



Queen's University  
Faculty of Health Sciences

# School of Nursing Academic Regulations

2022-2023

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## BNSc Academic Regulations

Students are referred to the [University Wide Policy Library](#) 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. To be considered to have passed any course for purposes of the BNSc Program, students must achieve a minimum Grade Point of 1.7 (60% or C-) in each the course.

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 Accelerated Standing BNSc Program. The Associate Director (Undergraduate Nursing Programs) may grant a Leave of Absence (LOA) for documented health issues or extenuating circumstances. A LOA may be granted for a maximum of 1 year.

Any student who does not successfully complete a course in any given term or misses an academic term for any reason will be on an altered plan of study. The student will be required to complete a mandatory clinical preparation module (clinical practice days) prior to returning to the next clinical course. All students who are on an altered plan of study will normally have the length of their program extended by a minimum of 1 year.

Any student who has not participated in a clinical course for over 1 calendar year, will be required to audit a previous clinical course, before taking any clinical courses.

Students in the Accelerated Standing Track must complete all courses at Queen's University.

Students in the 4-year track must complete a minimum of 50 percent of the total number of required credits for the BNSc degree **plus** 1 additional 3 credit course at Queen's University.

#### 1.2 Application for a Degree

Students must formally apply to graduate by completing an '[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 22](#).

## 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Students lacking the prerequisites for a course in which they are registered will be withdrawn from that course by the School of Nursing.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 a minimum Grade Point of 1.7 (60%/C-) in each required course 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 at the end of each of the Fall, Winter, and Summer terms each year. If a Requirement to Withdraw is issued, the withdrawal will commence immediately following the end of the Term in which the Requirement to Withdraw was issued unless otherwise noted.

### 2.2 - In Good Academic Standing

Students are considered to be 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 single failed course will result in a student being placed on academic probation unless the failure is successfully appealed (see [Academic Regulation 21](#)). A student may only repeat a failed course once. A second failure in the same course will result in a Requirement to Withdraw (see [Academic Regulation 2.7](#)) unless the student successfully appeals the failure or obtains a Regulation Waiver (see [Academic Regulation 21](#)). While 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 **and have no further failures at the time of the next academic assessment**. If a student has been released from academic probation after remediating a failing grade **any subsequent course failure in the Program will not result in a further period of academic probation; rather, with the 1 exception noted immediately below ([Academic Regulation 2.3.2](#)), the Student will be Required to Withdraw from the BNSc Program**, unless the subsequent failure is successfully appealed or the student obtains a Regulation Waiver (see [Academic Regulation 21](#)).

### 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** who has no more than 2 course failures for the courses studied that year (Fall, Winter and Summer Terms) can remain registered in the School of Nursing. The student will be placed on academic probation unless the failures is/are successfully appealed or the student obtains a Regulation Waiver (see [Academic Regulation 21](#)). 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 successfully complete the failed course(s) **and have no further failures at the time of the next academic assessment**. A student may only repeat a failed course once. A second failure in the same course will result in a Requirement to Withdraw (see [Academic Regulation 2.7](#)) unless the student successfully appeals the failure or obtains a Regulation Waiver (see [Academic Regulation 21](#)). If a student has been released from academic probation after remediating the 1 or 2 course failures in their first year of the four-year BNSc Program, **a failing grade in any subsequent course in the Program will not result in a further period of academic probation; rather, the student will be Required to Withdraw from the BNSc Program**.

### 2.3.3 - Review of Academic Probation Status

Academic probation status is assessed at the end of each of the Fall, Winter, and Summer terms each year. Students will return to good academic standing at the time of assessment provided the requirements of academic probation have been met. The notation "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 1 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 1 year if the student fails more than 2 courses during the first year of study.

## 2.6 - Requirement to Withdraw for One Year (RTW1) for all other students in the BNSc Program

A student, except as referenced in [Academic Regulation 2.5](#) above, will be required to withdraw from the BNSc Program for a minimum of 1 year if the student:

- i. Fails more than 1 course during their program; **or**
- ii. Fails to meet the conditions of academic probation as outlined in [Academic Regulation 2.3](#).

## 2.7 - Requirement to Withdraw for Three Years (RTW3)

A student will be required to withdraw from the BNSc Program for a minimum of 3 years if the student:

- i. Fails 2 clinical courses OR
- ii. Fails the same course twice.

## 2.8 - Requirement to Withdraw: Transcript Notations and Re-admission

In the case of a requirement to withdraw under [Academic Regulation 2.5](#) or [2.6](#), the academic standing "Required to Withdraw for a Minimum of One Year" shall be placed on the student's transcript. In the case of a Requirement to Withdraw under [Academic Regulation 2.7](#), the academic standing "Required to Withdraw for a Minimum of Three Years" shall be placed on the student's transcript. Following withdrawal, it is necessary to apply for **re-admission** to resume study in the School of Nursing. Re-admission is not guaranteed. Refer to School of Nursing Calendar, [Admission to the School of Nursing](#).

**Please note:** Students who are required to withdraw from the BNSc Program for safety reasons cannot re-apply 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 Queen's BNSc Degree. However, courses taken at another university will not contribute to yearly or Graduation Honours (see [Academic Regulation 22](#)). The student must obtain a letter of permission from the School of Nursing Undergraduate Academic Advisor *prior to* enrolling in classes at another university. 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. For a credit to be transferred, students must achieve a minimum grade of 60% (C-) in the course and submit their official transcript to the Undergraduate Academic Advisor at the School of Nursing within on 1 month of completing the approved course.

To be eligible to receive a letter of permission, a student must be in good academic standing and have completed a minimum of 30.0 units at Queen's toward their BNSc Degree.

## 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. Please refer to the policy for [Student Names](#) for further information.

## Academic Regulation 5: Policy Concerning Students with Disabilities

Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the University community. Please refer to [Queen's Policy Concerning Students with Disabilities](#) for further information.

## Academic Regulation 6: Admission to a Dual Degree Program

The [Dual Degree Program](#) consists of a primary degree program and a secondary degree, which allows Queen's students to concurrently complete degree requirements for programs in **2 different** Faculties or Schools at Queen's University.

## Academic Regulation 7: Course Registration

Students will be registered by the School of Nursing in all required courses. 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](#), the student must have the approval and signature of the Undergraduate Academic Advisor.

A course cannot be dropped after the published date to drop 'without faculty/school permission.' A student may seek a Waiver of this Regulation from the School of Nursing Undergraduate Academic Progress and Graduation Committee (UAPGC) (see [Academic Regulation 21](#)). Waivers to 'late drop' a course without faculty/school permission will only be granted if the student demonstrates that exceptional circumstances prevented them from dropping the course on or before the published drop deadline. If a waiver is granted this will be noted on the student's transcript by the designation "DR" (see [Academic Regulation 8.2](#)).

A student can only drop 2 theory courses and 1 clinical course while registered in the School of Nursing.



## 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:

Letter Grade	Grade Point	Percentage
A+	4.3	90-100%
A	4.0	85-89%
A-	3.7	80-84%
B+	3.3	77-79%
B	3.0	73-76%
B-	2.7	70-72%
C+	2.3	67-69%
C	2.0	63-66%
C-	1.7	60-63%
D+	1.3	57-59%
D	1.0	53-56%
D-	0.7	50-52%
F	0.0	0-49%

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-grade point 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 completed all the requirements. A clinical course that has been designated with a Pass standing will not be included in the student's GPA but will be counted for credit towards the BNSc Degree. Grade point averages may be determined over 3 periods for evaluative purposes:

## 1. Cumulative GPA

The cumulative GPA is 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. If a student has repeated a course the higher-grade point achieved is used in the cumulative GPA calculation. 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.

## 2. Term GPA

The Term GPA is determined using all courses attempted and for which grade points are assigned during a particular academic term.

## 3. Academic Year GPA

The Academic Year GPA is determined using all courses attempted and for which grade points are assigned during a particular academic year, starting on September 1<sup>st</sup> and ending on August 31<sup>st</sup>.

## 8.2 - Non-Evaluative Grades

### Grade Deferred

Grade Deferred standing (GD) is a temporary designation reserved for circumstances in which:

- i. A student *has completed* all the work in a course, but the final grade is not available (e.g., assignments not yet marked), or
- ii. An alleged departure from academic integrity or an alleged breach of 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 of the UAPGC the specific circumstances under which the GD is being assigned, and in the case of (i) above, shall also 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 will 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.

### Incomplete

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 required, at the Instructor's discretion, to provide a medical certificate or other documentation that demonstrates the student's extenuating circumstances.

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

The notation IN differs from the notation GD. A GD notation is applied when the student has completed all term work for a course, but the final grade is not yet available; the notation IN is applied when the student has been given permission to defer their final exam for a stipulated period of time or has not completed all term work in a course and the Instructor has agreed to accept the work at a later date. In neither case, that is the writing of a deferred final exam or the late submission of course work, can the due date stipulated by the Instructor be beyond the end of the subsequent term. If an evaluative grade for the course has not been assigned by the Instructor by the end of the subsequent term, the IN grade will lapse to a failure (F) and will be included in the student's GPA.

Any extensions beyond either the due date stipulated by the Instructor, or the end of the subsequent term must be based on further extenuating circumstances and will require the student to appeal to the Chair of the UAPGC, with support from the Instructor.

Where an Instructor will not grant incomplete standing, the student may appeal the Instructor's decision to the Chair of the UAPGC.

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

### Transfer Credit

A transfer credit (TR) designation is reserved for a course in which a student has successfully completed an approved course at another accredited post-secondary institution. A transcript note will accompany this entry, indicating the name of the

other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. To receive the TR credit, the student must obtain a minimum Grade of 60% (C-) in the course studied. 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 subsequent course will need written permission of the Instructor if the prerequisite course requires 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 will be counted for credit towards a degree program.

### **Audit**

Permission to audit a course must be given by the Associate Director (Undergraduate Nursing Programs) and the Course Instructor. Audit (AU) designations will not be included in the student's GPA and will not be counted for credit towards a degree program (see [Academic Regulation 11](#)).

### **Dropped**

The dropped (DR) designation indicates a course that the student has been permitted to drop after the 'deadline to drop a course without faculty/school permission'.

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

### **Not Graded**

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 term in which the course finishes, 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 a 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 in which a student may register 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. 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 loads for the purposes of grant funding, scholarship eligibility or taxation status. Students should confirm their Course Load Status for other than academic purposes by contacting the [Office of the University Registrar](#), or the external agency directly, as appropriate.

### 9.2 - Normal Course Loads for Full-Time Students

Full-time status is defined as registration in 60% or more of a full normal course load. Registration status is assessed per 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

Full-Time students cannot be registered in more than 18.0 units in either of the Fall or Winter Terms, and, in any combined Fall-Winter period cannot be registered in more than 36 units. A student must obtain written permission from the Undergraduate Academic Advisor to take more than 18 units in any 1 term and more than 36.0 units in any Fall-Winter period.

More than the normal course load for full-time students is not available for the purpose of making-up a prior failed course.

First year students are discouraged from attempting more than 30.0 units in the Fall-Winter period.

### 9.4 - Summer Term

Students may be registered in no more than 12 units over the Summer Term (with the exception of the AST students who will be registered in the required courses). A student must obtain permission from the Undergraduate Academic Advisor to take more than 12.0 units in the Summer Term.

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

### 10.1 - Nomenclature

Courses in the Faculty of Arts and Science that span more than 1 term (full-year courses) are divided into separate classes for each term in which they are offered. The class offered in the first term is denoted with the suffix "A" and the class offered in the second term is 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 1 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.

### 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 faculty/school permission (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 faculty/school permission, but prior to the deadline to drop Winter Term courses without faculty/school permission, only the second half may be dropped. The chart below shows the impact of dropping full-year courses on the academic transcript.

Timing of Multi-Term Course	Drop Grade on Transcript: "A" Suffix	Drop Grade on Transcript: "B" Suffix
By Fall Term deadline to drop without full tuition fee credit	N/A	N/A
By Fall Term deadline to drop without Faculty/School permission	DR	N/A
By Winter Term deadline to drop without full tuition fee credit	NG	N/A
By Winter Term deadline to drop without Faculty/School permission	NG	DR

## 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 will 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 determine the extent of an audit student's participation in classes, laboratories, clinical practice, assignments 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 Academic Calendar](#).

### 11.2 - Appeals

No part of Academic Regulation 11 may be appealed.

## Academic Regulation 12: Examinations

The scheduling and organization of examination sessions is coordinated by the Office of the University Registrar through its Exams Office. Information concerning examinations is posted on the [Office of the University Registrar](#).

## Academic Regulation 13: The Use of Calculators in Tests or Examinations

During examinations, tests and quizzes run 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 students. This calculator sells for around \$25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

## Academic Regulation 14: Final Examinations

### 14.1- Supplemental Examinations

There are no supplemental examinations in courses offered in the School of Nursing.

### 14.2- Scheduling of Final Examinations and Schedule Conflicts

Final examinations in courses that span more than 1 term (full-year courses) are held in April. Final examinations in Fall or Winter Term courses are held in December and April, respectively.

A student discovering a conflict (2 examinations at the same time, 3 examinations in a 24-hour period or an examination at the same day/time as a religious observance) must to complete the [Exam Conflict Application](#) and submit to the Exams Office at [exams@queensu.ca](mailto:exams@queensu.ca), as soon as possible and in any event *no later than* by the deadline date published by the University Registrar.

### 14.3- 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 must be retained by the University for a period of 12 months. Refer to Queen's University according to the [Senate Policy on Student Access to Final Examination Papers](#).



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 [Exam Bank](#) for more information.

## Academic Regulation 15: Code of Conduct

All students are expected to familiarize themselves with, and abide by, the [Queen's University Student Code of Conduct](#) and its [Procedures](#).

## Academic Regulation 16: Professional Conduct, Attendance and Course Work

### 16.1- Professional Conduct

All students are expected to familiarize themselves with, develop and demonstrate the attributes of a professional nurse, as outlined in the [School of Nursing Professional Behaviour Policy \(Appendix E\)](#).

Students are also accountable for their actions during clinical practice 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.

### 16.2- Participation and Conduct in Classes

Students must be registered in a course to attend or otherwise participate in lectures, clinical practice, seminars, laboratories, tutorials, tests, and examinations associated with the course. Students are expected to be present at all lectures, clinical practice, seminars, laboratories, tutorials, tests, and examinations in their courses and to submit essays, exercises, reports, and other assignments on time according to the course syllabus or Instructor's direction.

### 16.3- Absence and Missed Course Work in a Theory Course

All lectures and related course work are mandatory. Missing a lecture or a course work deadline is not acceptable unless the student advises the course Instructor in

advance (if known in advance) and presents acceptable supporting documentation as may be required by the Course Instructor or the Associate Director (Undergraduate Nursing Programs) as soon as possible.

If there is a significant impact on attendance or academic performance such that the student may wish to request an incomplete grade, the student must obtain and submit appropriate documentation at the time treatment, illness or event.

### **16.4- 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 in advance if they are unable to attend.

Students need to complete all clinical/laboratory work to receive a grade in a clinical course. A student who has missed clinical practice due to illness or extenuating circumstances may be permitted an opportunity to make up the time if:

- i. Permission is provided 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 required to submit acceptable supporting documentation to the Academic Advisor.

Students are responsible for financing any absent clinical experience.

### **16.5- Transportation**

Clinical experiences and Community clinical placements may require access to suitable transportation. Students are required to arrange such transportation at their own cost.

## **Academic Regulation 17: Immediate Effect of Orders to Protect Patient Safety**

Refer to Queen's University Senate [Student Academic Appeals Policy](#).

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 by the Course Coordinator and Course Instructor/Clinical Instructor, in consultation, as appropriate, with the Associate Director (Undergraduate Nursing Programs). The student will not be permitted to return to the clinical setting during the investigation. The student will receive a written decision following the conclusion of the investigation, outlining the facts and circumstances that led to their removal, the outcome of the investigation, and the reasons for the outcome. One or more of the following consequences may be imposed:

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

If the outcome results in a failure in the course or a requirement to withdraw from the School of Nursing, the student cannot drop the course, irrespective of the course drop deadline. The course failure may be appealed and/or a request made to waive the Academic Regulation for the requirement to withdraw but the student may not return to the course during the appeal and/or request process. Refer to Procedures for Regulation Waiver Requests and Appeals (see [Academic Regulation 21](#)).

The student may request that the Chair of the UAPGC expedite the Regulation Waiver Request and/or 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 [Student Academic Appeals Policy](#).

Any student who had a failing grade imposed as the consequence for being removed for safety must meet with the Associate Director (Undergraduate Nursing Programs) PRIOR to enrolling in any further courses.

## **Academic Regulation 18: Academic Integrity for Undergraduate Nursing Students**

### **18.1 - Purposes and Scope of Procedures**

The School of Nursing Policy on Academic Integrity is adapted from the Senate Policy on Academic Integrity. The complete document is available from the [Senate Policy on Academic Integrity](#). This Policy states that students, faculty, and staff have

responsibilities to support and uphold the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility, and courage.

Additional guidelines and resources for Instructors and students are available from [Academic Integrity at Queen's](#).

The purposes of the Procedures are to:

- Affirm the University's dedication to the values of academic integrity and the seriousness with which it treats departures;
- Protect the academic integrity of the University and the value of its courses, programs, and degrees;
- Explain the responsibilities of students, Instructors, and staff;
- Ensure the rights of students are protected; and
- Ensure consistency among Faculties and Schools and the equitable treatment of students.

### 18.1.2 - Procedural Fairness

Proceedings must respect the rights and ensure the fair treatment of students and meet the standards of procedural fairness.

The Procedures are to be applied flexibly, in a manner, and with the degree of formality appropriate in an educational environment and commensurate with the seriousness of the case itself.

#### The student must:

- Know the nature of any allegations and the basis and evidence for them;
- Have a meaningful opportunity to present a response in writing or in person; and
- Have an opportunity to appeal when appropriate.

#### The decision-maker must:

- Be free from bias or the reasonable apprehension of bias;
- Make and communicate decisions in writing in a timely way; and
- Provide clear reasons for decisions, based on evidence and consistent with all academic regulations.

**“Decision-makers” include all those responsible under these Procedures for:**

- Deciding whether a departure from academic integrity occurred;
- Deciding on a remedy or sanction; and
- Deciding an appeal.

### **18.1.3 - Evidence**

Evidence in proceedings, whether written or oral, must be relevant and reliable. It should be based, when possible, on first-hand information.

### **18.1.4 - Confidentiality**

The identity of a student may only be disclosed to others when allowed by the student or required under these Procedures. The Instructor must reasonably safeguard the student’s identity throughout the process.

An Instructor must not supply to a student any documentation related to an investigation that contains information related to another student unless such information is necessary for the student to understand and meaningfully respond to an allegation. If information related to another student is necessary for this purpose, the Instructor shall consult with the Academic Integrity (AI) Lead (Associate Director, Undergraduate Nursing Programs) (see [Academic Regulation 18.1.6.2](#)) to ensure that appropriate privacy safeguards are in place prior to distributing the information.

Records of proceedings and their outcomes may only be created, compiled, or retained as required under these Procedures.

### **18.1.5 - Timing**

Time limits are provided, and a request for an extension of the time limit may be made to the Course Professor/Instructor only under exceptional circumstances. A time limit stated in “business days” does not include weekends, statutory holidays, the annual holiday shutdown period, or any other day when the University is closed.

## **18.1.6 - Administrative Requirements of Faculties and Schools**

### **18.1.6.1 - Academic Integrity Administrator**

The Academic Integrity Administrator (“the AI Administrator”), is the Undergraduate Program Coordinator and Academic Advisor. The AI Administrator will carry out responsibilities, including providing support to Instructors and maintaining records, as required in these Procedures.

### **18.1.6.2 - Academic Integrity Lead**

The Academic Integrity Lead (“the AI Lead”), is the Associate Director, (Undergraduate Nursing Programs). The AI Lead will carry out responsibilities, including providing advice regarding the investigation, process, remedies, and sanctions; reviewing and investigating matters as appropriate; determining remedies and sanctions when appropriate.

The Undergraduate Academic Progress and Graduation Committee (UAPGC) will consider appeals as required.

### **18.1.6.3 - The Official Student File**

All physical and digital documents and materials in the possession of the University that relate to the academic career of a student shall be placed in an Official File established for that student and maintained in physical or digital format in the Office of the student’s home Faculty or School. The Official File shall contain academic integrity records required by this Academic Regulation on AI.

## **18.1.7 - Maintenance, Retention, Release and Destruction of Records**

The AI Administrator will maintain the records required under these Procedures for the purposes of possible further actions or appeals, the annual report and other uses permitted by University Regulations.

When there is a finding of a departure from academic integrity categorized as Level I (see [Academic Regulation 18.3.4.3.1](#)), the AI Administrator will create and maintain a file. Information in such files may only be released when there is a future finding with respect to the same student (see [Academic Regulation 18.3.3](#)). These records are destroyed upon the student’s graduation.

When there is a finding of a departure from academic integrity categorized as Level II (see [Academic Regulation 18.3.4.3.2](#)), the AI Administrator will ensure that the relevant documents are added to the Official File established for the student in the Office (see [Appendix F: Faculty/Levels of Appeal](#)). Such information may only be released as permitted or required by these Procedures or by other University regulations, or with the student’s consent. These records are destroyed 10 years after the student’s graduation.

Records of academic integrity investigations, findings, remedies and sanctions, or appeals may not be retained in any other files maintained by the Instructor.

### 18.1.8 - Annual Reports

The AI Lead will provide information to the FHS for the annual report to the Academic Integrity Subcommittee. This will include the number and type of academic integrity matters in the School and their outcomes, using the Annual Academic Integrity Report form. The Academic Integrity Subcommittee will make an annual report to Senate based on the FHS annual reports.

### 18.1.9 - Graduation during Investigation, Appeal or Withdrawal Period

No student may graduate while their conduct is the subject of an ongoing academic integrity investigation or appeal, even if academic credit for the course(s) under investigation is not required to complete the degree. When an investigation is initiated during a student's final year of study or involves a course required to graduate, the School shall make reasonable attempts to expedite the investigation and appeal process before the expected convocation date.

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

## 18.2 - Types of Departures from Academic Integrity

### 18.2.1 - Integrity in Action: The Core Values

Queen's University 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 emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

**Honesty** appears in presenting one's own academic 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, honesty is 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 in which 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 the 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 that 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 submit papers on time; Instructors “show respect by taking students’ ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals” (“[The Fundamental Values of Academic Integrity](#)”, 3<sup>rd</sup> Edition, p. 8).

Ultimately, *responsibility* is both personal and collective and engages students, administrators, faculty, and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

*Courage* differs from the preceding values by being more a quality or capacity of character – “the capacity to act in accordance with one’s values despite fear” (“[The Fundamental Values of Academic Integrity](#)”, 3<sup>rd</sup> edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another’s material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University’s policies and practices.

### 18.2.2 - Departures from Academic Integrity

As outlined in “Integrity in Action: The Core Values” ([Academic Regulation 18.2.1](#)), the 6 fundamental values of honesty, trust, fairness, respect, responsibility, and courage support the entire educational experience of the University. Adhering to these values in all academic work ensures the value of the degree, the integrity of the institution and the integrity of individual achievement. Contravening any of these values compromises the integrity of the student’s experience in completing academic work, working with peers, and interacting with Instructors. “Work” may include essays, papers, assignments, journal entries, tests, examinations, laboratory reports or results, or any other product of academic work.

Some examples of specific conduct and actions that may constitute departures from academic integrity are listed below. The list is not exhaustive, as other conduct and actions may also be found to be departures.



“Conduct” may include any actions or oral or written statements that may give rise to concerns about a possible departure from academic integrity or taking steps in furtherance of a plan to engage in a departure from academic integrity.

#### 18.2.2.1 - Departure from the Core Values of Academic Integrity

“Departure from the Core Values of Academic Integrity” is a broad category which encompasses a range of acts, conduct and infractions that deviate from the core values of academic integrity ([Academic Regulation 18.2.1](#)) and do not fall under the specific categories listed below.

In the educational context, there is, for instance, trust that students will abide by the core values of academic integrity and not violate these values or attempt to violate this trust. Therefore, attempts at plagiarism, facilitation, and other departures are as much a threat to academic integrity as submitting a plagiarized paper or working with a peer to undermine integrity. Honesty plays a role in exchanges with Instructors and peers, especially in a professionalized setting, where authentic self-representation and truthfulness are essential.

Investigations and findings under this broad category will cite one or more of these 6 values and indicate how the activity contravenes these values and compromises the integrity of the educational experience. “[The Fundamental Values of Academic Integrity](#)” (3<sup>rd</sup> edition) developed by the International Centre for Academic Integrity provides guidance on the meaning of these 6 values in relation to the educational experience.

#### 18.2.2.2 - Plagiarism

Plagiarism involves presenting another’s ideas, words, or work as one’s own.

**Examples:** Copying or using quotations or paraphrasing material from a print or other source, including the internet, without proper acknowledgement; copying another student’s work; submitting the same piece of work in more than 1 course without permission.

#### 18.2.2.3 - Contract Cheating

Contract cheating is a very serious form of plagiarism that involves outsourcing academic work to pay-for-profit websites or others and submitting the work as the student’s own.

**Examples:** Purchasing a term paper or assignment to be submitted as one’s own; submitting essays or assignments that have been obtained from homework sites, essay mills, tutor sites, friends, family members or classmates; hiring an exam impersonator.

#### 18.2.2.4 - Use of Unauthorized Materials

**Examples:** Using or possessing unauthorized written material or an electronic device with memory and/or web access such as a calculator, cell phone or smart watch that is not permitted during a test or examination; copying another student's test or examination answer; unauthorized removal of materials from a library.

#### 18.2.2.5 - Falsification

Falsification involves misrepresenting oneself, one's work or one's relation to the University.

**Examples:** Altering transcripts or other official academic documents; impersonating someone in a test or examination; submitting take-home or other examination responses written, in whole or in part, by someone else; fabricating or falsifying laboratory or research data.

#### 18.2.2.6 - Forgery/Use of Forged Materials

Forgery involves creating and/or submitting counterfeit documents.

**Examples:** Creating or causing to be created or submitting a counterfeit transcript or other official academic document; creating or submitting a counterfeit medical excuse note; altering any information on documentation provided by a third party (such as a date).

#### 18.2.2.7 - Facilitation

Facilitation involves enabling another student's breach of academic integrity.

**Examples:** Allowing academic work to be copied by another student for submission as that student's work; selling academic work; making information available to another student about the exam questions or possible answers during an online or take-home exam window.

#### 18.2.2.8 - Unauthorized Use of Intellectual Property

Using the intellectual property of another for academic, personal, or professional advantage without the authorization of the owner.

**Examples:** Uploading course materials to a note-sharing website without the Instructor's permission; providing course materials to a commercial study-prep service not sanctioned by the University; distributing, publicly posting, selling, or otherwise disseminating an Instructor's course materials or providing an

Instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the Instructor's express consent.

#### 18.2.2.9 - Unauthorized Collaboration

Unauthorized collaboration involves working with others, without the specific permission of the Instructor, on academic work that will be submitted for a grade.

**Examples:** Working with others on in-class or take-home tests, papers, or homework assignments that are meant to be completed individually; communicating with another person during an exam or about an exam during the exam window.

#### 18.2.2.10 - Failure to Abide by Academic Rules

Failing to abide by or University academic rules and regulations.

**Examples:** Failing to follow rules imposed by course Instructors, or others (for example, teaching assistants, guest, or substitute Instructors), regarding the preparation, writing, and submission of academic work; failing to follow rules set out by Instructors or the Exams Office in the writing of tests and examinations; failing to follow regulations governing ethics reviews; failing to comply with assigned remedies and sanctions resulting from a departure from academic integrity.

### 18.3 - Instructor Process: Sequence of Events

#### 18.3.1 - Review of Documents

##### 18.3.1.1 - Delegation of Investigation

In most cases, the course Instructor investigates a possible departure from academic integrity and decides the finding. However, when an Instructor is unable to investigate and/or decide the finding, the AI Lead will take over the investigation.

In these Procedures, all references to an "Instructor" include such a delegate.

##### 18.3.1.2 - Initial Collection of Evidence

To begin investigating a possible departure from academic integrity, the Instructor shall assemble all documents related to the case. Such documents may include:

- The work submitted by the student for academic credit;

- The source(s) from which the work submitted by the student is apparently derived;
- Instructions describing the nature of the work to be done;
- The course syllabus;
- Any email between Instructor and student relating to the work;
- Documents alleged to be altered; and
- Documents used by the Instructor or the School stating policies on departures from academic integrity.

#### 18.3.1.3 - Guidance for Instructors

While collecting evidence (see [Academic Regulation 18.1.3](#)), the Instructor is encouraged to seek guidance from the AI Lead, concerning matters relating to departures from academic integrity and as needed, from the University's Legal Counsel regarding the specifics of the case, or from the [Office of the Ombudsperson](#) concerning University policy and procedures more generally.

#### 18.3.1.4 - Dismissal of Investigation

If, after a careful review of the evidence collected during the initial collection of evidence, the Instructor determines that there is insufficient evidence to continue with the investigation, the case will be dismissed. All documents related to the case must be destroyed and the student shall not be informed of the Instructor's investigation.

### 18.3.2 - Engaging with the Student

#### 18.3.2.1 - Notification by the Instructor

If, after their initial collection of evidence, the Instructor determines that there is sufficient evidence to continue with the investigation of a possible departure from academic integrity, the Instructor must use the "[Notice of Investigation of a Possible Departure from Academic Integrity](#)" form ("the NOI") to notify the student of the alleged departure. The following information shall be included in the NOI and sent by email to the student's Queen's email account:

- The evidence on which the investigation is based, including all documents upon which the Instructor will rely;
- The possible remedies and sanctions as outlined below;
- The student's right to respond to the investigation by meeting with the

Instructor or by providing a written response;

- The student's right to have representation in any response to the investigation; and
- The School has resources available for consultation and the information on the website of the [Office of the University Ombudsperson](#) about student rights and responsibilities and University policies and procedures.

The student is not entitled to receive any notes or other documents created by the Instructor to aid in the investigation except as required to permit the student to understand and respond to the allegations.

#### **18.3.2.2 - Response from the Student**

Within 10 business days of the date that the NOI was emailed to the student, the student must respond to the NOI, indicating either the wish to meet with the Instructor (see [Academic Regulation 18.3.2.3](#)) or their election to provide a written response (see [Academic Regulation 18.3.2.4](#)).

#### **18.3.2.3 - Meeting with the Student**

If the student elects to meet with the Instructor, the Instructor shall determine whether the meeting will be in person, by telephone, or by video/audio conference. The Instructor shall ask who, if anyone, will be present at the meeting with the student.

The Instructor shall schedule a meeting as soon as possible. The student has the right to know what material will be considered, and that they will have the opportunity to respond to the evidence related to the alleged departure at the meeting. The student is required to bring to the meeting copies of all documents on which they intend to rely in responding to the alleged departure.

At the meeting, the student may have a support person present, who may be a friend or family member, or an advisor or other professional, to provide emotional support and assistance. The support person may not be directly involved in the case, for example as a witness, and may not advocate on behalf of the student.

The Instructor may also have an advisor present (for example, the AI Lead or Course Coordinator), who, if the Instructor wishes, may take on the limited role of providing clarification of the procedures related to investigations of possible departures from academic integrity.

#### 18.3.2.4 - Written Response from the Student

If the student does not wish to meet, the student may submit a written response to the Instructor no later than 5 business days after the student responds to the NOI indicating their election to submit a written response.

The response must include a detailed explanation of the student's case and all relevant documents in the student's possession on which they intend to rely, such as copies of earlier drafts of the work in question.

#### 18.3.2.5 - Final Investigation Steps

If the Instructor receives new information about the alleged departure before issuing a finding, the Instructor must disclose that information to the student and give them the option to respond to it, by way of a written submission to the Instructor no later than 5 business days after the student was informed of the new information.

If the student does not wish to attend a meeting or make any written response to the NOI, the Instructor shall decide based on the available evidence.

### 18.3.3 - Deciding the Finding or Dismissal

The Instructor shall decide whether to make a finding of a departure from academic integrity or to dismiss the case based on:

- The applicable rules, regulations, policies and procedures, related to academic integrity;
- The evidence that was considered;
- The arguments made by the student; and
- Their own assessment of the relative credibility and strength of the evidence.

At this point in the investigation, the Instructor is not entitled to know about any previous departure(s) from academic integrity by the student, and any previous departure is not relevant to the finding.

#### 18.3.3.1 - Dismissal

If, after a careful review of the evidence and consideration of the response by the student, the Instructor determines that a finding of departure from academic integrity is not supported, the case shall be dismissed.

The Instructor must use the [Notice of Dismissal of Alleged Departure from](#)

[Academic Integrity Form](#) (“the Dismissal form”) to inform the student that the investigation has been dismissed.

The Dismissal form shall be forwarded to the AI Administrator to be maintained for reporting purposes only. The student shall not be identified on the form. All other documents related to the case must be destroyed.

#### **18.3.3.2 - Deciding the Finding of a Departure from Academic Integrity**

If, after a careful review of the evidence and consideration of the response by the student, the Instructor determines that there is sufficient evidence to conclude that it is more likely than not (i.e. on a “balance of probabilities”) that a departure from academic integrity occurred, the Instructor must complete a [Finding of a Departure from Academic Integrity form \(“the Finding form”\)](#) and will need to follow the steps below to determine an appropriate remedy or sanction.

#### **18.3.3.3 - Contact the AI Administrator**

Where there is a finding of departure from academic integrity, the Instructor shall contact the AI Administrator to determine whether a record of a previous finding of a departure by the student exists. If a record exists, the AI Administrator shall inform the Instructor. The Instructor shall then indicate on the Finding form that:

- The departure is categorized as Level II (see [Academic Regulation 18.3.4.3](#)); and
- The case is being referred to the AI Lead for the assignment of an appropriate remedy or sanction (see [Academic Regulation 18.3.4.4](#)).

The Instructor shall then email the Finding form to the student’s Queen’s email (see [Academic Regulation 18.3.5](#)).

#### **18.3.4 - Deciding the Remedy or Sanction**

If the AI Administrator confirms there is no record of a previous finding of a departure by the student, the Instructor shall decide a remedy or sanction from those available to the Instructor (see [Academic Regulation 18.3.4.2](#)) or refer the matter to the AI Lead to determine an appropriate remedy or sanction (see [Academic Regulation 18.3.4.4](#)).

The remedy or sanction must be meaningful to ensure that students understand the importance of academic integrity to the academic community at Queen’s and its vital importance in maintaining the integrity of degrees granted by the University. A remedy or sanction must also preserve fairness amongst students in a course or

program. The Instructor should contact the AI Lead for information about the remedies or sanctions imposed in similar previous cases.

#### **18.3.4.1 - Factors to Consider**

The Instructor shall consider several factors in deciding the appropriate remedy or sanction. Careful consideration of the factors listed below will help to ensure that the remedy or sanction is fair, reasonable, and proportionate to the gravity of the departure found.

Factors that should be considered in deciding a remedy or sanction include:

- The extent and seriousness of the departure;
- Any educational measures that may be undertaken to ensure that the student understands the departure and what should have been the appropriate conduct in such circumstances;
- The value of the academic work in relation to the overall grade for the course;
- The experience of the student (for example, a first-year or an upper-year student; a student experienced in the discipline or a student in an elective course);
- Any mitigating and/or aggravating circumstances; and
- Possible direct injury to another student or the institution.

##### **18.3.4.1.1 - Mitigating Circumstances**

Although mitigating circumstances do not exonerate or excuse a student from the finding of a departure from academic integrity, such circumstances should be considered to ensure that the remedy or sanction is reasonable and appropriate. The onus is on the student to provide evidence of such mitigating circumstances. Examples of mitigating circumstances that may be relevant include:

- Documented evidence from an appropriate health care professional of factors directly compromising the student's capacity to understand or adhere to the standards of academic integrity at the time of the departure;
- Prompt admission to the alleged departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies; or



- Evidence that reasonable steps were not taken to bring the standards and expectations regarding academic integrity to the attention of the student (for example, expectations were not included in the course syllabus).

#### 18.3.4.1.2 - Aggravating Circumstances

Aggravating circumstances may also have an impact on the appropriate and reasonable remedy or sanction and should also be considered. Examples of aggravating circumstances that may be relevant include, but are not limited to:

- Evidence of a deliberate attempt to gain advantage;
- Evidence of an active attempt to conceal the departure;
- The departure has been committed by an upper-year student who ought to be familiar with the expectations for academic integrity in the discipline, department and/or School;
- Conduct that intimidates others or provokes misconduct by others; or
- Direct harm to another student or to the University.

#### 18.3.4.2 - Range of Remedies and Sanctions that may be Imposed by the Instructor

The remedy or sanction should reflect the extent and gravity of the departure from academic integrity and should be consistent with the remedies or sanctions imposed in similar previous cases in the Department/School.

The Instructor may impose one or more of a range of remedies or sanctions including:

- An oral or written warning that such infractions constitute unacceptable behaviour;
- A learning experience involving rewriting or revising the original work within a stipulated period of time;
- The submission of new or other work within a stipulated period of time;
- The deduction of partial or total loss of marks for the work or exam;
- A deduction of a percentage of the final grade in the course; or
- A failing grade (down to a grade of 0) in the course.

**If the remedy or sanction affects the student's grade in the course, the student may NOT drop the course regardless of the drop deadlines, and the student may**

be reinstated in the course if the course was dropped prior to the finding being decided.

#### 18.3.4.3 - Categorizing the Departure

In deciding an appropriate remedy or sanction, Instructors are asked to distinguish between minor (Level I) and major (Level II) departures from academic integrity.

Records of Level I findings are maintained by the School of Nursing for use only if there is a future finding of a departure by the same student. Records of Level II findings form part of the student's Official File in the School Office and are retained for 10 years after the student's graduation. This practice of separating a Level I departure from the student's Official File balances remediation and sanctions. Sanctions are necessary when there are findings of major or multiple departures from academic integrity, but remedies that seek to educate students about academic integrity may be allowed for minor departures without punitive sanctions.

Instructors shall categorize the departure as either Level I or II based on the guidelines below in light of their familiarity with the case and the surrounding circumstances, using informed judgment and reasonable discretion. Instructors should consider the individual factor or relevant combination of factors in deciding the level of the departure. It is not necessary that all factors be considered. Instructors are encouraged to obtain advice from the School of Nursing about the categorization of the departure.

##### 18.3.4.3.1 - Level I Considerations

Instructors may be guided by a combination of the following and similar factors when categorizing the departure as Level I:

- This is the first finding of a departure from academic integrity by the student;
- The departure is related to academic work that does not count for a significant proportion of the course grade;
- The sanction will not necessarily result in a failure in the course;
- The student is at an early stage of their academic career, especially a first-year student; or
- The student has little or no experience in a course in the Department (for example, a first-time experience in a particular department).

#### 18.3.4.3.2 - Level II Considerations

If there is a record of a previous departure(s) from academic integrity by the student, any subsequent departures are automatically categorized as Level II departures. The case must then be referred to the School for a remedy or sanction to be decided.

Instructors may be guided by a combination of the following and similar factors, as well as any aggravating circumstances (see [Academic Regulation 18.3.4.3](#)), when categorizing the departure as Level II:

- The departure is related to academic work that counts for a significant proportion of the course grade;
- The sanction will result in a failure in the course;
- The student is in an upper year and has taken several previous courses in the discipline (for example, a fourth-year student in a concentration course);
- Significant and unacknowledged use of one or more sources is involved;
- Significant departure from professionalism or accreditation standards is involved;
- The incident involves more than 1 type of departure;
- Direct damage to the integrity of the student's program or the integrity of the University is involved; or
- Direct negative impact on other students is involved (for example, stealing another student's academic work).

#### 18.3.4.4 - Referral of the Case to the AI Lead

The Instructor must refer the case to the AI Lead (see [Academic Regulation 18.1.6.2](#)) to decide the remedy or sanction, if:

- There is a record of a previous finding of a departure from academic integrity on file in the School Office; or
- After the Instructor considers all the factors above in assessing the gravity of the departure, they believe that a more serious sanction than those that may be imposed by an Instructor (see [Academic Regulation 18.3.4.2](#)) is warranted.

When a case is referred by the Instructor, the role of the AI Lead is to review and consider the factors of the case only as they relate to the decision of an

appropriate remedy or sanction. The AI Lead must not re-consider the Instructor's decision on the finding of the departure.

When referring a case, the Instructor shall indicate on the Finding form that the case is being referred to the School for the assignment of an appropriate remedy or sanction and email the Finding form to the student (see [Academic Regulation 18.3.5](#)).

All original documents related to the case, including the submitted work and any relevant correspondence, and the [Notice of Investigation](#) and the [Finding forms](#), shall be forwarded to the AI Administrator to be considered by the AI Lead in determining an appropriate remedy or sanction. No documentation may be retained by the Instructor or placed in a departmental student file.

#### **18.3.4.4.1 - Range of Remedies and Sanctions that may be Imposed by the AI Lead**

The AI Lead may impose any of the remedies or sanctions available to the Instructor (see [Academic Regulation 18.3.4.2](#)) as well as the following sanctions:

- An official written warning that the penalty for a subsequent offence could be a requirement to withdraw from the University for a specified minimum period of time;
- The rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
- A requirement to withdraw from the University for a specified minimum period of time; or
- The revocation or rescinding of a degree.

#### **18.3.4.4.2 - Requirement to Withdraw or Rescinding of a Degree**

When the AI Lead determines that a requirement to withdraw from the University or the rescinding of a degree is the appropriate sanction, the AI Lead must consult with the Chair of the Academic Integrity Subcommittee to ensure that such sanctions are imposed consistently across the University.

If the Chair of the Academic Integrity Subcommittee is satisfied that the proposed sanction is in accordance with university standards, the AI Lead shall notify the student in writing of the sanction and include the reasons for the decision (see [Academic Regulation 18.3.5](#)).

Following the deadline to appeal the sanction, or after all avenues of appeal

have been exhausted and the requirement to withdraw or rescinding of a degree is confirmed, the AI Lead shall forward the requirement to withdraw from the University, or the rescinding of the degree, to:

- The Office of the University Registrar for the notation to be added to the student's transcript; and
- The University Secretariat, who will notify the student of the final decision.

If the Chair of the Academic Integrity Subcommittee is not satisfied that the proposed sanction is in accordance with university standards, the AI Lead shall re-consider and adjust the proposed sanction.

### 18.3.5 - Informing the Student

#### 18.3.5.1 - Finding and Remedy or Sanction by Instructor

If the Instructor decides that the finding warrants a remedy or sanction within the scope of those available to the Instructor (see [Academic Regulation 18.3.4.2](#)), and the case is not being referred to the School, the Instructor must complete the [Finding form](#) and email it to the student's Queen's email account to inform the student of the outcome of the investigation.

The completed form supplies the student with the following information:

- The details of the finding of a departure from academic integrity;
- The reasons for the finding and the evidence upon which the finding is based;
- Whether the departure is categorized as Level I or Level II and the applicable provisions in [Academic Regulation 18.1.7](#) with respect to the retention and release of records;
- The remedy(ies) or sanction(s);
- The reasons for the remedy(ies) or sanction(s), including any mitigating or aggravating circumstances;
- The student's right to appeal the finding and/or the remedy or sanction to the School;
- The deadline for appealing to the School;
- The School resources available for consultation and the information on the website of the [Office of the University Ombudsperson](#) about student rights and responsibilities and University policies and

procedures; and

- If the student is studying at Queen's on an exchange program or on a Letter of Permission and the departure is categorized as Level II, or if the student is in a collaborative degree program offered jointly with another post-secondary institution (the "partner institution"), that the student's home university or the partner institution, as applicable, will be notified of the finding and remedy or sanction if the finding is confirmed after all avenues of appeal have expired or been exhausted (see [Academic Regulation 18.3.6](#)).

#### 18.3.5.2 - Finding by Instructor with Referral for Remedy or Sanction

When a case is referred to the AI Lead for the assignment of a remedy or sanction, the Instructor must complete the [Finding form](#) to provide the details of the finding, the reasons for the finding, the evidence upon which the finding was made, and the categorization of the departure as Level I or Level II, and email the Finding form to the student's Queen's email account to inform the student of the outcome of the investigation and the referral of the case to the School for the assignment of the remedy or sanction.

The AI Lead shall decide the remedy or sanction and must inform the student and the Instructor in writing of the following:

- The remedy(ies) or sanction(s);
- The reasons for the remedy(ies) or sanction(s), including any mitigating or aggravating circumstances;
- The student's right to appeal the finding and/or the remedy(ies) or sanction(s);
- The deadline for appealing;
- The School resources available for consultation and the information on the website of the [Office of the University Ombudsperson](#) about student rights and responsibilities and University policies and procedures; and
- If the student is studying at Queen's on an exchange program or on a Letter of Permission and the departure is categorized as Level II, or if the student is in a collaborative degree program offered jointly with another post-secondary institution (the "partner institution"), that the student's home university or the partner institution, as applicable, will be notified of the finding and remedy or sanction if the finding is

confirmed after all avenues of appeal have expired or been exhausted (see [Academic Regulation 18.3.6](#)).

### **18.3.6 - Procedures with Respect to Exchange, Letter of Permission and Collaborative Students**

#### **18.3.6.1- Students from Other Post-Secondary Institutions**

After a finding of a Level II departure from academic integrity by a student who is studying at Queen's on an official exchange program or as a visiting student on a Letter of Permission, when all avenues of appeal have expired or been exhausted and if the finding is confirmed, the AI Administrator shall forward a copy of the Finding form to the student's home university Faculty or Program Office.

#### **18.3.6.2 - Students Registered in Collaborative Programs with Other Post-Secondary Institutions**

After a finding of a departure from academic integrity by a student who is registered in a collaborative degree program offered jointly with another post-secondary institution (the "partner institution"), when all avenues of appeal have expired or been exhausted and if the finding is confirmed, the AI Administrator will forward a copy of the Finding form to the partner institution.

#### **18.3.6.3 - Queen's Students Attending Other Post-Secondary Institutions**

Information received about a finding of a departure from academic integrity by a Queen's student who is studying on an official exchange program or at another post-secondary institution on a Letter of Permission, or who is registered in a collaborative degree program offered jointly with a partner institution, shall be disclosed to the student's home School. The severity of any departure shall be assessed by the School AI Lead as the equivalent of a Level I or a Level II departure and a record of the departure shall be retained in the appropriate file (see [Academic Regulation 18.1.7](#)) in the School Office. Any finding of a departure from academic integrity at a partner institution shall not result in the imposition of any further remedy or sanction. However, it shall be taken into consideration as if the finding was made under these Procedures if there is a subsequent finding of a departure from academic integrity by the student at Queen's.

### **18.3.7 - Retention of Documents and Records**

All original documents related to an academic integrity investigation, including the submitted work, correspondence, a written response from the student, and the

Notice of Investigation and Finding forms, must be forwarded to the AI Administrator to be filed, maintained, and released as required under [Academic Regulation 18.1.7](#).

No documents or materials may be retained by the Instructor or in a departmental student file.

## 18.4 - Appeals

A student may appeal a finding of a departure from academic integrity, or the imposition of a remedy or sanction, or both.

### 18.4.1 - Grounds for Appeal

The grounds for submitting an appeal are limited to cases in which:

- i. The decision-maker whose decision is being appealed failed to act in accordance with the rules of procedural fairness. A breach of procedural fairness includes failing to:
  - Permit a student to be heard by an unbiased decision-maker;
  - Follow applicable rules, regulations, or University policy, in a way that adversely affected a student's right to a fair process;
  - Make a reasonable decision. A "reasonable" decision is one that is rational in that its findings are based on evidence, thought out and supported by facts and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should not be overturned if it falls within a range of possible, acceptable outcomes. If the decision is "reasonable", the decision-maker deciding the appeal is not permitted to substitute their opinion for that of the decision-maker whose decision is under appeal.
- ii. The decision-maker whose decision is being appealed acted without, or exceeded their, jurisdiction.

### 18.4.2 - Levels of Appeal

Each School regulation or procedure with respect to academic integrity matters shall set out the [Levels of Appeal for that School](#).

In addition to the level(s) of appeal within each School, the [Senate Student Academic Appeals Policy](#) establishes the [University Student Appeal Board](#) ("the USAB"), with jurisdiction to hear appeals of the final academic integrity decision made within each School.



### 18.4.3 - First Level of Appeal to the School

A student may appeal an Instructor's finding of a departure from academic integrity, the remedy or sanction, or both, to the School. Based on the School governing regulation, the first level of appeal shall be to the [Undergraduate Academic Progress and Graduation Committee](#) (UAPGC).

#### 18.4.3.1 - Submitting an Appeal

Appeals must be submitted to the Chair of the UAPGC within 10 business days of the date that the Finding form was emailed to the student by the Instructor.

If the decision on remedy or sanction was referred to the AI Lead (see [Academic Regulation 18.3.4.4](#)), the appeal cannot be submitted until a remedy or sanction is assigned. In such cases, the appeal must be submitted within 10 business days of the date that the notice of the remedy or sanction imposed was emailed to the student by the AI Lead.

The student's appeal submission must clearly state whether the student is appealing the finding, the remedy or sanction, or both. The student must explain the reason(s) for their appeal, based on one or more of the Grounds for Appeal set out in [Academic Regulation 18.4.1](#). The submission must include the [Finding form](#), the remedy or sanction decision (if separate from the Finding form) and any other documents necessary to establish the grounds for the appeal.

If the student does not wish to attend the appeal, the student must so indicate in their appeal submission, and the appeal shall then proceed based on the written submissions.

#### 18.4.3.2 - Initial Review by the Undergraduate Academic Progress and Graduation Committee

The UAPGC shall review the student's appeal submission and determine if it contains new evidence that, through no fault or omission of the student, was not known by or available to the student when the prior decision was made. No other new evidence shall be permitted.

##### 18.4.3.2.1 - Appeal Contains New Permitted Evidence

If a student's appeal contains new evidence that is permitted, the UAPGC shall have no jurisdiction over the appeal and shall send the matter back to the previous decision-maker for reconsideration, unless:

- The delay of sending the matter to the prior decision-maker would be unduly prejudicial to the student; or

- The student's new evidence clearly demonstrates bias in the prior proceeding that otherwise cannot be remedied.

#### 18.4.3.2.2 - Appeal Contains No New Evidence

If the student's appeal contains no new or permitted evidence, the UAPGC shall provide the Instructor with a copy of the student's appeal submission and the Instructor shall have an opportunity to provide a written response to the student's appeal within 1 week.

The student must be provided with any response material from the Instructor and shall have at least 5 business days to review this material before a meeting is held, or, if the student indicated that they do not want to meet, they shall have 5 business days after receiving the Instructor's response material to make additional written submissions to the UAPGC.

#### 18.4.3.3 - Meeting with the Student

In most cases the UAPGC will convene a meeting with the student, the Instructor, and any witnesses, to conduct a thorough review of the evidence.

If a meeting will be held, the AI Administrator shall schedule it as soon as reasonably possible. The student and the Instructor may have a support person (see [Academic Regulation 18.3.2.3](#)) or an advisor present at the meeting.

The AI Administrator shall ask who, if anyone, will be present with the student, and advise the student whether anyone will be present with the Instructor.

The student and Instructor shall have the opportunity to respond to the evidence orally at the meeting.

#### 18.4.3.4 - Deciding the Appeal

After a careful review of the evidence, the UAPGC, can:

- **Maintain or overturn** the Instructor's finding if the student appealed the finding; and/or
- **Maintain or modify** the remedy or sanction if the student appealed the remedy or sanction.

In making decisions, the UAPGC should recognize that primary responsibility for making decisions about individual student's rests with those who are closest to them, who can fairly compare students to other students in similar positions, and who have knowledge of the context in which the decision is made.

#### **18.4.3.5 - Informing the Student and the Instructor**

Within 10 business days of the date upon which the appeal is considered complete, the UAPGC must provide the student with a written decision, which shall include:

- A statement of the issues under review;
- A summary of the arguments and evidence presented;
- Whether the finding will be maintained or overturned and/or whether the remedy or sanction will be maintained or modified;
- The reasons for the decision;
- If necessary, a statement of how the decision will be implemented;
- The student's right to appeal the decision, with an explanation of the next level of appeal and information or resources to consult about the process for filing an appeal; and
- The information on the website of the Office of the University Ombudsperson about student rights and responsibilities and University policies and procedures.

When the UAPGC determines that a modification to a requirement to withdraw from the University or the rescinding of a degree is appropriate, the UAPGC shall provide the Chair of the Academic Integrity Subcommittee with a copy of the decision.

The UAPGC shall also inform the Instructor of the outcome of the appeal and provide them with a copy of the decision.

All relevant documents related to the appeal, including the submitted work, correspondence, the NOI and the Finding forms, and the decision, must be forwarded to the AI Administrator to be placed in the appropriate Office file, and maintained and released in accordance with these Procedures and the University's authorized Records Retention Schedules (see [Academic Regulation 18.1.7](#)).

#### **18.4.4 - Second Level of Appeal to the Faculty of Health Sciences**

A student may appeal the decision of the first-level appeal decision from the UAPGC to the Faculty of Health Sciences Student Appeal Board within 10 business days of the date that the first appeal decision was emailed to the student, using the process set out in [Academic Regulation 18.4.3](#).

## 18.4.5 - Appeal of Faculty of Health Science Student Appeal Board Decisions to the University Student Appeal Board

A student may appeal the final appeal decision from the [Faculty of Health Sciences Student Appeal Board](#) to the [University Student Appeal Board](#) ("the USAB"). The student may appeal a decision related to a finding of a departure from academic integrity, a remedy or sanction, or both.

### 18.4.5.1 - Submission of the Appeal

Appeals must be submitted to the USAB within 2 weeks after the date that the last decision of the Faculty of Health Sciences Student Appeal Board was emailed to the student. During exam or holiday periods the Chair of the USAB will normally grant an extension of time for filing an appeal **but only if** the student submitted a written extension request to the Chair of the USAB within the original time limit for filing an appeal.

The student may appeal to the USAB based on one or more of the Grounds for Appeal to USAB stipulated in the Senate [Student Academic Appeals Policy](#). The student must follow the Starting an Appeal procedure set out in the [Rules of Procedure for the University Student Appeal Board](#).

The [Office of the University Ombudsperson](#) can provide guidance to the student with respect to the appeal process for the USAB.

The Instructor or appeal decision-maker may consult with the [University's Legal Counsel](#) about responding to an appeal to the USAB.

## 18.5 - Cross-Faculty Jurisdiction

If a student is enrolled in a course that is offered by a Faculty/School (the "course Faculty") that is not the same as the Faculty/School in which the student is registered (the "home Faculty"), Instructors and Faculties/Schools shall follow the procedures as defined in this section.

### 18.5.1 - Investigation and Deciding the Finding

The initial investigation of a departure from academic integrity and any referral of an academic integrity case shall be conducted by the Instructor of the course and follow the academic integrity regulations of the **course Faculty**.

If the Instructor determines that there is sufficient and persuasive evidence to make a finding of a departure from academic integrity, the Instructor must complete a [Finding form](#), categorize the departure as Level I or Level II (see [Academic Regulation 18.3.4.3](#)) and contact the course Faculty AI Lead to determine an appropriate remedy

or sanction.

All original documents related to the case, including submitted work and any relevant correspondence, as well as the [Notice of Investigation](#) and the [Finding forms](#), must be forwarded to the course Faculty AI Administrator to be considered by the course Faculty AI Lead in determining an appropriate remedy or sanction. No documentation may be retained by the Instructor or placed in a departmental student file.

### 18.5.2 - Deciding the Remedy or Sanction

The **course Faculty AI Lead** shall contact the student's **home Faculty AI Lead** to disclose the finding and consult on an appropriate sanction. As part of this consultation, the course Faculty AI Lead shall consider:

- Whether a record of a previous finding of a departure from academic integrity by the student exists in either the course or home Faculty records;
- Any mitigating circumstances (see [Academic Regulation 18.3.4.1.1](#)); and
- Any aggravating circumstances (see [Academic Regulation 18.3.4.1.2](#)).

After consultation with the student's home Faculty AI Lead, the course Faculty AI Lead shall decide the remedy or sanction and advise the Instructor of the decision.

### 18.5.3 - Informing the Student

The Instructor must complete the Finding form and email it to the student's Queen's email account to inform the student of the outcome of the investigation and the referral to the course Faculty for the assignment of an appropriate remedy or sanction. The course Faculty AI Lead must then inform the student, the Instructor and the home Faculty of the remedy or sanction imposed, including all required information (see [Academic Regulation 18.3.5](#)).

When the course Faculty AI Lead determines that a requirement to withdraw from the University or the rescinding of a degree is the appropriate sanction, the course Faculty AI Lead shall consult with the Chair of the Academic Integrity Subcommittee to ensure that such sanctions are imposed consistently across the University (see [Academic Regulation 18.3.4.4.2](#)).

### 18.5.4 - Appeals

A finding of a departure from academic integrity and/or a remedy or sanction related to a course that is offered by a Faculty/School that is not the student's home Faculty

may be appealed to the student's **home Faculty**, in accordance with [Academic Regulation 18.4.3](#).

#### 18.5.4.1 - Input from the Course Faculty

A designate from the course Faculty may provide information related to the case to the home Faculty appeal decision-maker and attend meetings as required. The home Faculty appeal decision-maker must notify the student and the course Faculty AI Lead, of all decisions. The course Faculty AI Lead shall communicate these decisions to the Instructor.

## 18.6 - Appendices

Please refer to [Appendix F](#).

## Academic Regulation 19: Computer User Code of Ethics

The information below is an extract of the [Queen's University Information Security Policy Framework](#). Students are responsible for making themselves fully aware of the complete policy.

## Academic Regulation 20: Assessment of Performance

### 20.1- Determination of the Final Grade for a Course

At the beginning of the year or term, a clear statement of required elements of each course and the weight assigned to each element as part of 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](#), academic standards are set in consultation with the [Curriculum Committee of the School of Nursing](#). The following elements may be used:

- Essays and exercises;
- Class tests and quizzes;
- Reports,
- Clinical practice,
- Seminar participation
- Laboratory work, and,
- 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.

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 all requirements for a course in which they are registered shall be considered to have been unsuccessful in the course.

Students who feel their final grade has not been accurately assessed or who believe their academic performance was affected by factors beyond their control may request an appeal of the final grade.

## 20.2 - 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 [Academic Regulation 20.3](#), tests in regular class periods may be held by Instructors at anytime. 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.

## 20.3 - Restrictions on Assessment

Major tests and *de facto* examinations are strictly prohibited in the last 2 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:

1. Takes place outside of a regular course time,
2. Covers more content than the preceding 6 weeks, and
3. 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 (2) and (3) above may not be due between the beginning of the 11th week of classes and 7 days after the beginning of the examination period. A major term essay - one that conforms to (3) 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 (1), (2), or (3) above should be assigned in the first half of the term if it is to be held in the last 2 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 7 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.

## 20.4 - Assessment of Performance in a Clinical Course

All clinical nursing courses are graded on a pass/fail basis. At the beginning of each course, the Learning Outcomes and Evaluation Criteria are provided in the course syllabus.

For a clinical course that has 2 separate rotations (i.e.: NURS 371 or NURS 345): A student registered in a clinical course in the School of Nursing may not drop the course on academic grounds after 80% of the clinical hours for a rotation has been completed. Students must also be aware of sessional dates specifically the last sessional date to drop a course without faculty/school permission.

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, medication tests/lab quizzes, Objective Structured Clinical Examinations (OSCEs), and patient/client care.

### 20.4.1

If, during a clinical nursing course, an Instructor and/or Course Coordinator 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 17](#) will be followed.

### 20.4.2

The student and Instructor will both contribute to the clinical evaluation throughout the term. Feedback will be provided in verbal and written format. If a student feels they are not receiving adequate feedback, they should discuss



this with their instructor. Students are expected to consistently meet the Learning Outcomes.

### 20.4.3

Any student's failure to progress satisfactorily will be discussed by the instructor with the Course Coordinator.

### 20.4.4

The Instructor will meet with the student (zoom/phone or in person) to explain how the Learning Outcomes are not being met. A Learning Plan may be initiated with the student to provide direction on how the student can be successful in meeting these Learning Outcomes. If concerns are identified late in the clinical rotation, time may preclude this.

### 20.4.5

If the student does not meet the Learning Outcomes, 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 verbally and on the written Evaluation of Performance form as soon as marking is completed, which normally would be no later than 2 weeks after completion of the course.

The Academic Advisors will be informed of the student's failure.

## Academic Regulation 21: Procedures for Regulation Waiver Requests and Appeals

### 21.1- Introduction

Students may:

- **Appeal** an academic decision based on extenuating circumstances and/or based on a procedural error in the decision-making process; or,
- Request a **waiver** of the application of an academic Regulation (see [Academic Regulation 21.7](#)) based on extenuating circumstances.

The procedures for appeals and regulation waiver requests are designed to:

- i. 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. Procedures are guided by Queen's University Senate Policies including [Senate Policy on Student Academic Appeals](#) and by documents specific to health professionals, which are briefly outlined in [Appendix C](#).

Students may contact the Office of the University Ombudsperson for information about [student rights and responsibilities](#) and guidance on policy and procedure by visiting their [website](#).

## 21.2 - The Undergraduate Academic Progress and Graduation Committee (UAPGC)

The UAPGC is the delegated authority of Academic Council of the School of Nursing, as approved by the Faculty of Health Sciences Faculty Board, to review and determine academic progress, to decide appeals of academic decisions related to all undergraduate students in the School of Nursing.

UAPGC membership normally consists of 3 to 4 School of Nursing faculty members and 1 student member. The presenting student may, by written direction to the Chair of the UAPGC, choose to not to have the student member participate in their matter before the UAPGC. No replacement for the student member will be appointed. The Chair of the UAPGC may appoint a replacement if any faculty member of the UAPGC:

- a. Was the Instructor or Course Coordinator for the course that is the subject matter of the regulation waiver request or appeal; OR
- b. Conducted a rereading of academic work that is the subject matter of the regulation waiver request or appeal ('academic work' includes assignments, tests or exams, etc.); OR
- c. Made a finding that the student engaged in a Departure from Academic Integrity; AND
- d. Their involvement in any of the above raises a reasonable apprehension of bias in a matter before the UAPGC.

The UAPGC 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 UAPGC 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.

### 21.3 - Academic Standards and the Student's Responsibilities

It is incumbent upon the student to keep abreast of their 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 impeded their 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.

### 21.4 - Procedural Fairness

The principles of procedural fairness are intended to ensure that fair procedures have been followed and that there has not been a clear error in the exercise of discretion. These principles will be considered to have been breached when for example a decision-maker was biased or failed to follow applicable rules, regulations, or university policy, in a way that adversely affected a student's right to a fair process, or acted without, or exceeded, their jurisdiction.

### 21.5 - Extenuating Circumstances

The School of Nursing understands that there may be occasions in which extenuating circumstances, that is circumstances beyond a student's control, adversely impact a student's academic performance.

Extenuating circumstances normally involve a significant physical or psychological condition(s) that substantially impeded a student's academic performance, *and which were beyond the student's control*. These kinds of extraordinary situations must be supported by satisfactory documentation from an appropriate professional.

Supporting documentation does not need provide a diagnosis of the condition(s) affecting the student but must specifically address the student's symptoms, restrictions and limitations and explain how/why they substantially impeded the student's academic performance. Information about the onset, duration, present state of, and, if ongoing, the student's management plan to address, the extenuating

circumstances is required. The documentation must also substantiate that the student is well enough to carry on with academic studies should the appeal be granted.

## 21.6 - Appeal of an Academic Decision

Students may file an appeal of an academic decision based on an alleged **breach of procedural fairness** and/or **extenuating circumstances**. The appeal 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 appeal process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student's 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 consultation with the appropriate professionals involved to obtain more detailed information. For an appeal to succeed, there must be convincing evidence that the principles of procedural fairness were breached and/or the extenuating circumstances significantly impeded the student's academic performance *and* will be resolved within a reasonable timeline or will be appropriately managed on an ongoing basis.

### 21.6.1 - Levels of Appeal

There are 3 levels of appeal for undergraduate students in the School of Nursing.

- **Appeal to the UAPGC Chair:** Appeals must be received in writing by the stated deadline using the form included in [Appendix D](#) and must be accompanied by the student's letter of appeal and all supporting documentation. The appeal must state the remedy sought by the student. The appeal will be heard by the UAPGC. If the academic decision is upheld by the UAPGC and/or the student does not accept the structured remedy (if offered), the student may appeal to the Faculty of Health Sciences Student Appeal Board.
- **Appeal to the Faculty of Health Sciences Student Appeal Board:** The timelines, the grounds, and the procedures, for filing an appeal with the Faculty of Health Sciences Student Appeal Board are set out in **SECTION L** of the Faculty of Health Sciences [Authority, Rules and Procedures Handbook](#)
- **Appeal to the University Student Appeal Board:** Decisions of the Faculty of Health Sciences Student Appeal Board may be appealed to the University Student Appeal Board (USAB) on the grounds, and in

accordance with the procedures, set out in the Senate Policy on [Student Academic Appeals](#).

### 21.6.2 - Appeal of a Final Grade (Theory Course)

Students who believe their academic performance in a theory course was affected by a breach of the principles of procedural fairness and/or extenuating circumstances may appeal the final grade. Appeals must be submitted to the Chair of the UAPGC, in writing, clearly setting out the grounds on which the appeal is being made, the remedy being requested and include all relevant supporting documents/evidence. 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 appeal. Students should be aware that the remarking of documents may result in a lower grade than their initial grade. The written appeal must be received no later than **2 weeks** after final marks have been released by the Registrar's Office. Subject to [Academic Regulation 21.6.6.7](#) below, if the student fails to file their appeal within the **2-week** deadline, their right to appeal is forfeited.

### 21.6.3 - Appeal of a Final Grade (Clinical Course)

Students who believe their academic performance in a clinical course was affected by a breach of the principles of procedural fairness and/or extenuating circumstances may appeal the final grade. Appeals must be submitted to the Chair of the UAPGC, in writing, clearly setting out the grounds on which the appeal is being made, the consideration that is requested and include all relevant supporting documents/evidence. 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 appeal. The written appeal must be received no later than **1 week** after receiving the grade from the Instructor. Subject to [Academic Regulation 21.6.6.7](#) below, if the student fails to file their appeal within the **1-week** deadline, their right to appeal is forfeited.

The student may not go into the next clinical course until the appeal has been resolved.

### **21.6.4 - Appeal of a Finding of Departure from Academic Integrity (see [Academic Regulation 18](#))**

### **21.6.5 - Appeal of a Decision from the Professional Behaviour Policy**

Students may appeal the decision or finding to the Chair of the UAPGC no later than **2 weeks** after receiving the official finding in writing. Subject to [Academic Regulation 21.6.6.7](#) below, if the student fails to file their appeal within the **2-week** deadline, their right to appeal is forfeited.

### **21.6.6 - Appeal Submission**

**21.6.6.1 - The student must submit the following material to the Chair of the UAPGC as part of their appeal submission:**

1. School of Nursing Regulation Waiver Request and/or Appeal Form – ([Appendix D](#))
2. Letter of explanation detailing:
  - a. The alleged breach(es) of procedural fairness; and/or
  - b. The extenuating circumstances; and
  - c. Decision from the Professional Behaviour Policy, if applicable.
3. All supporting documents:
  - a. If the appeal is based on extenuating circumstances, supporting documents must include a letter from a medical doctor, nurse practitioner, psychiatrist, psychologist, counsellor, etc., containing the information described in [Academic Regulation 21.5](#) above.
  - b. If the appeal is based on procedural fairness, supporting documents should include:
    - i. An explanation detailing how procedural fairness was breached and how that impeded the student's academic performance; and/or
    - ii. The policy or procedure not followed, such as a course syllabus, School of Nursing calendar, Queen's University Senate document, or a record of correspondence.

**21.6.6.2 - The UAPGC may decide not to consider the appeal if:**

1. The documents/evidence submitted are substantially incomplete, or inaccurate,
2. The documents/evidence are received after the deadline and no request for an extension of time has been received, or
3. There is some other substantial technical defect in the appeal as filed.

**21.6.6.3** - The Chair, UAPGC shall notify the student of the UAPGC'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 appeal. The student must rectify the defect or deficiency in their appeal submission within **1-week** from the date of receipt of the notice.

**21.6.6.4** - The respondent is normally the Instructor and/or Course Coordinator who assigned the failing grade or the Instructors and/or Course Coordinator who reread the examination or assigned a decision from the professional behaviour policy. The respondent shall be provided with a copy of all appeal documents submitted by the student and shall have **1-week** from the date of receipt to file a response. Copies of all relevant documents applicable to the appeal shall accompany the respondents' response. If the respondent fails to file documents according to time limits, the UAPGC may convene a meeting without receiving such documents.

**21.6.6.5** - Each party (the student and the respondent) will receive every document that the UAPGC receives from the other party in the appeal proceeding.

**21.6.6.6** - The student file is present at every appeal meeting and may be referenced by the UAPGC only at any time during the appeal proceedings.

**21.6.6.7** - The UAPGC may extend any time limit if a written request for an extension is submitted to the Chair of the UAPGC *before* the initial deadline expires and only if the requesting party (the student or the respondent), provides a satisfactory reason for the delay, *and* the delay will not cause prejudice to the other party.

## 21.6.7 - Decision of the UAPGC Without a Hearing

21.6.7.1- The UAPGC may dismiss an appeal after a review of the documents filed and without a hearing 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 has not resubmitted any incomplete or inaccurate documents/evidence within **2 weeks** from the date of receipt of notice requesting the resubmission.

21.6.7.2 - The Chair shall inform the student in writing of the decision.

## 21.6.8 -The Appeal Meeting

21.6.8.1 - Normally, the Chair, UAPGC will schedule the appeal meeting as soon as possible after receipt of all documents. The student and respondent may speak to the submitted documents/evidence and will be asked questions by UAPGC members to clarify the information provided. If the student and/or the respondents do not attend the meeting, the UAPGC may proceed in their absence.

21.6.8.2 - A quorum comprises 50% of the UAPGC members +1 (or their designate) and includes the Chair. The Chair may appoint replacement members in circumstances described in [Academic Regulation 21.2](#).

21.6.8.3 - The student and the respondent have the right to attend the meeting and be heard when the appeal is considered by the UAPGC.

21.6.8.4 - Students may contact the Office of the University Ombudsperson for information about [student rights and responsibilities](#) and guidance on policy and procedure by visiting their [website](#). If the student is accompanied by legal counsel, the UAPGC and the respondent may also be accompanied by legal counsel. Legal advisors cannot answer questions on a party's behalf. Both parties (the student and the respondents) shall provide the Chair with the name(s) of any person(s) who will accompany them and the reason for their attendance at least **1-week** before the meeting. Failure to do so may result in re-scheduling of the meeting.

21.6.8.5 - The Chair has the authority to limit the number of attendees.



**21.6.8.6** - The UAPGC will consider all evidence relevant to the subject matter of the appeal. 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.

**21.6.8.7** - Normally, no new information will be accepted during the appeal meeting. If new information is presented at the meeting, or if the UAPGC decides that it requires additional information to decide the matter, the Chair may adjourn the meeting to permit the parties (the student or the respondent) to respond to the new information or to permit the UAPGC to obtain such additional information. The UAPGC may decide to adjourn the meeting at the request of a party if it decides the requesting party would be prejudiced if the meeting were to proceed.

**21.6.8.8** - If one member of the UAPGC who has participated in a meeting becomes unable, for any reason, to complete the meeting or to participate in the decision, the remaining members may complete the meeting and give a decision provided that a quorum exists.

**21.6.8.9** - On completion of the meeting, the UAPGC will consider all documentation/evidence provided. A decision will be rendered by majority vote of the UAPGC. When all reasonable efforts to resolve a tie vote are exhausted, the appeal shall be dismissed, and the student will be advised of their right to appeal to the Faculty of Health Sciences Student Appeal Board in accordance with that Board's Rules and Procedures set out in **SECTION L** of the Faculty of Health Sciences [Authority, Rules and Procedures Handbook](#).

## **21.6.9 - The UAPGC Appeal Decision**

**21.6.9.1** - The decision and the reasons for the decision of the UAPGC will be communicated to the student in writing by the Chair, normally within **1-week** after the meeting. If the appeal is not granted, the student will be advised of their right to appeal the Faculty of Health Sciences Student Appeal Board in accordance with that Board's Rules and Procedures set out in **SECTION L** of the Faculty of Health Sciences [Authority, Rules and Procedures Handbook](#). The Decision letter will also provide the student with contact information for the University Ombudsperson or the Rector if they wish to seek advice. A copy of the decision letter will be placed in the student's academic file.

**21.6.9.2** - The UAPGC shall also inform the Instructor of the outcome of the appeal and provide them with a copy of the decision letter.

## 21.7 - Regulation Waiver Requests

Students may submit a request that the application of specific Regulations be waived by the UAPGC based on **extenuating circumstances**. This 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 waiver process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student's disabilities are being accommodated through Queen's Student Wellness Centre (Accessibility Services). Multiple waiver requests citing the same extenuating circumstances will be reviewed very closely. This review may include consultation with the appropriate professionals involved to obtain more detailed information. For a waiver request to succeed, there must be convincing evidence that the extenuating circumstances significantly impeded the student's academic performance *and* will be resolved within a reasonable timeline or will be appropriately managed on an ongoing basis. *Waiver requests citing the same extenuating circumstances relied on by the student in an appeal will be granted only in the most exceptional of circumstances* (see [Academic Regulation 21.7.2](#) below).

### 21.7.1 - Regulation Waiver Request to Drop a Course after the Last Date

If a student wishes to drop any course (required or elective) **after the last date** published by the Office of the University Registrar to drop a course without faculty/school permission, the student must submit a request to waive the Academic Regulation to the Chair of the UAPGC, outlining the extenuating circumstances for this request. The written request must be received no later than **2 weeks** after final marks have been released by the Registrar's Office and include all relevant supporting documents/evidence. Subject to [Academic Regulation 21.7.3.5](#), if the student fails to file their appeal within the **2-week** deadline, their right to appeal is forfeited.

### 21.7.2 - Regulation Waiver Request for Requirement to Withdraw Imposed under Academic Regulation(s) 2.5, 2.6, or 2.7

If a student has received notification of a Requirement to Withdraw under Academic Regulation 2.5, 2.6, or 2.7 and wishes that decision to be reviewed based on extenuating circumstances, they can submit a request to waive the Requirement to Withdraw to the Chair of the UAPGC. The request must include the student's written submission about the extenuating circumstances and all supporting documentation, as described in [Academic Regulation 21.5](#). Waivers will normally only be considered/granted if the failed course(s) that caused the RTW to be issued were appealed by the student and compelling *new or additional* extenuating circumstances are/were present *that could not have*

*been presented by the student on appeal*). Waiver requests citing the same extenuating circumstances cited in an appeal will be reviewed very closely. The written request must be received no later than **2 weeks** after the Requirement to Withdraw was issued. Subject to [Academic Regulation 21.7.3.5](#), if the student fails to file their appeal within the **2-week** deadline, their right to appeal is forfeited.

### 21.7.3 - Waiver Request Submission

**21.7.3.1 - The student must submit the following material to the Chair of the UAPGC as part of their appeal submission:**

1. School of Nursing Regulation Waiver Request and/or Appeal Form – ([Appendix D](#))
2. Letter of explanation detailing the extenuating circumstances and how they impeded the student's academic performance; and,
3. All supporting documents as described in [Academic Regulation 21.5](#).

**21.7.3.2 - The UAPGC may decide not to consider the regulation waiver request if:**

1. The documents/evidence submitted are substantially incomplete, or inaccurate,
2. The documents/evidence are received after the deadline and no request for an extension of time has been received, or
3. There is some other substantial technical defect in the material as filed.

**21.7.3.3 -** The Chair, UAPGC shall notify the student of the UAPGC's decision not to consider the waiver request and shall set out in the notice the reasons for the decision and the requirements for re-advancing the request. The student must rectify the defect or deficiency in their appeal submission within **1-week** from the date of receipt of the notice.

**21.7.3.4 -** The UAPGC may request additional information from staff and/or faculty within the School of Nursing at its discretion. If additional information is obtained, the student will be provided with the information and will be given **1-week** to provide the UAPGC with an updated submission to include their response to the additional information.

**21.7.3.5** - The UAPGC may extend any time limit if a written request for an extension is submitted to the Chair of the UAPGC *before* the initial deadline expires and only if the student provides a satisfactory reason for the delay.

## **21.7.4 - Dismissal by the UAPGC Without a Meeting**

**21.7.4.1** - The UAPGC may dismiss a waiver request after a review of the documents filed and without a meeting if:

- The Committee does not have jurisdiction, or
- The Committee determines that the regulation waiver request is clearly without merit or commenced in bad faith, or
- The student has not resubmitted any incomplete or inaccurate documents/evidence within **2 weeks** from the date of receipt of notice requesting the resubmission.

**21.7.4.2** - The Chair shall inform the student in writing of the decision.

## **21.7.5 - The Waiver Request Meeting**

**21.7.5.1** - Normally, the Chair, UAPGC will schedule the waiver request meeting as soon as possible after receipt of the request. The student may speak to their waiver request at the meeting and will be asked questions by UAPGC members to clarify the information provided. If the student does not attend the meeting, the UAPGC may proceed in their absence.

**21.7.5.2** - A quorum comprises 50% of UAPGC members +1 (or their designate) and includes the Chair. The Chair may appoint replacement members in circumstances described in Regulation 21.2.

**21.7.5.3** - Students may contact the Office of the University Ombudsperson for information about [student rights and responsibilities](#) and guidance on policy and procedure by visiting their [website](#). If the student is accompanied by legal counsel, the UAPGC and the respondent may also be accompanied by legal counsel. Legal advisors cannot answer questions on the student's behalf. The student shall provide the Chair with the name(s) of any person(s) who will accompany them and the reason for their attendance at least **1-week** before the meeting. Failure to do so may result in re-scheduling of the meeting. The Chair has the authority to limit the number of attendees.

**21.7.5.4** - The student file is present at the meeting and may be referenced by the UAPGC members only at any time during the meeting.

**21.7.5.5** - The UAPGC will consider all evidence relevant to the subject matter of the student's waiver request. The Chair may exclude evidence on the grounds that it is unduly repetitious, irrelevant, or otherwise inadmissible.

**21.7.5.6** - Normally, no new information will be accepted from the student during the waiver request meeting. If new information is presented at the meeting, or if the UAPGC decides that it requires additional information to decide the matter, the Chair may adjourn the meeting to consider the new information or to permit the UAPGC to obtain the additional information it requires. If the UAPGC obtains additional information, it will provide that information to the student and the meeting will not be re-convened less than **1-week thereafter**, to allow the student time to review and consider the additional information.

**21.7.5.7** - If one member of the UAPGC who has participated in a meeting becomes unable, for any reason, to complete the meeting or to participate in the decision, the remaining members may complete the meeting and give a decision provided that a quorum exists.

**21.7.5.8** - On completion of the meeting, the UAPGC will consider all documentation/evidence provided. A decision will be rendered by majority vote of the UAPGC. When all reasonable efforts to resolve a tie vote are exhausted, the waiver request shall be dismissed, and the student will be advised of their right to appeal to the Faculty of Health Sciences Student Appeal Board in accordance with that Board's Rules and Procedures set out in **SECTION L** of the Faculty of Health Sciences [Authority, Rules and Procedures Handbook](#).

## **21.7.6 - The Waiver Request Decision**

**21.7.6.1** - The decision and the reasons for the decision of the UAPGC will be communicated to the student in writing by the Chair, normally within **1-week** after the meeting. The Decision letter will include information about any appeal right the student may have if the waiver request is denied. The Decision letter will also provide the student with contact information for the University Ombudsperson or the Rector if they wish to seek advice. A copy of the decision letter will be placed in the student's academic file.

## **21.7.7 - Levels of Appeal**

If the student's regulation waiver request is denied by the UAPGC, there are 2 levels of appeal:

- **Appeal to the Faculty of Health Sciences Student Appeal Board:** The timelines, the grounds, and the procedures, for filing an appeal with the Faculty of Health Sciences Student Appeal Board are set out in **SECTION L** of the Faculty of Health Sciences [Authority, Rules and Procedures Handbook](#)
- **Appeal to the University Student Appeal Board:** Decisions of the Faculty of Health Sciences Student Appeal Board may be appealed to the University Student Appeal Board on the grounds, and in accordance with the procedures set out in the Senate Policy on [Student Academic Appeals](#).

## Academic Regulation 22: Dean's Honour List

This Academic Regulation only applies to School of Nursing baccalaureate undergraduate students in the four-year program and the accelerated standing track program. The Academic Year is defined as September to August of each year.

### 22.1 - Dean's Honour List

Students 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:

- Students must have completed a minimum of 27.0 Queen's units.
- There may be no failures and no repeated course registrations.
- 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.

### 22.2 - Dean's Honour List with Distinction

Students 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 22.1 above must be met.

### 22.3 - Graduation Honours List

Students 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 Queen's units throughout the Bachelor of Nursing Science Program.
- There may be no failures throughout the Bachelor of Nursing Science Program.
- Students in the 2-year Accelerated Standing BNSc Program must have completed a minimum of 90 Queen's units throughout the Bachelor of Nursing Science Program.
- There may be no failures throughout the Bachelor of Nursing Science Program.

## 22.4 - 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 22 may be appealed.

## Appendices

APPENDIX A - [Notice of Investigation of a Possible Departure from Academic Integrity Form](#)

APPENDIX B - [Finding of a Departure from Academic Integrity](#)

APPENDIX C - [Student Academic Appeals Policy](#)

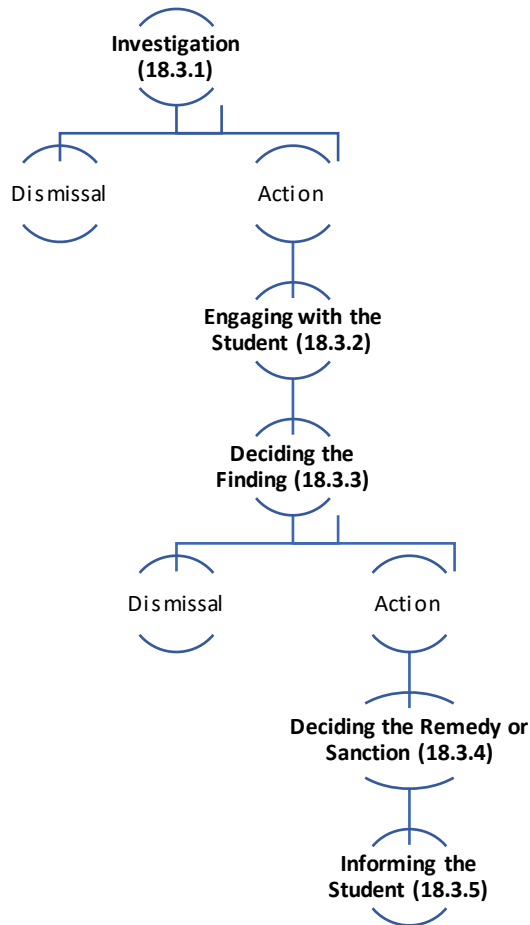
APPENDIX D - [School of Nursing Appeal form](#)

APPENDIX E - [School of Nursing Professional Behaviour Policy](#)

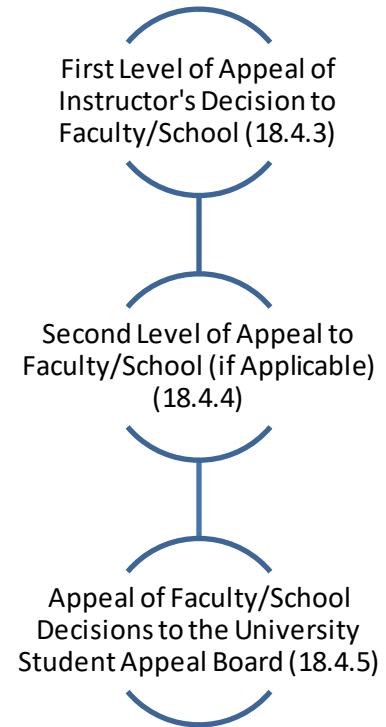
APPENDIX F - [Academic Integrity Appendices](#)

APPENDIX G - [Notice of Dismissal of Alleged Departure from Academic Integrity Form](#)

## Instructor Process Flowchart



## Appeal Process Flowchart





## Faculty/School Levels of Appeal

Faculty/School	First Level of Appeal	Second Level of Appeal
Faculty of Arts and Science	Associate Dean (Academic)	Academic Integrity and Conduct Panel
Faculty of Education	Associate Dean (Teacher Education)	none
Faculty of Engineering and Applied Science	Associate Dean (Academic)	Faculty Operations Committee
Faculty of Health Sciences - BHSC	Associate Director (Studies)	Board of Studies
Faculty of Health Sciences – Medicine	Dean, FHS	Student Appeal and Discipline Board
Faculty of Health Sciences – Nursing	Undergraduate Academic, Progress and Graduation Committee	Faculty of Health Sciences Student Appeal Board
Faculty of Law	Associate Dean (Academic)	Academic Standing and Policies Committee
School of Graduate Studies	Associate Dean (SGS)*	Academic Appeal Board
Smith School of Business	Academic Integrity Panel	Academic Appeal Committee

\* Appeals of instructors' decisions for students in SGS begin with the Department Head and follow with 2 levels of appeal in the School.