergraduate Academic Progress and Graduation Committee. Documents for the appeal may be submitted personally, or by mail, fax, or email.

School of Nursing Appeal Form – (Appendix E)

A letter explaining the **extenuating circumstances** that were beyond the student’s control and that the circumstances will not continue to affect the student’s performance. The information should be specific about the timing in relation to what happened in the incident, course, or program. The student should also provide an academic plan for future success (e.g., proposed course load, specific courses, etc.) along with the consideration that is requested.

**Supporting documents** to confirm extenuating circumstances, such as a letter from a medical doctor, psychiatrist, psychologist, counsellor, lawyer, or an item from a newspaper, etc. One example of an extenuating circumstance might be if the student had been very sick. The student should provide medical documentation to confirm the illness and its symptoms, how the illness interfered with academic progress. The documentation should be specific about the onset and duration of the illness and substantiate that the student is well enough to carry on with academic studies should the appeal be granted.

Or

A letter explaining the **policies and procedures** of the School of Nursing or Queen’s University that were not followed along with the consideration that is requested.
Supporting documents to confirm that the policies and procedures of the School of Nursing or Queen’s University were not followed, such as a course syllabus, School of Nursing calendar, Queen’s University Senate document, or a record of correspondence.

Or

A letter explaining why a finding of departure from academic integrity should be reviewed along with the consideration that is requested.

Or

A letter of explanation -explaining why a decision from the Professional Behaviour Policy should be reviewed along with the consideration that is requested.

Supporting documents that confirm that the principles of natural justice and procedural fairness were not upheld in consideration of a finding of departure from academic integrity.

22.4.2
The Undergraduate Academic Progress and Graduation Committee may decide not to consider the appeal if:

i) the documents/evidence submitted are substantially incomplete, defective, or inaccurate,

ii) the documents/evidence are received after the deadline for commencing the appeal has passed and no request for an extension of time has been received, or

iii) there is some other substantial technical defect in the proceeding as filed.

The Chair, Undergraduate Academic Progress and Graduation Committee shall notify the student of the Committee’s decision not to consider the appeal and shall set out in the notice the reasons for the decision and the requirements for re-advancing the proceeding. The student must rectify the defect or deficiency in the appeal within two weeks from the date of receipt of the notice.

22.4.3
The respondent in the appeal is normally the instructor who assigned the failing grade or the instructors who reread the examination or found a departure from academic integrity or assigned a decision from the professional behaviour policy. In the event of an appeal relating to the Requirement to Withdraw, the respondent is normally the Associate Director (Undergraduate Nursing Programs). The respondent shall be
provided with a copy of all appeal documents submitted by the student and shall have **two weeks** from the date of receipt to file a response. Copies of all relevant documents in possession or control of the respondent shall accompany the response.

22.4.4
Each party (the student and the respondent) is entitled to receive every document that the Undergraduate Academic Progress and Graduation Committee received from the other party in the proceeding. The student file is present at every appeal hearing and may be referenced at any time during the appeal proceedings.

22.4.5
Unless the time limits for pursuing an appeal are adhered to by the student, the student shall be precluded from pursuing the matter further. If the respondent fails to file documents according to time limits, the Committee may convene a hearing without receiving such documents. The Undergraduate Academic Progress and Graduation Committee may extend any time limit if, upon written application by the requesting party (the student or the respondent), a satisfactory reason is provided for the delay and there is no prejudice to the other party. Normally time limits will be extended, upon request, during exam or holiday periods.

22.4.6
The student shall provide the Chair, Undergraduate Academic Progress and Graduation Committee with a full residential and mailing address, an email address, and a home telephone number. The student shall ensure that the information provided is current and accurate at all times until the appeal is finally disposed of. The student shall immediately notify the Chair in writing of any change in this information.

22.4.7
The Undergraduate Academic Progress and Graduation Committee may dismiss an appeal after a review of the documents filed and without hearing from the parties (the student or the respondent) if the Committee does not have jurisdiction or the Committee determines that the appeal is clearly without merit or commenced in bad faith, or the student within **two weeks** from the date of receipt of notice, has not rectified the defect or deficiency in the documents submitted for the appeal. The Chair shall inform the parties in writing of the decision.

22.4.8
The Chair, Undergraduate Academic Progress and Graduation Committee shall call a meeting of the Undergraduate Academic Progress and Graduation Committee to
review the appeal. Normally the meeting would be called within two weeks after receipt of documents from the student and the respondent.

22.4.9
The student whose appeal is being heard may request that the student member of the Undergraduate Academic Progress and Graduation Committee not attend the hearing. No student replacement for the student member will be appointed. If exclusion of the student member of the Committee means quorum for the hearing is not achieved, the Chair will appoint a faculty member to replace the student. A quorum comprises 50% of the committee members +1 (or their designate), and includes the Chair.

22.4.10
The student and the respondent have the right to attend the meeting and be heard when the appeal is reviewed. The student may wish to be accompanied at the meeting by an Advisor appointed by the University Ombudsman or the Rector. If the student is accompanied by legal counsel, the Committee and the respondent may be accompanied by legal counsel. Both parties (the student and the respondents) shall provide the Chair with the names of any other persons who will accompany them at the hearing and the reason for their attendance at least one week before the hearing. Failure to do so may result in cancellation of the hearing. The Chair has the authority to limit the number of attendees.

22.4.11
Both parties (the student and the respondents) may present evidence and submissions required for a full and fair disclosure of all matters relevant to the issues in the proceeding. No new information should be presented at the time of the hearing. The Committee may hear all evidence relevant to the subject matter of the appeal. If it considers it to be credible and trustworthy, the Committee shall determine its weight in relation to the other evidence admitted.

Where the Committee is satisfied as to the authenticity of a copy of a document or other thing, it may be admitted as evidence at a hearing.

The Chair may exclude evidence on the grounds that it is unduly repetitious, irrelevant, or otherwise inadmissible, for example because of confidentiality or privacy concerns.

22.4.12
If during the course of any hearing, new information is presented or the Committee decides that additional information is required in order to resolve the matter, the Chair
may adjourn the hearing to permit the parties (the student or the respondent) to respond to the new information or bring forward such additional information or facts or to permit the Committee to obtain such additional information. The Committee may decide to adjourn the hearing at the request of a party when it is satisfied that an injustice would occur if the hearing were to proceed.

22.4.13 If the party (only the student or only the respondents) does not attend the hearing, the Committee may proceed in the party’s absence.

22.4.14 If one member of the Committee who has participated in a hearing becomes unable, for any reason, to complete the hearing or to participate in the decision, the remaining members may complete the hearing and give a decision provided that a quorum exists. A quorum comprises at least 50% of the committee members +1 (or their designate), and includes the Chair. The appeal will be heard when the Committee can be re-established.

22.4.15 On completion of the hearing, the student, respondents and attendees will withdraw. The committee will give consideration to all the evidence. A decision will be rendered by majority vote of the committee. When all reasonable efforts to resolve a tie vote are exhausted, the appeal shall be dismissed and the student advised of his/her right to take the appeal to the Faculty of Health Sciences Student Appeal and Discipline Board. Refer to Academic Regulation 22.6.

22.4.16 The decision and the reasons for the decision of the Undergraduate Academic Progress and Graduation Committee will be communicated to the student in writing by the Chair normally within one week. The student shall be advised of their right to appeal to the Dean, Health Sciences on procedural grounds within two weeks if they are not satisfied with the process by which the decision was made (refer to Academic Regulation 22.6). The student will also be referred to the University Ombudsman or the Rector. A copy of this letter will be placed on the student’s academic file.

22.4.17 No penalty or requirement to withdraw shall be put into effect until the student affected has either exhausted all channels of appeal or has allowed the time for appeal to lapse. Exceptions may be made to this rule if it is determined that the interests of third parties may be prejudiced by the continued enrolment of a student in a course or program. It
may be decided that pending an appeal from an adverse academic decision, the student should not be permitted to continue in the course or program, and/or may be precluded from progressing to the next academic stage. Refer to *Immediate Effect of Orders to Protect Safety* (Academic Regulation 18).

22.4.18
All copies of all written documents from the appeal will be treated confidentially and stored on the student’s academic file.

22.5 - **Faculty of Health Sciences Student Appeal and Discipline Board**
Letters of appeal to the Faculty of Health Sciences should be directed to the Dean, Faculty of Health Sciences within **two weeks** of a decision by the Undergraduate Academic Progress and Graduation Committee. Appeals to the Faculty of Health Sciences relate only to the process by which the previous decision was rendered and do not deal with the merits of the decision itself. Appeals must be in writing and received by the stated deadline. Supporting documentation verifying the procedural grounds must be provided with the letter of appeal. The appeal will be heard by a committee established under the Faculty of Health Sciences Faculty Board. Information about the Faculty of Health Sciences Student Appeal Board may be found on page 33 of the following document: Queen’s University Faculty of Health Sciences Authority, Rules and Procedure of Faculty Board Committees and Delegations of Faculty Board available at [http://meds.queensu.ca/facultyboard/](http://meds.queensu.ca/facultyboard/)

In the event that the decision is upheld by the committee established under the Faculty of Health Sciences Faculty Board, the student may appeal the decision on procedural grounds to the University Student Appeal Board. Refer to the Senate policy on **Student Appeals, Rights and Discipline**.
Academic Regulation 23: Dean’s or Director’s Honour Lists

Academic Regulation: Dean’s Honour List, Faculty of Health Sciences
This academic regulation only applies to School of Nursing baccalaureate undergraduate students in the four-year program and the advanced standing track program. The Academic Year is defined as September to August of each year.

23.1 - Dean’s Honour List
Students on a Degree Program who have obtained an Academic Year GPA of at least 3.70, but less than 3.90 at the end of the Summer Term will be placed on the Dean’s Honour List and will have this honour noted on their transcript. To be eligible for the Dean’s Honour List the following conditions must be met:

i) Students must have completed a minimum of 27.0 Queen’s units in the academic year.

ii) There may be no failures and no repeated course registrations in the previous Academic year.

iii) There may be no outstanding IN or GD grades. All final grades and changes of grade must be submitted by end of summer term, the final date for determination of an Academic Year GPA.

23.2 - Dean’s Honour List with Distinction
Students on a degree program who have obtained an Academic Year GPA of at least 3.90 at the end of the Summer Term will be placed on the Dean’s Honour List with Distinction and will have this honour noted on their transcript. To be eligible for the Dean’s Honour List with Distinction the same conditions as for the Dean’s Honour List as noted in 23.1 above must be met.

23.3 - Graduation Honours List
Students on a Degree Program who have obtained an overall GPA (of all required courses studied for a Bachelor of Nursing Science Degree) of at least 3.70, at the end of their course of study will graduate with Honours. To be eligible for Graduation Honours the following conditions must be met:

Students in the four year BNSC Program must have completed a minimum of 108.0 Queen’s units throughout the Bachelor of Nursing Science Program.

i) There may be no failures throughout the Bachelor of Nursing Science Program.

ii) The GPA calculated includes the courses required to graduate with a Bachelor of Nursing Science Degree.
Students in the 2-year Advanced Standing BNSc Program must have completed a minimum of 93.0 Queen’s units throughout the Bachelor of Nursing Science Program.

i) There may be no failures throughout the Bachelor of Nursing Science Program.

ii) The GPA calculated includes the courses required to graduate with a Bachelor of Nursing Science Degree.

23.4 - Decisions on Dean’s Honour List

Decisions related to this regulation are solely dependent on particular levels of academic performance; therefore no part of Academic Regulation 23 may be appealed.
APPENDIX A

Queen’s University School of Nursing

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<td>Department:</td>
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<td>Value of Work (% of total course mark):</td>
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Type of Work submitted for credit:

As the instructor of the course, I am informing you that you may have been involved in a departure from academic integrity. In particular,

Attached is a copy of any relevant documentation pertaining to this investigation. The documents are:
In accordance with School of Nursing Academic Integrity, Regulation 19 you may choose to either: 1) submit a written response to me, or 2) meet with me to discuss this matter. Within 10 days of receiving this notice, please contact me at [contact information] to arrange a meeting or to advise me when you will be submitting your written response. If I do not hear from you within this time-frame, I will proceed with a decision in the absence of a response from you.

In advance of the meeting, or in preparing your written response, please gather all information you have pertaining to the work being investigated. You should read the Academic Integrity Policy and to ensure that you understand the procedures and your rights related to academic conduct and the sanctions associated with departures from the policy. A University Dispute Resolution Advisor and/or someone else of your choice may attend the meeting with you. The Office of the Ombudsperson (613-533-6495) can provide you with advice on matters of process and on obtaining an advisor.

If this course is still in progress, please continue giving it your best effort while we work toward resolving this matter in a fair and timely manner. While the investigation is underway, you will not be allowed to drop this course.

If, on the basis of the available evidence and your response, I decide that there are no grounds for a finding of a departure from academic integrity, I will destroy all the documents relevant to the case. However, please note that if the outcome of this investigation results in a finding of a departure from academic integrity, the relevant documentation will be copied to the Associate Director (Undergraduate Nursing Programs). Any finding will be categorized as either Level I or Level II. A finding categorized as Level I will remain in a separate file in the Office of the Director to be accessed only if there is a future finding. A finding categorized as Level II will be placed in the student’s main file. In all cases, you will be informed of the outcome of this investigation.

I look forward to hearing from you soon.

[Instructor Name]

[Signature]

[Date]

[Email]

cc Associate Director (Undergraduate Nursing Programs).
APPENDIX B

Queen’s University School of Nursing
Finding of a Departure from Academic Integrity

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<td>Student Number:</td>
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<td>Department:</td>
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<td>Course:</td>
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<td>Value of Work (% of total course mark):</td>
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Type of Work submitted for credit:

Following the Notice of Investigation of a Possible Departure from Academic Integrity dated

I have conducted a thorough investigation and concluded that:

constitutes a departure from academic integrity under Regulation 19.2.1, item:

☐ plagiarism  ☐ use of unauthorized material  ☐ facilitation  ☐ forgery  ☐ falsification  ☐ failure to abide by University Regulations
The evidence on which I based this decision includes: (check all that apply)
☐ Your response (for which you had the opportunity to seek advice)
☐ Written response dated (attached): _____________________________

If meeting held, include date and those in attendance:

☐ Documentary evidence provided with Notice of Investigation (attached)
☐ Other documentation considered (attached)

The reasons for my decision are:

On the basis of all the evidence currently available to me, I have decided to:
☐ impose the following remedy or sanction (as outlined under Regulation 19.3.1)

and consider this to be a: ☐ Level I, ☐ Level II departure from academic integrity.

OR
☐ Refer this matter to the Associate Director (Undergraduate Nursing Programs) because there is a record of a previous finding in the School of Nursing Office (in this case a finding is made but no sanction will be assessed at this time). The Associate Director (Undergraduate Nursing Programs) will contact you in the near future regarding this referral.

OR
☐ Refer this matter to the Associate Director (Undergraduate Nursing Programs) because the seriousness of the incident may lead to a sanction greater than a failure in the course (see Regulation 19.4.1.6.2). The Associate Director (Undergraduate Nursing Programs) will contact you in the near future regarding this referral.
As a student in the School of Nursing, you may appeal this decision to the Chair of the Undergraduate Academic Progress and Graduation Committee within 14 calendar days of receiving this finding. By copy of this form to the School Office, I am informing the Associate Director (Undergraduate Nursing Programs) of this finding. If the finding results in a failure in the course, a copy will be held in the main student files. All Level I findings, where there is no previous record of a finding of departure from academic integrity, remain in a separate file in the Office of the Director of the School of Nursing, to be accessed only if there is a future finding. All Level II findings and those Level I findings where there is a previous finding on file, will be placed in the students' main files.

To be certain that you understand your rights in this matter, I encourage you to contact the Office of the Ombudsperson (613-533-6495). In addition, I advise you to read Regulation 19 of the web version of the School of Nursing Academic Regulations.

Signature:

Date:

E-mail Address:
APPENDIX C

Queen’s University School of Nursing
Academic Integrity Case Summary Form

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<tr>
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<th>Form Submitted By:</th>
<th>Faculty/School where case originated:</th>
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**Biographical**

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<td>Program of study/Primary Concentration:</td>
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**Student Enrolment:**

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**Finding**

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<th>This finding was made by:</th>
<th>Type of finding (indicate final decision after any appeals):</th>
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</thead>
<tbody>
<tr>
<td>☐ Instructor</td>
<td>☐ Plagiarism</td>
</tr>
<tr>
<td>☐ Faculty/School designate</td>
<td>☐ Facilitation</td>
</tr>
<tr>
<td>☐ Other (provide details)</td>
<td>☐ Use of unauthorized materials</td>
</tr>
<tr>
<td></td>
<td>☐ Forgery</td>
</tr>
<tr>
<td></td>
<td>☐ Falsification</td>
</tr>
<tr>
<td></td>
<td>☐ Other (provide details)</td>
</tr>
</tbody>
</table>
### Sanctions

**Was this a first academic integrity offence for this student?**
- [ ] Yes
- [x] No

**If yes, did this impact the sanction?**
- [ ] Yes (provide details):
- [x] No

**Indicate which initial sanctions were imposed (or recommended) with the initial finding (check all that apply):**
- [ ] Oral warning or written warning
- [ ] Submission of a revised or new piece of work and/or other remedial action
- [ ] Partial or total loss of marks for the assignment / examination
- [ ] Partial or total loss of marks for the course in which the departure of academic integrity took place
- [ ] Requirement to withdraw from the Faculty for a specified minimum period (amount of time)
- [ ] Revocation or rescinding of a degree
- [ ] Other (provide details):

### Appeals

**Did the student appeal?**
- [ ] Yes
- [x] No

**If student appealed, indicate to which level(s) they appealed:**
- [ ] Instructor to Faculty/School designate
- [ ] Faculty/School designate to Faculty/School appeal committee
- [ ] Faculty/School appeal committee to University Student Appeals Board (USAB)

**On appeal, was the sanction modified?**
- [ ] Yes
- [x] No

If yes, please provide details of the final sanction:
APPENDIX D

POLICIES AND GUIDELINES THAT GUIDE SCHOOL OF NURSING PROCEDURES FOR REVIEW OF STUDENT PROGRESS AND APPEAL PROCESSES

SENATE POLICIES RELATED TO ACADEMIC AND NON-ACADEMIC DISCIPLINE

Refer to Index of Policies at http://www.queensu.ca/secretariat/

POLICIES AND GUIDELINES SPECIFIC TO HEALTH PROFESSIONALS

The Regulated Health Professions Act (RHPA) is part of the legal framework for nursing as a self-regulating profession. The RHPA includes regulations concerning professional misconduct, the client relations program, the quality assurance program, and definition of scope of practice and controlled acts.

APPENDIX E

SCHOOL OF NURSING APPEAL FORM

PART A: Identification

Name: ___________________________ Student Number: _______________________

Year of Study: ___________________ E-mail Address: _________________________

A one-time administrative fee of $50.00 applies to each appeal.

Paid by:  [ ] Cash [ ] Cheque [ ] SoN Website

Payment Received by: ____________________________________________

PART B: Indicate the nature of your appeal (please complete section 1 or 2)

Section 1

[ ] I want to appeal the Formal Review of my Assignments and Final Grades (on procedural grounds only).

[ ] I want to appeal my Course Failure.

[ ] I want to appeal to Add or Drop a Course after the Last Date.

[ ] I want to appeal my Requirement to Withdraw.

[ ] I want to appeal the decision from the Professional Behaviour Policy.

I will be appealing based on:

[ ] Procedural Grounds

[ ] Extenuating Circumstances
I want to appeal my Finding of Departure from Academic Integrity.

I will be appealing the:

- Sanction
- Finding and sanction

**PART C: Appeal to the Chair, Undergraduate Academic Progress and Graduation Committee.**

You may appeal to the Chair, Undergraduate Academic Progress and Graduation Committee. See Academic Regulation 22, Procedures for Review of Student Progress and Appeal Processes.

Date documents supplied: ________________________________

Date submitted: ________________________________

Student Signature: ________________________________

Date: ________________________________

The personal information collected on this form is collected under the legal authority of the Royal Charter of 1841, as amended. The information collected will be used to make a decision regarding your appeal and to provide a response. This information will be retained for a minimum of five years in accordance with the Queen's Records Management Policy, 2003. If you have any questions or concerns about the information collected or how it will be used, please contact the School of Nursing at (613) 533-2668.