



**QUEENS**  
UNIVERSITY CHARLOTTE

# **Presbyterian School of Nursing**

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## **Student Handbook**

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**BSN and MSN Programs**

**Academic Year 2026-2027**

Approved by PSON Faculty Organization: August 5, 2026

Effective Date: August 31, 2026

# QUEENS

## UNIVERSITY CHARLOTTE

### PRESBYTERIAN SCHOOL OF NURSING

#### ABOUT THIS HANDBOOK

This handbook is reviewed and affirmed annually by the faculty of the Presbyterian School of Nursing. The student handbook provides guidance and regulations for students applying, accepted, and/or enrolled in the Presbyterian School of Nursing (PSON) at Queens University of Charlotte. Students are held accountable for the current academic year handbook and do not revert to the year of admission to either Queens or the nursing program. The Presbyterian School of Nursing Student Handbook is used in conjunction with and does not replace the Queens University of Charlotte Catalog or Handbook. The PSON Student Handbook serves as a general reference guide regarding the School's policies and procedures. It does not contain all regulations, nor does it constitute a contract between the School and students or applicants. Queens University and the PSON reserves the right to revise, amend, or change items set forth in this Student Handbook.

Students will be notified of revisions, amendments, or changes by their university email. Students are held accountable for revisions implemented during the academic year.

#### APPROVAL AND ACCREDITATIONS



The baccalaureate degree in nursing and master's degree in nursing at Queens University of Charlotte are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.



The pre-licensure tracks of the BSN program are approved by the North Carolina Board of Nursing.



Queens University of Charlotte is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Queens University of Charlotte

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**Welcome from the Chief Nurse Administrator**



Dear PSON Students,

Welcome to the Presbyterian School of Nursing (PSON) at Queens University of Charlotte. On behalf of our faculty and staff, I am pleased to welcome both new and continuing students to our nursing community. Whether you are beginning your nursing education, continuing your studies, or advancing your professional practice, we are honored to be part of your journey.

At PSON, we are committed to preparing knowledgeable, compassionate, and professional nurses who are ready to meet the evolving needs of healthcare. Your success will require preparation, engagement, accountability, and a commitment to professional growth. Our faculty and staff are equally committed to supporting you through quality instruction, mentorship, and resources throughout your program.

The PSON Student Handbook serves as an important guide to the academic standards, policies, procedures, and professional expectations of your nursing program. Each student is responsible for becoming familiar with its contents and understanding the expectations that support successful progression.

Throughout your education, you will develop more than nursing knowledge and clinical skills. You will strengthen the judgment, integrity, compassion, accountability, and professional identity essential to the nursing profession.

We are proud to have you as part of the PSON community and look forward to supporting your growth and celebrating your accomplishments.

Warmly,

*Angie F. Hatley, DNP, RN, CNL, NEA-BC*

Dr. Angie Hatley  
Chief Nurse Administrator/Executive Director  
Presbyterian School of Nursing | Queens University of Charlotte

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## HISTORY AND OVERVIEW

Queens University of Charlotte (Queens), founded in 1857, is a private, coeducational institution located in Charlotte, North Carolina. Grounded in the liberal arts tradition and guided by its institutional motto, *Non ministrari sed ministrare*—“not to be served, but to serve”—Queens is committed to preparing graduates for lives of purposeful leadership, service, and engagement. The University has maintained continuous accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1932.

Nursing education at Queens has a history spanning more than four decades. Queens established the Bachelor of Science in Nursing (BSN) program, with its inaugural class graduating in 1984. Since that time, the Presbyterian School of Nursing (PSON) has evolved in response to changes in nursing practice, healthcare delivery, workforce needs, and professional education. A significant milestone occurred in 2008 when PSON became the first academic program at Queens to offer online education, demonstrating an early commitment to expanding access to higher education through innovative approaches to teaching and learning.

Today, PSON is one of the University’s three academic units and offers nursing education at the undergraduate and graduate levels. The BSN program is offered through Traditional and Accelerated pathways, providing multiple routes to professional nursing practice. At the graduate level, the Master of Science in Nursing (MSN) offers concentrations in Clinical Nurse Leader, Nurse Administrator, and Nursing Informatics. PSON also offers post-master’s certificate options in Clinical Nurse Leader, Nurse Administrator, Nurse Educator, and Nursing Informatics.

PSON’s academic programs are aligned with the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021). Curricula emphasize evidence-based practice, clinical reasoning, person-centered care, interprofessional collaboration, leadership, quality and safety, and the development of professional nursing competencies necessary to practice in an increasingly complex healthcare environment.

Experiential learning is central to nursing education at PSON. The School has developed and maintained strong collaborative relationships with healthcare systems and community organizations throughout the Charlotte metropolitan region, including Advocate Health, Novant Health, CaroMont Health, and numerous community-based agencies. These partnerships provide diverse clinical learning opportunities, support collaboration between nursing education and professional practice, and help ensure that curricula remain responsive to evolving healthcare and workforce needs. Clinical education is further enhanced through simulation and other high-impact teaching and learning strategies that allow students to integrate knowledge, clinical judgment, communication, and professional nursing practice in supportive learning environments.

Throughout its history, PSON has remained responsive to the changing needs of students, the nursing profession, and the communities it serves. Building on a legacy that began with its first BSN graduates in 1984, the School remains committed to academic excellence, student success, continuous quality improvement, and the preparation of compassionate, competent, and practice-ready nursing professionals who are prepared to lead and serve within the Charlotte region and beyond.

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## MISSION

The Presbyterian School of Nursing at Queens University of Charlotte is committed to an immersive nursing education that cultivates critical thinkers, innovative problem-solvers, and compassionate nurse leaders who advance health and serve diverse populations as global citizens with purpose.

## VISION

The Presbyterian School of Nursing at Queens University of Charlotte will be a leader in nursing education, fostering open communication, advancing clinical and intellectual growth, and providing diverse perspectives and cultural experiences that prepare nurses to improve health in communities locally and globally.

## VALUES

The Presbyterian School of Nursing at Queens University of Charlotte embraces and aligns the core values of Queens University of Charlotte:

- **Serve Boldly** – Provide compassionate, evidence-based care and advocacy for patients, families, and communities with courage and integrity.
- **Sustain Excellence** – Commit to lifelong learning, clinical expertise, scholarship, and innovation in nursing practice and education.
- **Foster a Community of Belonging** – Create inclusive, supportive learning and care environments that honor diversity and promote equity in health outcomes.

Revised: October 2025

## Undergraduate Program Information

### Bachelor of Science in Nursing Program

#### BSN Statement of Purpose

The Bachelor of Science in Nursing Program at Queens University of Charlotte prepares individuals to assume entry level, generalist professional nursing positions. The program creates an atmosphere in which the individual can develop knowledge, skills, and attitudes consistent with values-based practice and evidence-based care. A positive, supportive educational environment is provided to sustain and promote lifelong learning. The program provides the necessary background commensurate with pursuit of graduate nursing education.

#### BSN Student Learning Outcomes

1. Translate evidence-based practice into diverse practice settings.
2. Formulate person/population centered care from a global culturally responsive perspective.
3. Uses clinical judgement to select interventions based on quality, safety, technology, and informatics.
4. Practice on interprofessional teams within the healthcare system.
5. Model professional behavior through reflective personal development.

In addition to describing and defining the program's theoretical base, the program purpose statement and the BSN Student Learning Outcomes align with the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021). The BSN program values the tenets of the American Nurses Association Scope and Standards of Practice (4th ed.) (American Nurses Association, 2021), the National Academy of Sciences (2020), and The National Academy of Medicine- The Future of Nursing (2020-2030).

## Undergraduate Curriculum Guide

### ABSN Curriculum Plan

#### Semester 1

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| NUR 302: Fundamentals of Nursing                                           | 6         |
| NUR 302C: Fundamentals Clinical *90 <i>Clinical Hours</i>                  | 2         |
| NUR 303: Pathophysiology Processes                                         | 4         |
| NUR 304: Comprehensive Health Assessment                                   | 3         |
| NUR 304L: Comprehensive Health Assessment Lab *15<br><i>Clinical Hours</i> | 1         |
| NUR 404: Applied Informatics and EBP                                       | 4         |
| <b>Total Credits</b>                                                       | <b>20</b> |

#### Semester 2

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| NUR 310: Medical-Surgical Nursing I                                        | 6         |
| NUR 310C: Medical-Surgical Nursing I Clinical *90<br><i>Clinical Hours</i> | 2         |
| NUR 311: Pharmacological Therapeutics                                      | 4         |
| NUR 312: Mental Health Nursing                                             | 3         |
| NUR 312C: Mental Health Nursing Clinical *45 <i>Clinical Hours</i>         | 1         |
| NUR 402: Pediatric Nursing                                                 | 3         |
| NUR 402C: Pediatric Nursing Clinical *45 <i>Clinical Hours</i>             | 1         |
| <b>Total Credits</b>                                                       | <b>20</b> |

#### Semester 3

|                                                                              |           |
|------------------------------------------------------------------------------|-----------|
| NUR 410: Medical-Surgical Nursing II                                         | 6         |
| NUR 410C: Medical-Surgical Nursing II Clinical *135<br><i>Clinical Hours</i> | 3         |
| NUR 411: Community Health Nursing                                            | 3         |
| NUR 411C: Community Health Nursing Clinical *45<br><i>Clinical Hours</i>     | 1         |
| NUR 403: Women's Health                                                      | 3         |
| NUR 403C: Women's Health Clinical *45 <i>Clinical Hours</i>                  | 1         |
| NUR 412: Professional Practice                                               | 4         |
| <b>Total Credits</b>                                                         | <b>21</b> |

**Program Total Credit Hours – 61**  
**Total Clinical Hours 510**

### BSN Curriculum Plan

#### Semester 1 – Fall Term

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| NUR 302: Fundamentals of Nursing                                           | 6         |
| NUR 302C: Fundamentals Clinical *90 <i>Clinical Hours</i>                  | 2         |
| NUR 303: Pathophysiology Processes                                         | 4         |
| NUR 304: Comprehensive Health Assessment                                   | 3         |
| NUR 304L: Comprehensive Health Assessment Lab *15<br><i>Clinical Hours</i> | 1         |
| <b>Total Credits</b>                                                       | <b>16</b> |

#### Semester 2 – Spring Term

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| NUR 310: Medical-Surgical Nursing I                                        | 6         |
| NUR 310C: Medical-Surgical Nursing I Clinical *90<br><i>Clinical Hours</i> | 2         |
| NUR 311: Pharmacological Therapeutics                                      | 4         |
| NUR 312: Mental Health Nursing                                             | 3         |
| NUR 312C: Mental Health Nursing Clinical *45 <i>Clinical Hours</i>         | 1         |
| <b>Total Credits</b>                                                       | <b>16</b> |

#### Semester 3 – Fall Term

|                                                                |           |
|----------------------------------------------------------------|-----------|
| NUR 404: Applied Informatics and EBP                           | 4         |
| NUR 402: Pediatric Nursing                                     | 3         |
| NUR 402C: Pediatric Nursing Clinical *45 <i>Clinical Hours</i> | 1         |
| NUR 403: Women's Health                                        | 3         |
| NUR 403C: Women's Health Clinical 45 <i>Clinical Hours</i>     | 1         |
| <b>Total Credits</b>                                           | <b>12</b> |

#### Semester 4 – Spring Term

|                                                                              |           |
|------------------------------------------------------------------------------|-----------|
| NUR 410: Medical-Surgical Nursing II                                         | 6         |
| NUR 410C: Medical-Surgical Nursing II Clinical *135<br><i>Clinical Hours</i> | 3         |
| NUR 411: Community Health Nursing                                            | 3         |
| NUR 411C: Community Health Nursing Clinical *45<br><i>Clinical Hours</i>     | 1         |
| NUR 412: Professional Practice                                               | 4         |
| <b>Total Credits</b>                                                         | <b>17</b> |

**Program Total Credit Hours – 61**  
**Total Clinical Hours 510**

## Graduate Program Information

### Master of Science in Nursing Program

#### MSN Statement of Purpose

The Master of Science in Nursing Program at Queens University of Charlotte is designed to prepare professional nurses to practice advanced roles as collaborative, innovative and critical thinking leaders within a variety of health care and educational settings. Synthesis of practice, theory and research concepts within selected areas of nursing specialization prepare the graduate for advanced roles and lay a foundation for doctoral study.

#### MSN Student Learning Outcomes

1. Employ evidence-based practice in diverse practice settings.
2. Appraise person/population centered care from a global culturally responsive perspective.
3. Use clinical judgement to analyze interventions based on quality, safety, technology, and informatics.
4. Coordinate interprofessional teams within the healthcare system.
5. Examine professional behavior through reflective personal and team development.

In addition to describing and defining the program's theoretical base, the program purpose statement and the MSN Student Learning Outcomes align with the American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (2021). The MSN program values the tenets of the American Nurses Association Scope and Standards of Practice (4th ed.) (American Nurses Association, 2021), the National Academy of Sciences (2020), and The National Academy of Medicine- The Future of Nursing (2020-2030).

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**Graduate Curriculum Guide**

**MSN - Clinical Nurse Leader Track**

**Courses**

|                   |        |                                                        |                         |
|-------------------|--------|--------------------------------------------------------|-------------------------|
| Core Courses      | NUR630 | Data Interpretations                                   | 3                       |
|                   | NUR615 | Teaching, Learning, & Evaluation                       | 3                       |
|                   | NUR624 | Health Policy                                          | 3                       |
|                   | NUR628 | Informatics in Healthcare                              | 3                       |
|                   | NUR655 | Integrative Clinical Concepts (50 clinical hours)      | 3                       |
|                   | NUR632 | Research Methods                                       | 3                       |
| Specialty Courses | NUR661 | Leadership Principles & Practices                      | 3                       |
|                   | NUR660 | Healthcare Project Management (50 clinical hours)      | 3                       |
|                   | NUR652 | Management of Clinical Outcomes (50 clinical hours)    | 3                       |
|                   | NUR653 | Management of the Care Environment (50 clinical hours) | 3                       |
|                   | NUR672 | Clinical Nurse Leader Practicum A (150 clinical hours) | 3                       |
|                   | NUR673 | Clinical Nurse Leader Practicum B (150 clinical hours) | 3                       |
|                   |        |                                                        | <b>Total Credits 36</b> |

**Program Total Credit Hours – 36 | Total Clinical Hours 500**

**MSN - Nurse Administrator Track**

**Courses**

|                   |        |                                                            |                         |
|-------------------|--------|------------------------------------------------------------|-------------------------|
| Core Courses      | NUR630 | Data Interpretations                                       | 3                       |
|                   | NUR615 | Teaching, Learning, & Evaluation                           | 3                       |
|                   | NUR624 | Health Policy                                              | 3                       |
|                   | NUR628 | Informatics in Healthcare                                  | 3                       |
|                   | NUR655 | Integrative Clinical Concepts (50 clinical hours)          | 3                       |
|                   | NUR632 | Research Methods                                           | 3                       |
| Specialty Courses | NUR661 | Leadership Principles & Practices                          | 3                       |
|                   | NUR662 | Financial Management for Nurse Leaders (50 clinical hours) | 3                       |
|                   | NUR665 | Clinical Information Systems (50 clinical hours)           | 3                       |
|                   | NUR660 | Healthcare Project Management (50 clinical hours)          | 3                       |
|                   | NUR674 | Nurse Administrator Practicum A (150 clinical hours)       | 3                       |
|                   | NUR675 | Nurse Administrator Practicum B (150 clinical hours)       | 3                       |
|                   |        |                                                            | <b>Total Credits 36</b> |

**Program Total Credit Hours – 36 | Total Clinical Hours 500**

## MSN - Nursing Informatics Track

### Courses

|                   |        |                                                            |   |
|-------------------|--------|------------------------------------------------------------|---|
| Core Courses      | NUR630 | Data Interpretations                                       | 3 |
|                   | NUR615 | Teaching, Learning, & Evaluation                           | 3 |
|                   | NUR624 | Health Policy                                              | 3 |
|                   | NUR628 | Informatics in Healthcare                                  | 3 |
|                   | NUR655 | Integrative Clinical Concepts (50 clinical hours)          | 3 |
|                   | NUR632 | Research Methods                                           | 3 |
| Specialty Courses | NUR661 | Leadership Principles & Practices                          | 3 |
|                   | NUR662 | Financial Management for Nurse Leaders (50 clinical hours) | 3 |
|                   | NUR665 | Clinical Information Systems (50 clinical hours)           | 3 |
|                   | NUR660 | Healthcare Project Management (50 clinical hours)          | 3 |
|                   | NUR678 | Nursing Informatics Practicum A (150 clinical hours)       | 3 |
|                   | NUR679 | Nursing Informatics Practicum B (150 clinical hours)       | 3 |

**Total Credits 36**

**Program Total Credit Hours – 36 | Total Clinical Hours 500**

## Non-Degree Programs: Post Master's Certificate (PMC) Programs

### Nurse Administrator PMC

#### Courses

|        |                                                      |   |
|--------|------------------------------------------------------|---|
| NUR665 | Clinical Information Systems (50 clinical hours)     | 3 |
| NUR660 | Healthcare Project Management (50 clinical hours)    | 3 |
| NUR674 | Nurse Administrator Practicum A (150 clinical hours) | 3 |
| NUR675 | Nurse Administrator Practicum B (150 clinical hours) | 3 |

**Total Credits 12**

### Nurse Educator PMC

#### Courses

|        |                                               |   |
|--------|-----------------------------------------------|---|
| NUR663 | Principles of Curriculum and Evaluation       | 3 |
| NUR664 | Educational Principles and Practices          | 3 |
| NUR668 | Nurse Educator Practicum (225 clinical hours) | 5 |

**Total Credits 11**

## Clinical Nurse Leader PMC

### Courses

|        |                                                        |   |
|--------|--------------------------------------------------------|---|
| NUR652 | Management of Clinical Outcomes (50 clinical hours)    | 3 |
| NUR653 | Management of the Care Environment (50 clinical hours) | 3 |
| NUR672 | Clinical Nurse Leader Practicum A (150 clinical hours) | 3 |
| NUR673 | Clinical Nurse Leader Practicum B (150 clinical hours) | 3 |

**Total Credits 12**

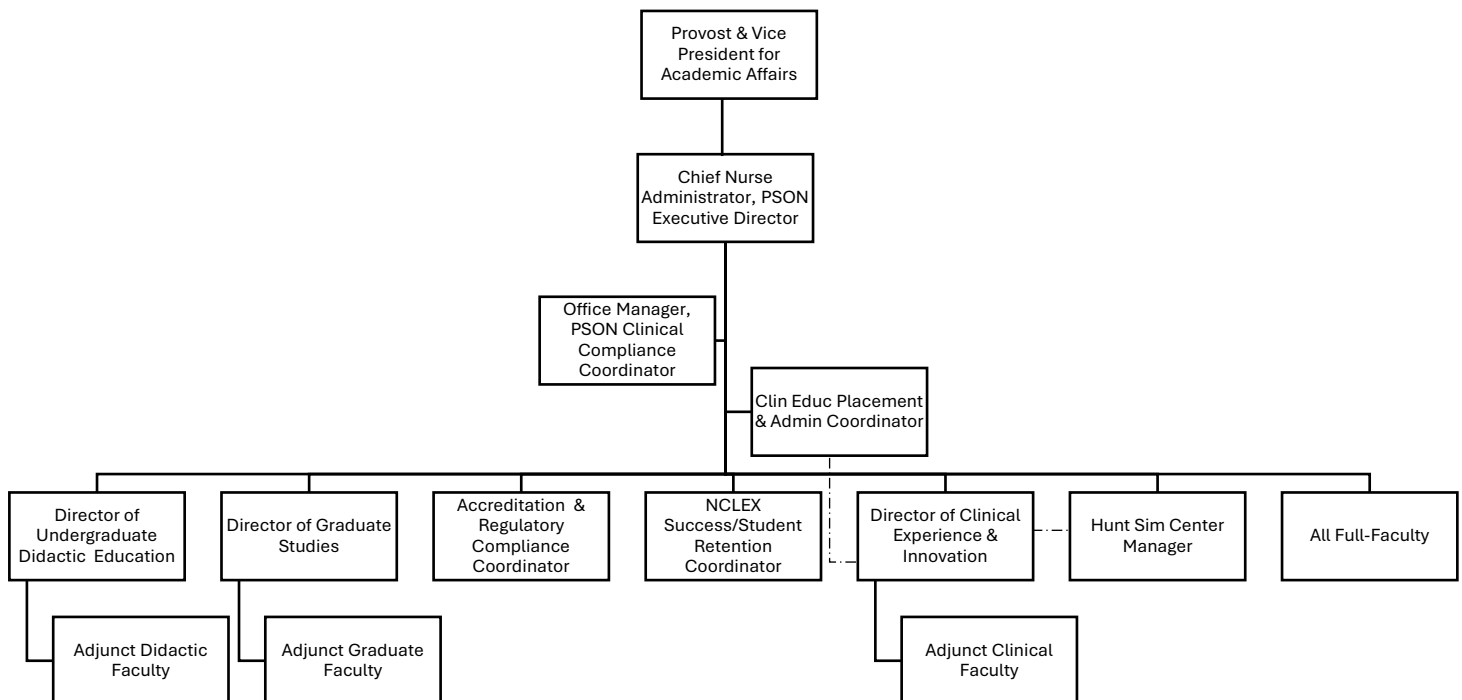
## Nursing Informatics PMC

### Courses

|        |                                                      |   |
|--------|------------------------------------------------------|---|
| NUR665 | Clinical Information Systems (50 clinical hours)     | 3 |
| NUR660 | Healthcare Project Management (50 clinical hours)    | 3 |
| NUR678 | Nursing Informatics Practicum A (150 clinical hours) | 3 |
| NUR679 | Nursing Informatics Practicum B (150 clinical hours) | 3 |

**Total Credits 12**

## PSON Organizational Chart 2026-2027



## Queens University of Charlotte Honor Code

The Honor Code Handbook outlines the University process and procedures for both community and academic violations. A complete copy of the Honor Code Handbook is available at:

<https://www.queens.edu/president/honor-code/>

PSON Students found responsible for an academic Honor Code violation will receive a grade of zero on the assignment or exam.

## Nursing Student Organizations

### **Queens University of Charlotte Association of Nursing Students (QUCANS)**

QUCANS is a student nursing organization of the Presbyterian School of Nursing. Open to students interested in and enrolled in nursing programs, QUCANS promotes professional growth, leadership development, community engagement, and service.

Through participation in community service projects, health promotion activities, professional development events, fundraising initiatives, and networking opportunities, students are encouraged to develop leadership skills and foster a spirit of service.

### **Sigma Theta Tau International Honor Society of Nursing**

Sigma Theta Tau International Honor Society of Nursing (Sigma) is the only global honor society dedicated exclusively to advancing nursing knowledge, scholarship, leadership, and service. Sigma supports the professional development of nurses through educational opportunities, research dissemination, leadership development, and global collaboration. Additional information regarding Sigma's mission, vision, and activities may be found at <https://www.sigmanursing.org>.

Queens University is proud to be home to the Mu Psi Chapter of Sigma Theta Tau International. Chartered in 1992, the Mu Psi Chapter has a long-standing tradition of recognizing academic excellence and fostering professional leadership among nursing students and faculty.

Students enrolled in baccalaureate and graduate nursing programs may be invited to membership annually based on eligibility criteria established by Sigma Theta Tau International. Eligibility requirements are determined by the organization and are subject to change. The Mu Psi Chapter faculty counselor, appointed from the Presbyterian School of Nursing faculty, is responsible for applying membership criteria and coordinating invitations to eligible students each spring. Students are encouraged to visit the Sigma website for the most current information regarding membership qualifications, benefits, and opportunities for involvement.

### **Crown Council for Nursing Students (CCNS)**

The Crown Council for Nursing Students (CCNS) serves as the official student governance body of the Presbyterian School of Nursing. The Council promotes student engagement, leadership development, professional advocacy, and collaboration between students, faculty, alumni, and administration.

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Members serve as representatives of their respective cohorts and provide valuable feedback regarding the student experience, academic programs, and initiatives that support student success.

The Council is composed of elected or appointed student representatives from the nursing programs, faculty advisors, and a nursing alumni representative. The inclusion of an alumni member provides students with valuable professional perspectives, mentorship, and a connection to the broader nursing community. Through regular meetings and shared governance activities, the Council works to strengthen communication, foster a sense of community, and support the continuous improvement of nursing education within the Presbyterian School of Nursing.

## Student Resources

The following are examples of resources available to students at Queens University of Charlotte. For additional resources, please check the Queens website ([www.queens.edu](http://www.queens.edu)) or ask your academic advisor.

### **Bookstore**

The Bookstore is a Queens' student's source for nursing student uniforms, textbooks, school supplies, Queens' apparel, novelties, and gift items. The Bookstore stocks required textbooks and class materials (in new or used condition), plus offers a textbook buy back system or rental system. Because nursing books are used across multiple courses and semesters, it is recommended that students do not rent their books. For students' convenience, the bookstore has an active online ordering system.

<https://www.bkstr.com/queensucharlottestore/home>.

### **Center for Student Success**

The Center for Student Success, "The Center," provides important academic support programs and learning assistance courses for students. The use of "The Center" is free for all Queens' students, enhances your college experience and helps you strive for excellence. Services offered include individual peer tutoring, review sessions, knowledge workshops, academic success strategies, individual academic assistance and guidance, access to the Writing Center and referrals to the Office of Accessibility Services. Email: [sashelp@queens.edu](mailto:sashelp@queens.edu) and website: <https://www.queens.edu/academics/academic-support/>

### **The Office of Student Inclusive Excellence**

The Office of Student Inclusive Excellence, within the Division of Student Life provides resources, training, and support to Queens and the broader Charlotte community to help unite and bring people of diverse backgrounds together to appreciate, respect and celebrate their differences and commonalities. We are committed to inclusion and towards working to create a society that is fair and just.

The Office of Student Inclusive Excellence also provides support in connecting the curricular and the co-curricular by working closely with faculty to identify, develop and maintain meaningful partnerships with community organizations. We connect our students with those organizations as they seek to perform various levels of community engagement and live out the Queens motto of "not to be served but to serve".

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### **Everett Library**

Dedicated in 1960, Everett Library serves a community of faculty, students, staff and Friends of Everett Library with more than 100,000 books and bound periodicals designed to support all programs of the University. There is open access to 60+ databases for academic research as well as over 300 periodicals and newspapers. More than 70 computer workstations are available in-house for research and study. (<https://library.queens.edu/lib/home>)

### **Information Technology Services**

Information Technology (IT) Services are coordinated by the staff of the Queens IT Services Department. IT Services manages hardware, software and network services to support the academic and administrative missions of the University. Among these services are email MyQueens Online Portal, wireless access on campus, residence halls technology, print management, educational discounts, support requests, classrooms and lab computing. The staff is available via email ([helpdesk@queens.edu](mailto:helpdesk@queens.edu)) to assist with connecting to the Queens WiFi, Canvas, or portal.

### **QALERT**

QALERT is the on-campus system designed to inform students of emergency situations, inclement weather, or class cancellation. Voicemail, email, and text messaging delivers status and details of a situation. Students are automatically registered for QALERT (enterprise resource management system). To review or update your contact information, including your cell phone number for text messages, please log in using your network username and password and maintain current contact information.

### **Service Center**

The Service Center is a satellite post office which provides daily mail service to Queens' students, faculty and staff and express delivery via UPS and the US Postal Service. Students may purchase stamps, color or black and white copies, or send and receive facsimiles.

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**Student Financial Services**

Queens makes every effort to meet the demonstrated financial needs of students. For information on financial aid, students are referred to the Student Financial Services Office. Students who apply for a need-based scholarship must be fully admitted to Queens as a degree seeking candidate and must have completed and submitted a Free Application for Federal Student Aid (FAFSA) to the Student Financial Services Office. The form is available in that office and online at <http://www.fafsa.ed.gov>.

**Student Health and Wellness Center**

The Student Health and Wellness Center offers medical and mental health services to full-time undergraduates in the BSN program (Traditional and Accelerated tracks) by appointment and on a walk-in basis. The Counseling Center is a unit of Student Health and Wellness Center and offers individual and group counseling and community referrals. All information is confidential.

**Office of Student Accessibility Services**

The Office of Student Accessibility Services at Queens University of Charlotte seeks to provide equal opportunity to students with disabilities to ensure equal access to higher education, programs, services, benefits and a welcoming campus environment for those requiring protection. Support services and accommodations are provided through the Office of Student Accessibility Services, which also advocates for students with disabilities and seeks to empower students to become their own and best advocates.

**Location and Contact Information**

The Office of Student Accessibility Services is located in room 102F of Knight-Crane Hall.

**Contact:**

Director, Student Accessibility Services Phone: 704-337-2508

Email: [sashelp@queens.edu](mailto:sashelp@queens.edu)

## PSON Ceremonies

### **Lamp of Learning**

The Lamp of Learning Ceremony is a time-honored custom within the Presbyterian School of Nursing (PSON) that marks students' entry into the nursing profession and celebrates their commitment to the values and responsibilities of nursing. Rooted in the legacy of Florence Nightingale, the ceremony symbolizes the light of knowledge, compassion, service, and professional accountability that nurses carry throughout their careers. During the ceremony, students receive a Lamp of Learning lapel pin and participate in a professional pledge that reflects the ethical principles and standards of the nursing profession.

Held during the first semester of the nursing program, the Lamp of Learning Ceremony serves as an important milestone in students' educational journey. The event recognizes their successful progression into nursing studies and their commitment to providing safe, evidence-based, and compassionate care. The ceremony reflects PSON's dedication to fostering professional identity, leadership, and a lifelong commitment to nursing excellence.

### **Blessing of the Hands: Hooding and Pinning Ceremony**

The Blessing of the Hands, Hooding, and Pinning Ceremony is a meaningful celebration that honors students as they transition from nursing education to professional practice. The Blessing of the Hands is an ancient tradition of cleansing and anointing in which individuals called to healing are invited to receive a blessing from members of the clergy in recognition of their service to others through compassionate care.

The nursing pinning portion of the ceremony is a time-honored tradition that symbolizes a graduate's entry into the nursing profession. The Presbyterian School of Nursing pin represents both the heritage of the nursing profession and the values of PSON. Receiving the nursing pin signifies the successful completion of a nursing program and the graduate's readiness to assume the responsibilities of professional nursing practice.

Graduate nursing students are also recognized through the hooding ceremony, which celebrates the completion of an advanced degree and symbolizes scholarly achievement.

Academic and program awards may be presented during the ceremony. The Blessing of the Hands, Hooding, and Pinning Ceremony is held twice each year for graduating nursing students.

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**Commencement**

Commencement is the University's formal ceremony celebrating the academic achievements of its graduates. Queens University of Charlotte holds one commencement ceremony each year to recognize students who graduate in December, May, and August.

Students completing degree requirements in August and December are invited to participate in the May commencement ceremony of that academic year. Additional information regarding commencement ceremonies, participation requirements, regalia, and schedules is available on the Queens University of Charlotte website at [www.queens.edu/commencement](http://www.queens.edu/commencement).

## BSN Awards

Recipients of BSN program awards are recognized during the Blessing of the Hands and Pinning Ceremony held each May and December. Awards may be presented to students from either the Traditional BSN or Accelerated BSN (ABSN) track. Recipients are selected by the full-time nursing faculty and are honored with a commemorative plaque in recognition of their achievements and contributions to the Presbyterian School of Nursing.

### **Outstanding Senior Nursing Student Award**

The Outstanding Senior Nursing Student Award is presented to a graduating nursing student who best exemplifies the qualities This award is presented to a member of the graduating class selected by the faculty to best represent the qualities of scholarship, leadership, motivation and service. Selected by the nursing faculty, the recipient demonstrates a strong commitment to nursing, exceptional performance throughout the program, and meaningful contributions to the School of Nursing and the broader community.

### **Jones Image of Nursing Award**

Established by the Class of 1989, the Jones Image of Nursing Award honors the legacy of Dr. Carolyn M. Jones, Chair of the Vail Program of Nursing from 1982 to 1992. This award is presented to the graduating nursing student who best embodies the professional image of nursing exemplified by Dr. Jones.

The recipient demonstrates qualities that reflect excellence in nursing practice, including professionalism, compassion, empathy, patience, honesty, service to others, clinical creativity, confidence, efficiency, and effectiveness. The award recognizes a student who consistently exemplifies the values and character of the nursing profession and serves as a positive role model for peers and future nurses.

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## Academic Policies

Policy Numbers 01 – 99 ..... Presbyterian School of Nursing Policies

Policy Numbers 100 – 199 ..... Pre-licensure BSN Policies

Policy Numbers 200 – 299 ..... MSN Program Policies

**Students are responsible for knowing and adhering to the policies as described below.**

| <b>BSN Students<br/>(Accelerated Track; Traditional Track)</b> | <b>MSN Students (RN-MSN Track)</b> |
|----------------------------------------------------------------|------------------------------------|
| Policy Numbers 01 - 99                                         | Policy Numbers 01 - 99             |
| Policy Numbers 100 - 199                                       | Policy Numbers 200-299             |

*\*Administrative terminology: For purposes of PSON policies, “Program Director” refers to the Chief Nurse Administrator/Executive Director or the nursing academic administrator formally designated to exercise the authority assigned by the applicable policy. References to a Program Director include an authorized designee when the policy permits delegation.*

## PRESBYTERIAN SCHOOL OF NURSING POLICIES

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*Policy Numbers 01 – 99*

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**Policy 01: Agency Orientation, Agency Policy, and Procedure Documents**

**Date Effective:** 8/11

**Date Revised:** 8/11; 8/12; 8/14; 8/16; 8/17; 8/18; 5/25; 10/25; 8/26

**Policy:**

Clinical agencies have agency specific orientation requirements, included but not limited to orientation and computer training. The Clinical Education Placement and Administrative Coordinator or the Clinical Compliance Coordinator will instruct students to complete the appropriate agency orientation material for their clinical experience and will communicate the deadline for completion. Documentation as designated by each agency will be retained.

**Procedure:**

Students will upload all required material to the compliance and document management system.

## Policy 02: Appeals of Decisions Related to Nursing Program Standards

**Date Effective:** 8/26

**Date Revised:**

**Policy:**

A student who receives a decision from the Student Standards Review Committee (SSRC) resulting in probation, suspension, or removal from the program for a violation of Nursing Program Standards related to the practice of nursing may appeal the decision in accordance with the procedures outlined below.

**Warnings are not subject to appeal.**

The student's status and any sanctions imposed by the SSRC remain in effect throughout the appeal process unless otherwise determined by the PSN Program Director or designee.

**Procedure:**

Step 1: Submit a Written Appeal

The student must submit a written appeal to the PSN Program Director within five (5) business days of receiving written notification of the SSRC's decision.

The appeal must:

- Identify one or more allowable grounds for appeal;
- Clearly explain the basis for the appeal; and
- Include all relevant supporting information or documentation.

Failure to submit the appeal within the required timeframe may result in the appeal not being considered.

Step 2: Identify the Grounds for Appeal

An appeal must be based on one or more of the following grounds:

1. New Information - Substantial new information has become available that:
  - Was not reasonably available at the time of the SSRC meeting;
  - Is relevant to the original decision; and
  - Could reasonably affect the outcome.

The appeal must identify the new information and its source, explain why it was not previously available, and describe how it could affect the original decision.

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Information intentionally withheld from the SSRC, or information not presented because the student declined to participate in the original process does not constitute new information.

2. Disproportionate Sanction - The sanction imposed by the SSRC is substantially disproportionate to the conduct or circumstances of the case.

The student must explain why the sanction is inconsistent with the Nursing Program Standards, taking into consideration relevant factors such as the student's academic and conduct history, mitigating or aggravating circumstances, applicable professional nursing standards, and the impact of the conduct on individuals or the community.

3. Procedural Error - A substantial procedural error occurred during the SSRC process that significantly affected the outcome.

The student must:

- Identify the specific procedural error;
- Explain why the error was not addressed during the original SSRC process, when applicable; and
- Explain how correction of the error could reasonably affect the outcome.

Examples may include substantiated bias or a material deviation from established procedures.

**Disagreement with the SSRC's decision alone is not sufficient grounds for an appeal.**

### Step 3: Appeal Review and Committee Appointment

The Program Director will review the appeal to determine whether it was submitted within the required timeframe and identifies an allowable ground for appeal.

If the appeal meets these requirements, the Program Director will appoint an Appeal Committee consisting of:

- One faculty member representing the BSN/ABSN program;
- One faculty member representing the MSN program; and
- One faculty member from the broader Queens University community.

A faculty member who participated in the original SSRC decision may not serve on the Appeal Committee.

### Step 4: Appeal Meeting

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The Program Director will schedule the appeal meeting as promptly as reasonably possible. The student will receive at least five (5) business days' written notice of the date, time, and location of the meeting.

The Appeal Committee will receive the SSRC's written decision and other relevant records. The student may submit additional written information before the meeting and will have access to the student's educational record as permitted by University policy and applicable law for purposes of preparing the appeal.

The Appeal Committee's review is limited to the grounds for appeal identified in the student's written appeal. The student is responsible for demonstrating that at least one allowable ground for appeal has been established.

**Step 5: Student Participation**

The student may choose to attend the appeal meeting and present information relevant to the stated grounds for appeal. The Appeal Committee may also request additional individuals involved in the original SSRC process to attend and provide relevant information.

The student may bring one advisor who is a currently enrolled Queens student, faculty member, or staff member. The advisor may provide support but may not speak, present information, or otherwise participate in the meeting.

The unavailability of an advisor is not grounds for postponing the appeal meeting.

**Step 6: Appeal Committee Recommendation**

Following the appeal meeting, the Appeal Committee will meet privately to deliberate. The Committee's review is limited to the grounds identified in the students' written appeal and the information available through the appeal process.

The Appeal Committee will prepare a written recommendation to the Program Director. Based on the established grounds for appeal, the Committee may recommend that:

- The SSRC's decision and sanction be upheld;
- The sanction be decreased or otherwise modified; or
- The SSRC's determination regarding a violation of Nursing Program Standards be reconsidered when new information or a procedural error could reasonably have affected the original determination.

The Appeal Committee will generally submit its written recommendation to the Program Director within five (5) business days following the appeal meeting. Additional time may be required due to the complexity of the case or other unusual circumstances.

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Step 7: Final Decision

The Program Director will review the SSRC record, the student's appeal, and the Appeal Committee's written recommendation. Based on this review, the Program Director may affirm, modify, or reverse the SSRC's decision or sanction, consistent with the established grounds for appeal.

The Program Director will provide the student with written notification of the final decision.

**The decision of the Program Director is final.**

## Policy 03: Assigning a Grade of “Incomplete”

**Date Effective:** 8/26

**Date Revised:**

**Policy:**

- A grade of incomplete (“I”), may be given at the option of the instructor when unusual circumstances do not permit the student to complete course work by the end of the term. The instructor of record has the option of providing alternate assignments and evaluation criteria if the missing coursework includes assignments that cannot be replicated (i.e. online discussions).
- Faculty must inform the Program Director prior to assigning a grade of incomplete.
- Students have up to 4 weeks after the end of the course to complete an undergraduate course and up to 16 weeks after the end of the course for a graduate course. An earlier date may be designated by the instructor.
- The student is responsible for submitting all material to resolve the grade of incomplete. If the course instructor does not receive the required material from the student by the designated date, a grade of “F” will be earned for the course. A grade of incomplete may affect the student’s ability to progress in the major.

**Procedure:**

- The faculty member or instructor of record will:
  - Assign the course grade of “Incomplete” at the end of the academic term.
  - Complete the Record of Incomplete Work form available on the Registrar’s office. Design a plan, including a timeline with resolution date and, the requirements for resolution of the grade of incomplete.
  - Student and faculty of record will sign the Record of Incomplete Work form. The original shall be submitted to the Registrar by the last day to submit grades for the term/semester, one copy of the plan will be given to the student and one copy will be submitted to the director.
  - The student is responsible for follow-up and submission of missing course work.
  - The faculty member will submit the final grade to the Registrar by the timeline stated in the Course Catalog.
  - Grade of Incomplete will not be extended.
- If the faculty member or instructor of record departs the university prior to resolution of the grade of incomplete, they will submit a folder to the director with the following items:

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- Copy of the Record of Incomplete Work form, including plan and timeline
- Copy of course syllabus with grading criteria
- All existing grades earned in the course
- Blank exams and keys, including notation of items eliminated during item analysis
- Follow-up contact email and phone number for the original faculty of record
- Copy of the email to student indicating the student shall submit material to the Director (Didactic or Clinical Experience).
- For graduate level courses, the course faculty will:
  - Notify course support no later than week 7 during the course in which the grade of incomplete is earned or week 15 of a 16-week course:
    - That the course needs to be moved to “incomplete status.” This will extend student access to the course.
    - Date the course will automatically close, which is 16 weeks from the last day of enrollment session or the date indicated on the Record of Incomplete form.
  - Notify the director that the course is in “incomplete status” and the names of the students who remain in the course.
    - Course faculty complete Record of Incomplete Work form with student’s signature and submit it to Director of Graduate Studies.

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## Policy 04: Class/Clinical Attendance

**Date Effective:** 3/96

**Date Revised:** 8/06; 8/11; 8/12; 8/14; 8/26

**Policy:**

### **Class/Lab/Clinical Attendance**

**Purpose:**

Student attendance in the nursing program is critical to student success. The instructional work of the program is designed for regular attendance and participation. The North Carolina Board of Nursing (NCBON) has time requirements for class, laboratory, simulation, and clinical experiences that each student must complete to meet graduation requirements and to be eligible to sit for the National Council Licensure Examination (NCLEX) for registered nurses. The purpose of this policy is to establish and communicate expectations for class and clinical experience attendance and the potential consequences for students' absences, tardies, or leaving early from clinical.

### **Class and Lab Attendance Policy:**

Students are expected to attend all scheduled classes and labs to derive maximum benefit from their courses. The university strictly and fairly enforces policies governing classes, and students are accountable and responsible for complying with attendance regulations. Each department has established its own attendance policy which is supported by the university. If unwarranted absences occur, the Program Director may suspend the student from the class or from the university. Students who miss more than (2) class sessions are subject to disciplinary action by the Program Director. Students who arrive at class or lab after the designated start time are considered tardy (no greater than or less than 5 minutes from the scheduled class/clinical/lab time). Two (2) tardies equal one (1) absence. Students who arrive late or leave early are considered tardy for the day. Excessive absences may result in unsuccessful completion of the course. Students who miss lab will be required to attend open lab to make up missed time within two weeks of absence.

### **Procedure for Class and Lab Attendance:**

1. Students should refer to the syllabus for attendance requirements specific to the course.
2. Students are expected to notify the course instructor by email if they will be absent, tardy, or need to leave early.

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3. Students who arrive at class or lab after the designated start time are considered tardy. Tardy is defined as more than 5 minutes late to the assigned start time of the class (no matter the reason).
4. Students are accountable and responsible for completing any missed assignments for the class and for attending open lab to makeup missed content due to absences.
5. Students who do not attend open lab within two weeks of lab absence will no longer be able to attend clinical. This will be considered a clinical absence.
6. Students should refer to the syllabus for attendance requirements specific to the course.

**Clinical Attendance Policy:**

Attendance for all scheduled clinical experiences, including simulation, observation, and other assigned experiential learning, is required. Students must notify the clinical instructor of any planned or unplanned absence before the clinical day when possible and as soon as possible for an unplanned absence. Students who miss **two (2) scheduled clinical days in a clinical course of 90 hours or more, or one (1) scheduled clinical day in a clinical course of 45 hours or less**, may be unsuccessful in the clinical component and course; illness and extenuating circumstances will be considered on a case-by-case basis. Students who miss more than **two (2) scheduled clinical days across all clinical courses** in a semester are at risk of not progressing in the nursing major. Completion of required make-up hours does not erase an absence or override the maximum absence threshold. Eligible missed clinical time must be made up to satisfy required clinical hours.

**All clinical absences will be tracked over the course of the nursing program and will be taken into consideration when determining NUR410 preceptorship placement.**

**Students are not permitted to switch assigned clinical days. In addition, academic accommodations for classroom education (e.g., class absences) do not apply to clinical practical education. A student seeking accommodation for clinical experience must submit a separate accommodation request to the Office of Student Accessibility Services.**

**Procedure for Clinical Attendance:**

1. Students will notify clinical instructor as soon as possible of clinical absence.
2. When a clinical absence is eligible for make-up, the make-up experience will be determined and scheduled by the Director of Clinical Experience/Innovation based on site, unit, faculty, and other operational availability. Students will be notified of the scheduled make-up by email.
3. A makeup clinical day could be scheduled for **any day of the week** that does not conflict with the students' other courses or clinicals.

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4. Course instructors in collaboration with the clinical team may assign additional clinical makeup assignments as needed.
5. Students who do not complete the makeup clinical within the designated time frame, will not pass clinical and will not pass the course.
6. Unsatisfactory on the Student's Weekly Clinical Evaluation Tool will be assigned for each missed clinical day.
7. Tardy is defined as more than 5 minutes late to the assigned start time of the clinical day (no matter the reason. Unsatisfactory is assigned for the clinical day on the Student's Weekly Clinical Evaluation Tool). Two tardies will equal 1 absence.
8. Students have until 11:59 pm the day after the clinical day end to complete and submit clinical paperwork. Late paperwork will result in an unsatisfactory day; 2 unsatisfactory scores will equal 1 clinical absence.
9. Students must complete the assigned make-up experience within the designated timeframe. Make-up completion does not remove the original absence from attendance records or prevent application of the maximum absence threshold. Failure to attend or complete an assigned make-up may result in course failure.

**Students Needing Accommodations:**

Pre-licensure students should notify the Clinical Compliance Coordinator and the Coordinator of Student Accessibility Services as soon as possible when a situation occurs that may require temporary accommodation.

Post-licensure students, including MSN students, shall notify the Director, Clinical Compliance Coordinator, and the Coordinator of Student Accessibility Services.

Students may be asked to provide documentation and progress reports from a healthcare professional, including a statement that the student may return to full activities and/or participation in clinical.

- Title IX Compliance: Students who anticipate absences because of pregnancy, childbirth, recovery from any related conditions, or parenting should consult with the program Director.
- ADA Compliance: Student situations requiring temporary accommodation under the ADA will be reviewed on a case-by-case basis. These types of situations may include but are not limited to the student wearing a brace or cast, use of crutches, lifting restrictions, or concussions. The clinical agency reviews the student's ability to perform and/or their policy concerning assistive devices in the clinical setting and makes the final decision to permit a student's participation in clinical experiences at that agency. Each agency evaluates the situation based upon their policies and

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procedures. If a clinical agency denies permission to participate in clinical experiences, the School is under no obligation to provide alternate experience until the situation is resolved.

Students who miss more than two weeks of clinical experiences due to pregnancy, childbirth, recovery from any related conditions, or parenting must provide documentation from a healthcare provider stating that they are unable to participate in clinical.

- All documentation should be submitted to the Clinical Compliance Coordinator. The Clinical instructor may not accept or evaluate this documentation.
- The student will receive a grade of Incomplete in the course and will be permitted to complete clinical requirements the next semester the course is offered pending availability of a clinical site and section.
- The student will not be permitted to progress in the program until the grade of incomplete is resolved.

## Policy 05: Client and Family Photography

**Date Effective:** 9/07

**Date Revised:** 8/11; 8/12; 8/17, 5/21; 8/26

**Policy:**

Photographing a client, their family members, or visitors without written permission, is a violation of HIPAA and PSN policy. No faculty or student may photograph anyone in any facility by any means when working or studying under the auspices of the Presbyterian School of Nursing.

**Procedure:**

Students who violate this policy will be subject to disciplinary action up to and including removal from the nursing program and any additional consequences related to a HIPAA violation.

## Policy 06: Clinical Requirements and Deadlines

**Date Effective:** 9/07

**Date Revised:** 8/11; 8/12; 8/13; 8/14; 8/16; 8/17; 8/18; 8/19; 5/25; 10/25; 8/25; 8/26

### **Policy:**

Students are responsible for maintaining continuous compliance, including requirements that require updates or renewal. Students must follow all requirements to participate in clinical experiences. Clinical experiences include Nursing Simulation Center clinical days and off-campus clinical agency experiences.

Students who are not in compliance with any element, including renewal or updates of previously submitted items (tuberculosis screening, CPR, immunizations, fit testing, etc.) policy documents, or required hospital orientation and training, may not participate in clinical experiences and will receive a non-compliance absence for each missed experience. Missed clinical days due to non-compliance are designated as unsatisfactory performance and could impact a student's ability to pass the clinical component of the course.

The deadlines apply to the following items, including but not limited to (refer to the compliance and document management system for up-to-date requirements):

- Student Medical Forms
- Immunizations / vaccines and boosters
  - Annual Tuberculosis QuantiFERON Gold or T-spot blood test
  - Annual Flu Vaccine
  - MMR Series (2 doses)
  - Varicella (2 doses)
  - Hepatitis B series (3 doses)
  - Tdap (must be less than 10 years old with at least one dose given after age 14)
- Drug Screen
- Criminal Background Check
- CPR Certification – initial and renewal
  - Must be American Heart Association for Healthcare Providers
- Agency orientation and safety training
- Bloodborne Pathogen Training
- **Additional items designated by the PSN or clinical agencies\*\***

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Deadlines may be revised, and additional items required by the PSON or clinical agencies at any time. Students will be notified of revisions and additional requirements via their university email account.

Students must submit all required items in sufficient time to receive approval. Please note that the approval process may take several weeks, therefore items must be submitted well in advance of the deadlines.

The clinical agency reviews compliance material and makes the final decision to allow a student's participation in clinical experiences at that agency by the compliance and document management system and agency specific portal. If a clinical agency denies permission to participate in clinical experiences, the program is under no obligation to provide alternate experiences, and the student may be removed from the program.

Students retain access to the compliance and document management account during and following enrollment in a PSON program.

**Procedure:**

Students must submit all required items in sufficient time to receive approval. Please note that the approval process may take several weeks; therefore, items must be submitted well in advance of the deadlines. If the deadline falls on a weekend or holiday, the deadline will be extended to the next University business day.

Undergraduate and graduate students beginning clinical coursework and returning out-of-sequence students follow the deadlines below:

**BSN and ABSN Tracks\***

| Semester enrollment in coursework | Compliance material approved by: |
|-----------------------------------|----------------------------------|
| Fall semester                     | July 15                          |
| Spring semester                   | November 15                      |
| Summer semester                   | March 15                         |

**MSN Tracks\***

Prior to the first day of the semester in which clinical will begin.

**\*Dates may be changed per PSON**

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- If Required materials not approved by the compliance and document management system by the stated deadline, students may have their offer of admission/reenrollment withdrawn or registration administratively withdrawn.

**\*\*Notice regarding medical and/or religious exemptions:** Although PSON is a direct entry program, students should knowingly enter the program with the understanding that they must adhere to the clinical requirements set forth by each of our clinical partners EACH semester. Exemption status granted by the University does not mean our clinical partners will accept the exemption status. If a student does not meet the clinical requirements as set forth by the clinical partners, the student will be required to withdraw from the program if they refuse to meet the vaccine requirements.

## Policy 07: Compliance

**Date Effective:** 05/15

**Date Revised:** 8/18; 5/25, 10/25; 8/26

**Policy:**

Students enrolled in the PSON must submit and maintain all documentation necessary to satisfy program, clinical agency, accreditation, and regulatory compliance requirements by established deadlines. Students are responsible for ensuring that all compliance requirements remain current throughout their enrollment in the program. Failure to maintain compliance may result in restrictions on participation in clinical or practicum experiences and may adversely affect course grades, progression, and program standing.

**Procedure:**

- Upon admission to the undergraduate nursing program, or no later than one semester prior to beginning clinical or practicum experiences for graduate nursing students, students must begin completing all required compliance requirements.
- Students must submit all required compliance documentation by the deadlines established by the program.
- Students are responsible for monitoring expiration dates and renewing required documentation before it expires.
- Students who fail to submit or maintain required compliance documentation may be prohibited from participating in clinical, simulation, practicum, or other experiential learning activities. A missed experience caused by student non-compliance is a non-compliance absence and may be designated as unsatisfactory performance. Non-compliance absences are not automatically eligible for make-up; any make-up opportunity is determined by the program based on course requirements, clinical capacity, agency restrictions, and the applicable attendance policy. Non-compliance may adversely affect course grades, progression, and program standing.

Students must establish and maintain an account within the compliance tracking system designated by the School of Nursing. Students are responsible for all costs associated with establishing, maintaining, and updating their compliance records.

- Students must comply with all additional requirements imposed by affiliated clinical agencies or practicum sites as a condition of placement.

## Policy 08: Confidentiality

**Date Effective:** 9/07

**Date Revised:** 8/11; 8/12; 8/17; 8/18; 8/19; 10/25; 8/26

**Policy:**

Nursing students have access to data of a sensitive nature. Students are expected to abide by the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

Misuse of health information includes but is not limited to the following:

1. Accessing medical record information about any client by someone not assigned to care for them.
2. Discussing a particular client's case in an inappropriate location, such as in a public location or on social media. This includes photos and videos from clinical site locations and/or anytime wearing a Queens uniform or badge.
3. Removing confidential data from the clinical site in any format, such as any portion of the medical record or chart, daily worksheets, care plans, or report documents.

Misuse of educational information includes but is not limited to:

- Photographing, recording or videotaping an educational experience without permission.
- Disclosing any information regarding the performance of peers in all educational settings.

Students must regard their Queens' ID badge and/or agency identification badge and technology password as equivalent to a personal signature (identification), and it should be protected as such. Lending or using an ID badge or password belonging to someone else is prohibited.

Any student who witnesses or suspects a breach of any confidentiality policy is expected to report the incident to his/her instructor or academic advisor.

Students who violate the confidentiality policy will be subject to discipline up to and including removal from the program and criminal charges for any additional consequences related to a HIPAA violation.

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**Procedure:**

Students sign the Presbyterian School of Nursing Confidentiality Agreement located in the compliance and document management system before matriculation into the program. Students who do not sign the confidentiality agreement will not participate in clinical experiences.

If warranted, students will receive a copy of a clinical agency's policy on confidentiality and will be required to sign a copy of the agency's confidentiality agreement. This form will be retained as per the clinical agency's direction. Students are required to follow the more restrictive policy.

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**Policy 09: CPR Certification**

**Date Effective:** 4/99

**Date Revised:** 8/11; 8/12; 8/13; 8/14; 5/15; 8/16; 8/19; 8/26

**Policy:**

While enrolled in PSN, all students are required to maintain continuous CPR/basic life support certification for healthcare providers. Students will not be able to attend clinical if CPR expires. The PSN only accepts American Heart Association HeartCode® BLS for Healthcare Providers.

**Procedure:**

Students shall submit the required material as specified.

Refer to the **Clinical Requirements and Deadline policy** for further instruction.

## Policy 10: Criminal Background Check

**Date Effective:** 4/99

**Date Revised:** 8/11; 8/12; 8/13; 8/14; 16, 8/17; 8/26

**Policy:**

Accreditation agencies require hospitals, childcare facilities, and other agencies/organizations to perform criminal background checks on all people involved in direct client care, which can include employees, volunteers, and students. Students are required to complete a criminal background check. Refusal to complete the self-disclosure or sign consent to conduct a background check will prevent the student from participating in the PSON program. Criminal background results will be reviewed by the clinical agencies with whom we have agreements for clinical placement. Students may be asked to provide additional documentation regarding a positive background check as requested by the clinical agency. In many instances a prior criminal history will be revealed on a background check, even if it was expunged.

If students are charged with any crime during their enrollment in the program, they must notify the Clinical Compliance Coordinator within 48 hours, who will notify the clinical agencies. The Program Director and/or agency may re-evaluate eligibility to participate in clinical experiences. Students who do not report being charged with a crime may be dismissed from the program.

**Procedure:**

- Students will complete Criminal Background Check as part of clinical compliance requirements.
- Results of all Criminal Background Checks will be reported to clinical agencies. Clinical agencies make final determination of student eligibility to participate in clinical experiences at that site. Students shall submit the required material as specified. Refer to the **Clinical Requirements and Deadline policy**.
- Clinical agencies may have additional requirements that will be addressed on a case-by-case basis and met for students to participate in clinical at the site.

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## Policy 11: Disciplinary Procedure for Violations of Nursing Program Standards

**Date Effective:** 8/26

**Date Revised:**

**Policy:**

Students whose performance is unacceptable due to inability to meet professional conduct standards, Technical Standards, or non-adherence to any PSON policy (collectively referred to as Nursing Program Standards) may be subject to disciplinary action up to and including removal from the nursing program. Alleged violations of Nursing Program Standards will be reviewed by the Student Standards Review Committee (SSRC) according to the procedure below.

Note: Application of the policy and procedures set forth here are modified as follows:

**Grade appeals:** All grade appeals shall be submitted in accordance with the Grade Appeal Procedure set forth in the current Queens University Student Handbook.

**Academic Integrity and Honor System:** Alleged violations of Queens University's Academic Integrity Policies and Honor System (Honor Code, Code of Conduct, and Social Policies) shall be submitted and resolved in accordance with the relevant policies and procedures set forth in the current Queens University Student Handbook. Additional disciplinary action based on Nursing Program Standards may be taken before, at the same time as, or after actions pursuant to the Queens University Student Handbook.

**Title IX and Sexual Misconduct:** The university's Title IX Coordinator oversees compliance with all aspects of the Title IX and Sexual Misconduct Policy (including harassment and/or discrimination on the basis of sex or gender) under the requirements of Title IX. Further information about the university's policy, reporting options, or the institution's response should be available from Queens' Title IX Coordinator.

**Procedure for Alleged Violations of Nursing Program Standards:**

Alleged violations of Nursing Program Standards will be heard by the Student Standards Review Committee (SSRC). The SSRC will consist of three voting PSON faculty members appointed by the Program Director or designee. The Program Director is not a voting member of the SSRC.

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1. The Committee receives and considers Nursing Program Standards concerns about students. Concerns may be forwarded by faculty members, outside clinicians, advisors, administrators, or other Queens employees.
  - a. A faculty member who initiated the concern, is directly involved in the underlying event, or otherwise has a conflict that could reasonably affect impartiality may not serve as a voting member of the SSRC for that matter. The Program Director or designee will appoint an alternate member.
2. All three voting positions must be filled for the SSRC to act. If a member is unavailable or recused, the Program Director or designee will appoint an alternate. The Program Director does not vote and is not counted as a member of the SSRC.
3. Upon receipt of a concern that the Program Director determines may constitute a violation of Nursing Program Standards, the Program Director shall convene the SSRC when formal disciplinary action may be warranted. Matters that may result in probation, suspension, or removal from the program must be referred to the SSRC.
  - a. In the event the Program Director is unable to fulfill the responsibilities described for the SSRC process, the Program Director shall designate another member to fulfill those functions. References in this process to the Program Director shall include any such designee.
  - b. The SSRC will provide written notice to the student of the concerns. The notice will identify the Nursing Program Standards in question and briefly summarize the allegations. The written notice will also include the date, time, and location of the SSRC meeting to consider the allegations. This written notice shall be provided at least five (5) business days in advance of the meeting.
  - c. The student is encouraged to attend the SSRC meeting. The student shall have access to the student's education record to prepare for the meeting. The student will be provided an opportunity to speak and to present relevant information. The student may bring an advisor to this meeting. The advisor must be an individual from the Queens community (currently enrolled student, faculty, or staff member). The advisor may not speak, present information, or disrupt the meeting in any way. The unavailability of an advisor shall not be a basis for postponing the meeting. If a student decides not to participate in the Committee meeting, the Committee may meet and make its decision based on the information that is presented.
  - d. Members of the SSRC may ask questions of the student; and the student may ask questions of the SSRC members. The tone of the meeting should be respectful, and all

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information and discussion should be relevant to the Nursing Program Standards in question.

- e. After the student has presented and any exchange of information with the Committee has concluded, the student and any non-committee participants will depart. The SSRC will deliberate in private to determine whether a violation occurred and, if applicable, the appropriate sanction and conditions.
- f. If the SSRC determines that the student violated one or more Nursing Program Standards, it may impose one or more of the following sanctions. Remedial requirements, including counseling, education, a Performance Improvement Plan (PIP), restrictions, monitoring, or other conditions, may accompany a sanction as appropriate:
  - i. Warning - Written notice that the student violated Nursing Program Standards and that further violations may result in more serious disciplinary action. Warnings are not subject to appeal under **Appeals of Decisions Related to Nursing Program Standards Policy**.
  - ii. Probation - Continued enrollment under specified conditions for a defined period. Failure to satisfy the conditions of probation or a subsequent violation may result in suspension or removal.
  - iii. Suspension - Temporary removal from specified nursing courses, clinical experiences, or the nursing program for a defined period or until stated conditions are met.

Removal from the Nursing Program - Permanent separation from the nursing program, subject to any applicable readmission policy.

- 4. The SSRC will issue a written decision that identifies the Nursing Program Standard(s) considered, summarizes the relevant facts and findings, states whether a violation occurred, identifies any sanction and related conditions, provides the effective date, and explains applicable appeal rights. A copy of the decision will be provided to the Program Director.
- 5. The SSRC will endeavor to issue its written decision within five (5) business days following the meeting but may take additional time when necessary because of case complexity or other unusual circumstances.
- 6. The SSRC will communicate its written decision to the student. Decisions imposing probation, suspension, or removal may be appealed only in accordance with Policy 02: Appeals of Decisions Related to Nursing Program Standards. A warning is not appealable.

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**Policy 12: Dropping or Withdrawing from a Nursing Course**

**Date Effective:** 4/10

**Date Revised:** 8/12; 8/14; 8/16; 8/18, 8/22; 8/26

**Policy:**

Any student who drops or withdraws from any required course within the nursing curriculum will be out of sequence in the curriculum plan. Pre-licensure students who drop courses or withdraw during the first semester must reapply to the program through competitive admission. Students will only be able to come back into the program one time after a LOA or withdrawal.

Students originally admitted as Direct Admit no longer have the Direct Admit status. Reenrollment is on a space available basis and is not guaranteed.

**Procedure:**

Students who are considering dropping or withdrawing from a course are encouraged to discuss the decision with their academic advisor.

Dropping or withdrawing from a course requires dropping or withdrawing from co-requisite courses.

Dropping or withdrawing from a course results in the student being out of sequence with the curriculum course plan, which will delay progression and exit/graduation from the program.

Prior to dropping or withdrawing from a course, students should consult the PSN policy “Program Reenrollment”.

Because dropping or withdrawing from a course may result in accounting or financial aid adjustments, students should consult their Student Financial Services Counselor.

## Policy 13: Drug Screen

**Date Effective:** 4/99

**Date Revised:** 11/07; 8/11; 8/12; 8/13; 8/14; 5/15; 8/16; 8/26

**Policy:**

Consistent with healthcare practice regarding a drug-free environment, all clinical students participating in educational programs must provide documentation of a negative (urine) drug screen based on current requirements of clinical agencies by the designated deadline. The urine must be collected and processed using a NIDA (National Institute on Drug Abuse) approved laboratory. Testing must be done through the identified vendor, using one of their approved labs. Chain of custody in handling of the specimen must be maintained. Students readmitted to the PSN following a leave of absence or withdrawal are required to repeat the drug screen before reenrollment.

A positive drug screen may show:

- Legal drugs: Valid prescription must be provided for any positive report. Medical Review Officer (MRO) review may be required at the facility level.
- Illegal drugs: Clinical access denied by specific facility protocol.
- Negative-Dilute or Out of Range Results (temperature, specific gravity and/or creatinine): Retest required.

Results may be reported to clinical agencies, according to the Affiliation agreement. Clinical agencies make final determination of student eligibility to participate in clinical experiences at that site.

Students are subject to random or for cause screening at any time during a clinical experience in compliance with the agency policy. Random testing may be at student's expense and performed at labs designated by the clinical facility.

If students are charged with any crime related to substance use or abuse during their enrollment in the program, they must notify the Clinical Compliance Coordinator within 48 hours, who will notify the clinical agencies. The Program Director and/or agency may re-evaluate eligibility to participate in clinical experiences. Students who do not report being charged with a crime related to substance use or abuse may be removed from the program.

**Procedure:**

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Students shall submit the required material as specified. Refer to the **Clinical Requirements and Deadline policy** for further instruction.

## Policy 14: Formal Complaint

**Date Effective:** 8/13

**Date Revised:** 8/18; 5/25; 8/26

**Policy:**

Queens University of Charlotte is committed to fostering an educational environment that supports personal and professional growth of individuals. The University Catalog outlines the procedures for students to file formal complaints and both academic and non-academic grievances.

PSON defines a formal complaint as a signed, written allegation submitted by a student, faculty member, staff member, or external constituent alleging inappropriate, arbitrary, or unfair treatment related to PSON programs, policies, practices, personnel, or operations.

This policy does not apply to matters for which a separate University or PSON policy or procedure has been established. This includes, but is not limited to, disputes regarding earned grades, failure to meet progression standards, requests for reenrollment or readmission, academic appeals, academic integrity matters, discrimination or harassment, sexual misconduct, disability accommodations, or employment-related concerns. Such matters will be referred to and addressed through the applicable University or PSON policy and procedure.

Routine course-related concerns should first be addressed with the course faculty member when appropriate. If the concern is not resolved, the individual may elevate the concern to the appropriate Director and, when necessary, to the Chief Nurse Administrator/Executive Director. This informal resolution process does not prevent an individual from submitting a formal complaint when the concern meets the definition of a formal complaint under this policy.

Anonymous or unsigned submissions will not be considered formal complaints under this policy. However, information received through an anonymous submission may be referred to the appropriate University official when the nature of the concern warrants further review.

No individual shall be subjected to retaliation or adverse action for submitting a complaint, raising a concern in good faith, or participating in the complaint review and resolution process.

If a formal complaint cannot be resolved at the PSON level or falls within the jurisdiction of another University office, it will be referred to the appropriate University official or office for further review and resolution in accordance with applicable University policy.

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**Procedure:**

**1. Submission of a Formal Complaint**

- Formal complaints must be submitted in writing via email to the Executive Director/Chief Nurse Administrator or designee using the official University email address.
- The complaint must include:
  - The date of submission;
  - The complainant's electronic signature or typed name indicating authorship;
  - A detailed description of the concern, including relevant dates, individuals, circumstances, and actions, when known; and
  - Relevant supporting information or documentation, when available.

**2. Acknowledgment and Initial Review**

- Upon receipt of a formal complaint, the Chief Nurse Administrator/ Executive Director or designee will acknowledge receipt and conduct an initial review to determine whether the complaint falls within the scope of this policy.
- If the matter is governed by another University or PSON policy or procedure, the complainant will be informed and the matter will be referred to the appropriate University official, office, or process as applicable.

**3. Review and Resolution**

- For complaints within the scope of this policy, the Chief Nurse Administrator/ Executive Director or designee will review the information provided and conduct or coordinate any inquiry necessary to understand and address the concern.
- The review may include requesting additional documentation, meeting with the complainant, consulting with individuals involved in the matter, or obtaining other information relevant to the complaint.
- Following the review, the complainant will receive a written response outlining the disposition of the complaint and, when appropriate, any next steps available to the complainant.
- If the complaint cannot be resolved at the PSON level, it will be referred to the appropriate University official or office for further review and resolution.

**4. Documentation and Record Retention**

- PSON will maintain documentation of formal complaints and their disposition in a confidential manner.
- Complaint records will be maintained separately from academic evaluation and grading records unless otherwise required by University policy or applicable law. Aggregate complaint information

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may be reviewed as part of PSON's systematic program evaluation and continuous quality-improvement processes.

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## Policy 15: Inclement Weather

**Date Effective:** 1/08

**Date Revised:** 8/11; 8/12; 8/14; 8/19; 8/26

**Policy:**

The PSN will normally abide by the university's decision to cancel or delay classes due to inclement weather. Clinical instructors may cancel or delay clinical if travel conditions are or may become hazardous during the scheduled clinical time. This includes any course or clinical experience related to the School of Nursing.

**Procedure:**

Students, faculty, and staff are notified of changes in the university class schedule by QAlert. All classes and clinicals will be cancelled in the event the university is closed.

The clinical instructor is responsible for notifying the clinical unit if clinical is cancelled, including when the university is closed.

If the students are in the clinical setting when the announcement is made that the university is closed (or closing), students shall bring their clinical work to a close and will be dismissed by their clinical instructor as close to the university announced time as is possible.

If the clinical instructor is unable to safely travel to the clinical site, the faculty member's section may not participate in clinical. The clinical instructor must notify students as soon as possible if clinical is canceled or delayed. Students will be notified if the time is made up on an open clinical day. Clinical instructors must pre-arrange a method to contact all students in their clinical group.

The clinical instructor is responsible for notifying the Director of Clinical Experience/Innovation that their clinical experience is cancelled or delayed. The initial notification may be by phone or text, but the faculty is responsible for sending an official notification via email within 24 hours.

Decisions to cancel or delay clinical will normally be made by the Program Director by 5:30am. The Program Director will notify the Clinical Instructors, the Director of Clinical Experience/Innovation, and students via email at least one hour before the scheduled start time for clinical.

At times, classes will be held when road and weather conditions may vary across the area. The decision to travel to campus or clinical sites during inclement weather ultimately rests with the students and

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faculty members. Students are responsible for academic work they miss, if they elect not to attend due to weather.

Students must notify their preceptors if they are unable to attend a clinical experience due to inclement weather.

Students are responsible for notifying their clinical instructor if they feel they are unable to safely travel to the clinical site and must miss clinical. In this case, students are aware that this will result in a clinical absence.

## Policy 16: Infectious / Communicable Disease or Injury

**Date Effective:** 5/07

**Date Revised:** 8/11; 8/13; 8/20; 8/26

**Policy:**

Faculty, staff with faculty rank, and students performing learning and instructional activities may engage in activities where exposure to blood or other potentially infectious materials is anticipated. Faculty, staff, and students are therefore considered to have the potential for occupational exposure. This includes activities on campus and at clinical or research sites. Likewise, faculty, staff with faculty rank, and students may participate in activities with the risk of injury.

Students will be instructed in clinical agency infection control guidelines prior to beginning patient care experiences in any new facility. Clinical agencies may have additional criteria that must be met by students and approved by the agency to participate in patient care experiences. The PSON recognizes and accepts the variation in criteria between clinical agencies, and will hold students, faculty, and staff accountable, accordingly.

Students, faculty, or staff who have infectious/ communicable disease are relieved of classroom/lab attendance and patient contact until they have been symptom free for 24 hours and/or present no risk to the health of classmates, employees, or patients. Students, faculty, or staff with an injury must be cleared by the Program Director and/or clinical agency to participate in clinical experiences.

Accidental potential bloodborne pathogen exposures in a clinical setting require prompt evaluation. It is the student's responsibility to report sharp injuries, needle sticks, or other potential exposure to bloodborne pathogens to the clinical instructor. Response and treatment will follow clinical agency policy.

Students are responsible for the cost of treatment for any infectious/communicable disease or injury incurred during enrollment in a PSON program and the cost of return to school/clinical testing or medical examinations as required by clinical agencies. Faculty and staff will follow the policies of Queens Human Resource department.

The PSON reserves the right to suspend class, laboratory, and clinical experiences in the event of an infectious or communicable disease outbreak or threat that may pose a danger to the students, faculty, or staff. University decisions about student participation in courses and clinical experiences will supersede those of the PSON.

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**Procedure:**

Faculty members may preclude a student from clinical experience if in the faculty member's judgment, the student's illness poses a potential health hazard to patients.

Students, faculty, and/or staff who have had an infectious/ communicable disease may be required to provide written and dated clearance from a healthcare provider on official letterhead to return to clinical. This documentation should be submitted to the Clinical Compliance Coordinator ([PSONcompliance@queens.edu](mailto:PSONcompliance@queens.edu)). Copies of clearance to return to clinical may be provided to clinical agencies by affiliation agreement requirements or by request of the clinical agency.

Students, faculty, and/or staff who have recently traveled to areas with outbreak of infectious/communicable disease, regardless of if they are showing symptoms, may be required to participate in a quarantine period until they are determined to be free of infection and/or no longer pose harm to others. Additional documentation from a healthcare provider indicating the individual's ability to return to the public may be requested.

Faculty, staff, and students may be screened for signs and symptoms of infectious/communicable disease prior to entering class, laboratory, or clinical experiences to ensure that they do not pose a risk to others. Refusal to participate in screening will prohibit participation in the class, laboratory, or clinical experience. Faculty, staff, and/or students may be required to adhere to additional requirements during a class, laboratory, or clinical experience to maintain a safe working/learning environment that mitigates the risk of illness or injury. Failure to adhere to these requirements will prohibit participation in the class, laboratory, or clinical experiences and could be reported to the university as an Honor Code violation.

Any student who presents to a PSON-sponsored event, gathering, or class that is experiencing symptoms of illness, will be directed by faculty or staff to self-isolate and/or seek medical attention until authorization to return is verified.

Students unable to attend class, laboratory, and clinical experiences due to exposure to infectious/ communicable disease or injury should notify their faculty, and if indicated, Student Accessibility Services, as soon as possible after the diagnosis. Students shall work with their faculty to obtain coursework and make-up assignments. Students are responsible for initiating this conversation with faculty and maintaining the open flow of communication. Options for remote attendance to classes may be provided by the faculty within the constraints of the NC Board of Nursing and CCNE. Absences required under this policy remain subject to course and clinical-hour requirements and will be reviewed under Policy 04, including its case-by-case consideration of illness and extenuating circumstances. A

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student directed not to attend because of illness must not report to class, lab, simulation, or clinical until return requirements are satisfied.

## Policy 17: Latex Sensitivities

**Date Effective:** 5/07

**Date Revised:** 8/11; 8/12; 8/13; 8/14; 8/18; 8/26

**Policy:**

When working in the Simulation Center, lab, or healthcare environment, the potential exists for exposure to latex and other allergens. Students and faculty members with a known sensitivity or allergy to latex are responsible for assessing their personal level of risk.

**Procedure:**

Students or faculty members with a known sensitivity or allergy to latex are responsible for:

- Consulting with their healthcare provider about the level of sensitivity, risks, and treatment.
- Requesting latex-free equipment when available.
- Informing the faculty member (or co-worker in the case of faculty sensitivity/allergy) of the plan to manage a reaction, including the location of your prescribed Epi-Pen.

Hypoallergenic gloves, glove liners, or powder-free gloves are not to be assumed to be non-latex or latex free.

Education will be provided in the first semester of the BSN curriculum and in NUR 655 of the MSN curriculum regarding the types of reactions, levels and routes of exposures and common products containing latex.

Students and faculty in the Nursing Simulation Center or clinical setting shall report any signs and symptoms that might be indicative of latex allergy.

If a student or faculty member experiences any signs/symptoms of a reaction, emergency medical services (911) shall be contacted immediately. Students are responsible for the cost of transport and treatment.

In the event of an initial confirmed latex reaction, clearance must be obtained from a health care provider prior to re-entering the Nursing Simulation Center or clinical setting. Documentation of clearance from a healthcare provider on letterhead must be submitted to the Clinical Compliance Coordinator.

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Depending on the severity of latex allergies, students may be eligible to seek accommodation through the Office of Student Accessibility Services.

## Policy 18: Lines of Authority for Students

**Date Effective:** 8/07

**Date Revised:** 8/11; 8/12; 8/13; 8/26

**Policy:**

Students shall follow the lines of authority as delineated in the organizational chart for the Queens PSN.

**Procedure:**

Concerns should be addressed with the person who is directly involved, and then the issue will move up the lines of authority, as appropriate.

For students, the appropriate chain of command is as follows:

1. Course Faculty member
2. Appropriate director (Didactic Undergraduate or Graduate Studies)
3. Program Director

In case of clinical concern, students should contact:

1. Clinical Instructor
2. Director of Clinical Experience/Innovation
3. Program Director

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**Policy 19: Location of Residence for Distance Education (Online) Students**

**Date Effective:** 8/14

**Date Revised:** 8/15; 8/18, 8/26

**Policy:**

Enrollment in a distance education (online) nursing program is contingent upon the student residing in a state where Queens University of Charlotte is authorized to offer the program and where any applicable Board of Nursing requirements permit program delivery and clinical placement. Authorization requirements are established by individual states and regulatory agencies and may change without notice.

Students are responsible for maintaining a current address with the University and for notifying the School of Nursing of any change in their state of residence. Failure to provide accurate residency information may affect eligibility to continue enrollment in the program.

Information regarding state authorization is available on the University website.

**Procedure:**

- Students who plan to relocate to another state while enrolled in the program must notify the Program Director in writing prior to the move or immediately upon becoming aware of the change. The Program Director, in collaboration with appropriate University personnel, will determine whether the program may be offered in the student's new state of residence and whether any Board of Nursing or clinical placement restrictions apply.
- Students will be informed of any implications the move may have on their ability to continue enrollment, participate in clinical or practicum experiences, or complete degree requirements.
- During the review process, students may be placed on an administrative hold if necessary.
- Students who relocate to a state in which Queens is not authorized to offer the, or where required approvals cannot be obtained, will be required to withdraw from the program.
- Students who fail to voluntarily withdraw when no authorization exists may be administratively withdrawn.
- State authorization to offer academic coursework does not guarantee eligibility for clinical, practicum, licensure, or certification activities within a particular state.

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**Policy 20: Program Reenrollment after a leave of Absence**

**Date Effective:** 6/91

**Date Revised:** 11/07; 8/11; 8/12, 8/15; 8/16; 8/18; 8/26

**Policy:**

Students who have taken a leave of absence, dropped a course, or withdrawn from a course are categorized as “out of sequence” with their admission course plan.

Undergraduate students who become out of sequence must re-enroll within one semester. Students who are not reenrolled within the designated deadline will be administratively dismissed from the program.

Graduate students who become out of sequence must re-enroll within 12 months. Students who are not reenrolled within the designated deadline will be administratively dismissed from the program.

To assist students with reenrollment and success in the nursing program, the PSON reserves the right to review and place requirements on reenrollment into a nursing program. All requirements must be completed according to program deadlines. Reenrollment to the BSN program in the next semester is on a space-available basis and is not guaranteed.

**Procedure:**

Students must complete requirements for reenrollment by the stated deadline. All clinical agency compliance requirements shall be up to date and compliant in the compliance and document management system according to program deadlines.

If the student is accepted for reenrollment, the Chair of the Student Qualifications Committee will notify the Program Director, Director of Didactic Learning, and the Director of Clinical Experience/Innovation, and the Clinical Compliance Coordinator

If the student has not met the requirements of reenrollment according to program deadlines, the student will be administratively dismissed from the program.

ABSN students who become out of sequence for any reason may be transferred to the BSN track if/when reenrolled. Reenrollment in the next semester is on a space available basis and not guaranteed.

All clinical agency compliance requirements shall be up to date and compliant in the compliance management system according to program deadlines.

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If the student is accepted for reenrollment, the student will be notified by the Program Director.

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**Policy 21: Removal from the Nursing Program – Clinical Safety or Professional Reasons**

**Date Effective:** 6/91

**Date Revised:** 7/01; 12/04; 8/11; 8/12; 8/15; 8/16; 8/26

**Policy:**

The faculty of the PSON has academic, legal, and ethical responsibilities to protect the safety of the public. A student may be subject to removal from the nursing program for clinical safety or professional reasons consistent with applicable North Carolina Board of Nursing requirements and PSON Nursing Program Standards (NCBON 21 NCAC 36. 0320).

Students who fail to meet essential requirements of the PSON program, including but not limited to the following, are subject to removal from the program:

Clinical safety or professional concerns that may warrant disciplinary action include, but are not limited to:

- Inability to meet Technical Standards, with or without reasonable accommodation, when the limitation conflicts with safety essential to nursing practice or prevents achievement of program requirements.
- Behavior that conflicts with safety essential to nursing practice.
- Failure to demonstrate professional behavior, including honesty, integrity, confidentiality, appropriate use of social media, or adherence to other Nursing Program Standards.

**Procedure:**

Academic removal resulting from failure to meet progression requirements is governed by the applicable academic progression policies and is not adjudicated under this policy. Clinical safety, professional conduct, Technical Standards, and other Nursing Program Standards concerns are processed under **Disciplinary Procedure for Violations of Nursing Program Standards Policy**. Eligible SSRC decisions may be appealed under **Appeals of Decisions Related to Nursing Program Standards Policy**.

1. When immediate action is necessary to protect safety or preserve the learning environment, a faculty member may temporarily remove a student from class, lab, simulation, or clinical in accordance with Policy 30. Temporary removal is not, by itself, a final disciplinary sanction.
2. The faculty member will promptly document the concern and notify the appropriate PSON administrator(s) and the Program Director or designee. If further disciplinary review is warranted,

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the matter will be referred to the SSRC under **Disciplinary Procedure for Violations of Nursing Program Standards Policy**.

3. The SSRC process, notice requirements, student participation rights, decision-making authority, available sanctions, and timelines are governed exclusively by **Disciplinary Procedure for Violations of Nursing Program Standards Policy**.
4. Any appeal of an SSRC decision resulting in probation, suspension, or removal is governed exclusively by **Appeals of Decisions Related to Nursing Program Standards Policy**.

## Policy 22: Retention of Compliance Files

**Date Effective:** 8/13

**Date Revised:** 8/15; 8/16; 8/18; 10/25; 8/26

**Policy:**

Compliance documents for students enrolled in the PSON are retained by compliance and document management system.

**Procedure:**

Students may access their compliance documents during and following enrollment in a PSON program through the compliance and document management system.

Students enrolled in a PSON program may be responsible for expenses to establish and maintain the compliance and document management account after separation from PSON

## Policy 23: Social Media

**Date Effective:** 8/12

**Date Revised:** 8/12; 5/25; 8/26

**Policy:**

If an online presence is established by a student, the PSON expects the student to maintain an ethical and professional digital citizenship aligning with the Queens Honor Code and all policies outlined in the current version of PSON Student Handbook. The posting of certain content, or participating in a post, can violate federal privacy laws, and PSON policies, placing the student at risk of disciplinary action up to and including immediate removal from the PSON. It is the intent of the PSON to embrace the use of social media by students while following the letter and spirit of all applicable laws and ensuring the reputation of Queens and the PSON are maintained.

Students shall not:

- Participate in unacceptable online behaviors including cyberbullying, defamation, harassment, offensive content, aggressive behavior or illegal activities.
- Write or post anything (text, video and/or photographs) related to a clinical facility.
- Engage in any disclosures (inadvertent or not) or the perception of disclosures in relation to any information protected by the Health Insurance Portability and Accountability Act (HIPAA).
- Share confidential information in any fashion; client privacy must be maintained. Offenses most pertinent to this discussion are those concerning the release of identifiable client demographics or any combination of identifiable facts that may jeopardize the client's confidentiality; photography and/or video of any kind from the clinical setting; and release of any client information to any outlet.
- Partake in the "friending" of clients or PSON faculty on social media websites. Students in client care roles should not initiate or accept friend requests (or the like) except in unusual circumstances such as the situation where there is an established relationship prior to the date of treatment.
- Comply with HIPAA regulations while on social networking sites. Violators are subject to the same prosecution as with any other HIPAA violations.
- Ensure that your social media activity does not interfere with your commitments while in class or in a clinical setting.
- Clearly indicate that you are speaking for yourself and not on behalf of Queens or the PSON. In circumstances where your connection to Queens and/or PSON is apparent, you should include a

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disclaimer such as: “The views expressed on this [blog; page; website] are my own and do not reflect the views of Queens University or the Presbyterian School of Nursing.”

- Assume that everything you post, exchange or receive on a social media site is public information even if you use privacy settings (determining who can view your page or profile, for instance).
- Assume that your professional life and your personal life will merge online regardless of your effort in separating them.
- Think before posting anything to a social media site. Using social media sites means that you (and the content you exchange) are subject to the online organization’s terms of service. There may be legal implications, and your interactions could be subpoenaed by a third-party. The social media organization has access to and final control over everything previously disclosed on or through their service. Content may sometimes be handed over to law enforcement without the knowledge and notification of the user.

**Procedure:**

Students who violate this policy will be subject to disciplinary action up to and including removal from the nursing program and any additional consequences related to a HIPAA violation.

**References**

- American Nurses Association. (2024). *Social media do’s and don’ts for nurses*. Retrieved 6/2/2026 from: <https://www.nursingworld.org/content-hub/resources/workplace/social-media-dos-and-donts-for-nurses/>
- HIPAA Administrative Simplification 45 C.F.R., Parts 160, 162 and 164 (2013). Retrieved 5/20/2026 from: <https://www.hhs.gov/sites/default/files/hipaa-simplification-201303.pdf>
- HIPAA Journal. (2025) HIPAA and social media guidelines. *Health Insurance Portability and Accountability Act Journal*. Retrieved on 4/23/2025 from: <https://www.hipaajournal.com/hipaa-social-media/>
- Hirst, D. (2017). What nurses need to know about informatics, social media and security! *North Carolina Board of Nursing Bulletin*. Retrieved on 4/23/2025 from: <https://www.ncbon.com/sites/default/files/documents/2024-03/ce-2017-what-nurses-need-to-know.pdf>
- Lin, T., & Metersky, K. (2026). Social media professionalism in nursing students: A concept analysis. *Nursing & health sciences*, 28(2), e70322. <https://doi.org/10.1111/nhs.70322>
- National Council of State Boards of Nursing. (2024). A nurse’s guide to the use of social media. Retrieved 5/20/2026 from: [https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf)

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Sharing Mayo Clinic. (n.d.). For Mayo Clinic Employees. Retrieved 5/20/2026 from:  
[http://endotoday.com/endotoday/mayo\\_sns.pdf](http://endotoday.com/endotoday/mayo_sns.pdf)

## Policy 24: Student Contact and Communication Information

**Date Effective:** 9/07

**Date Revised:** 8/11; 8/12; 8/17; 8/19; 5/25; 8/26

**Policy:**

Before the first day of each semester and upon any changes, students will ensure that the University and PSON have accurate contact information.

This includes phone number(s), emergency contact information, and local and permanent mailing addresses.

Email is the regular means of communication for Queens faculty and staff to communicate with students. Students are expected to check their Queens email accounts regularly and will be responsible for communications sent to their Queens email addresses. Students wishing to contact faculty members or staff should communicate through their Queens email; faculty and staff will not respond to non-Queens email addresses. Any reference to “written notice” may be satisfied by email communication.

**Procedure:**

The student must maintain current and accurate contact information and addresses through MyAccount and with the PSON.

Upon graduation, students are requested to provide an alternate email for alumni communication purposes.

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## Policy 25: Student Medical Forms

**Date Effective:** 9/07

**Date Revised:** 8/11; 8/12; 8/13; 8/14; 5/15; 8/16; 8/19; 8/24; 8/26

**Policy:**

Evidence of physical and emotional health that will enable the applicant to provide safe nursing care to the public is required for admission to, progression within, and graduation from the nursing programs. Student medical forms are provided by the Presbyterian School of Nursing and must be completed by a physician, physician assistant, or nurse practitioner. Students must also adhere to all compliance and document management system requirements, Clinical Requirements and Deadlines, and Technical Standards.

State law requires all students entering college in the state of North Carolina to meet certain immunization requirements. The clinical agencies used for student practice may require additional immunizations as noted in the student medical forms. All immunization and annual tuberculosis screening must remain up to date during enrollment. Students shall not attend clinical or complete any practicum hours, if these requirements are not met. This may lead to unsuccessful completion of nursing courses and an inability to progress in the program.

**Procedure:**

Students shall submit the required material as specified in the policy.

Refer to the **Clinical Requirements and Deadline policy** for further instruction.

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**Policy 26: Student Parking (Campus & Clinical Sites)**

**Date Effective:** 8/11

**Date Revised:** 8/11; 8/12; 8/16; 8/17; 5/25; 8/26

**Policy:**

Students shall follow the Queens and Clinical Agency current parking regulations and display the proper vehicle permit or hangtag while parking on campus or at clinical facilities.

**Procedure:**

- Students at clinical sites will be directed to student parking locations by the Clinical Education and Placement Coordinator and their Clinical Instructor.
- Students may request a security escort to and from parking locations.
- Students are responsible for any fees associated with parking.

## Policy 27: Student Practice Event Policy

**Date Effective:** 8/10

**Date Revised:** 8/12; 8/16; 8/17; 8/18; 8/26

**Policy:**

The faculty of the PSN strives to promote a learning environment in which students practice and provide care based on evidence, standards of practice, and professional values. When an event occurs in which a student fails to perform at the expected level of practice based upon their level in the program or the student compromises the values of PSN and the nursing profession, the event will be assessed under the **North Carolina Board of Nursing Just Culture philosophy**.

Events related to academic cheating, confidentiality, inappropriate use of social media, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, and mental or physical impairment are not subject to the Just Culture philosophy. These events will be addressed with the appropriate policies and procedures of the PSN or Queens University.

**Procedure:** A Student Practice Event Report (located in the Forms section of the handbook) may be initiated by any faculty member when a student fails to meet the expectations of performance or behavior for a student at that level of any nursing program. Examples of events that may initiate a report are (but not limited to):

- Any event that triggers the equivalent of an agency incident report.
- Students are unable to recall content knowledge or skills from previous semesters.
- Students are unable to recognize or accept responsibility for errors in practice or judgment.
- Negligence or failure to act according to policy or standards of practice.
- Near misses.
- Concealing or hiding errors.

Please refer to the following link for reference: [NCBON Just Culture in Nursing Regulation](#)

The faculty member observing the event will complete the Student Event Form and SPEET (Student Practice Event Evaluation Tool) according to their observation.

Clinical instructors may use their professional judgment about removing the student from the clinical setting at the time of an event or permitting them to finish the clinical day.

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The faculty member observing the event will discuss the event with the student and request the student to submit a SPEET: <https://www.ncbon.com/just-culture-general-information>.

**Notification:**

Clinical instructors will notify and consult with the Director of Clinical Experience/Innovation about the event and review the outcome of the SPEET with the faculty member teaching didactic section and Program Director.

The Director of Clinical Experience/Innovation and Program Director will coordinate remediation that may continue into the subsequent semester.

Any faculty member may consult an Educational Consultant at the NC Board of Nursing about the event. All consultations must be documented on the SPEET form, including the outcomes of the consultation.

**Response to SPEET:**

- Events deemed to be Human Error:
  - Console the student
  - When indicated, develop a remediation plan for student improvement. The faculty member initiating the report is responsible for evaluating the result of remediation.
- Events deemed to be At-Risk Behavior:
  - Develop a remediation plan for student improvement. The faculty member initiating the report is responsible for evaluating the result of remediation.
  - Faculty members initiating the report will monitor and coach the student until the end of the timeframe designated on the remediation plan. Normally, the minimum amount of coaching is to the end of the semester. If less than three weeks remain in the semester, monitoring and coaching will continue through the end of the subsequent semester.
- Events deemed Reckless Behavior:
  - Students are subject to disciplinary action according to the policies of the PSN or Queens University.
  - Students who remain enrolled are required to complete a remediation and coaching plan. The faculty member who initiated the report will monitor and coach the student until the end of the timeframe designated on the remediation plan. Normally, the minimum amount of coaching is to the end of the semester. If less than three weeks remain in the semester, monitoring and coaching will continue through the end of the subsequent semester.

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All documentation of the event, including the Student Event form, SPEET completed by faculty member and student, remediation, coaching, and follow-up will be filed in the Student Clinical File.

**References**

North Carolina Board of Nursing (2024). *Just Culture: General Information*. Retrieved 5/20/2026 from:  
<https://www.ncbon.com/just-culture-general-information>

North Carolina Board of Nursing (2024). *Just Culture: SPEET*. Retrieved 5/20/2026 from:  
<https://www.ncbon.com/just-culture-speet>

North Carolina Board of Nursing (2020). *Student Practice Event Evaluation Tool (SPEET)*. Retrieved 5/20/2026 from: <https://www.ncbon.com/sites/default/files/documents/2024-03/just-culture-speet.pdf>

## Policy 28: Substance Misuse

**Date Effective:** 5/07

**Date Revised:** 8/11; 8/12; 8/13; 8/16; 8/26

**Policy:**

The illegal use, and/or sale, or possession of narcotics, drugs, or controlled substances by a student at any time is grounds for removal from the nursing program.

The consumption of alcoholic beverages is not permitted while students are on Program assignments.

Students displaying signs of any level of intoxication or impairment will be removed from the site, disciplined according to established University policy and may be removed from the program.

The PSN or clinical agency may require that the student submit to a random or for cause drug screen. Refusal to be tested is considered equivalent to a positive test. Students who refuse testing are prohibited from participating in clinical experiences. Each missed experience for this reason is considered unsatisfactory performance for that activity.

**Procedure:**

Any student violating the Substance Misuse Policy will be subject to disciplinary action ranging from temporary removal from clinical to removal from the nursing program and University sanctions.

Facilities requiring random or for cause drug screens may require students complete drug screens at their facility.

Students are responsible for the cost of drug screens.

## Policy 29: Technical Standards

**Date Effective:** 9/07

**Date Revised:** 12/10; 8/11; 8/12; 8/13; 8/14; 8/15; 8/26

### **Policy:**

A Nursing degree is an undifferentiated degree attesting to general knowledge in, and the basic skills required for, practicing the full scope of nursing. The PSON strives to educate students to become competent and compassionate nurses capable of meeting all requirements for licensure and post-graduate work in nursing. In addition to classroom learning, clinical learning occurs throughout the program and involves considerations, including patient safety and clinical facilities, which are not present in the classroom. Essential abilities and characteristics required for completing this degree are certain minimum motor, sensory/observational, communication, cognitive, and professional/behavioral competencies. Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing program.

### **Standards**

To acquire the knowledge and skills to function in the field of nursing, individuals must have the following essential abilities and skills:

#### **Motor**

**The student must have sufficient motor function to execute movements required to provide general care and treatment to clients in all health care settings.** The student must possess the motor skills necessary for assessment and therapeutic procedures such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of touch, vision, and hearing. The student must also be able to perform basic life support (including cardiopulmonary resuscitation), transfer and position clients, and position and re-position themselves around clients. The student must also be able to operate equipment typically found in the health care environment (IV pumps, cardiac monitor, electric and manual blood pressure equipment, safe patient handling equipment, etc.).

#### **Sensory/Observation**

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**The student must be able to acquire information presented through demonstration and experience in the basic and nursing sciences.** The student must be able to observe the client accurately, at a distance and close at hand, and observe verbal and non-verbal communications when performing nursing assessments and interventions or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination including information that may be derived from visual inspection and images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel, and lung sounds, etc.).

### **Communication**

**The student must communicate effectively and sensitively with other students, faculty, staff, clients, family, and other professionals.** The student must be able to express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback in both the classroom and clinical settings. The student must be able to convey and exchange information to obtain a health history, identify problems presented, explain alternative solutions, maintain accurate records, and give directions during and post-treatment. The student must be able to effectively communicate in the English language with the ability to retrieve and record information from various sources including computerized data bases. The student must also be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team and exercise judgment to seek support and consultation in a timely and effective manner.

### **Cognitive**

**The student must be able to measure, calculate, reason, prioritize, analyze, integrate, synthesize information, and act with integrity and sound judgment. The student must sustain attention and memory to maintain client safety.** The student must be able to read and comprehend extensive written materials. The student must also be able to evaluate and apply information and engage in critical thinking in the classroom, lab, and clinical setting within the time constraints unique to each setting.

### **Professional Conduct/behavior**

**The student must be able to exercise sound professional judgment and practice nursing ethically.** In addition to adhering to the Queens honor code, the student must abide by professional standards of practice. They must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. The student must be able to engage in client care delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults,

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individuals with disabilities, medically compromised clients, and vulnerable populations. The student must be able to maintain mature, sensitive, and effective relationships with clients, students, faculty, staff, and other professionals under all circumstances, including highly stressful situations. They must be able to function effectively under stress, adapt to an environment that may change rapidly without warning and/or in unpredictable ways, and function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. The student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. They must know how their own values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and work environments.

### **Reasonable Accommodations for Qualified Individuals with Disabilities**

Queens University, the PSN are committed to the principle of equal opportunity and providing educational opportunities to otherwise qualified individuals with disabilities. A “qualified individual” with a disability is one who, with or without reasonable accommodations, meets the academic requirements and these Technical Standards. Students wishing to request reasonable accommodation should contact Office of Student Accessibility Services to initiate the process.

### **Consequences of Inability to Meet Technical Standards**

The technical standards set forth in this policy are required for admission, progression, and graduation from the nursing program. A nursing student who is not able to satisfy the Technical Standards, with or without reasonable accommodation, will be subject to temporary or permanent removal from the program.

### **References**

American Nurses Association, Inc. (2025). Code of Ethics for Nurses. Retrieved on 5/26/2026 from: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

American Nurses Association, Inc. (2021). Nursing Scope and Standards of Practice (3rd Ed.). Retrieved on 5/26/2025 from: <https://www.nursingworld.org/practice-policy/scope-of-practice/>

HIPAA Administrative Simplification (2024). Retrieved on 5/26/2025 from: <https://www.cms.gov/priorities/key-initiatives/burden-reduction/administrative-simplification>

Southern Regional Education Board (2025). The Americans with Disabilities Act: Implications for Nursing Education. Retrieved on 5/26/2025 from: <https://www.sreb.org/publication/americans-disabilities-act>

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**Essential Standards and Examples of Necessary Activities to Participate in Clinical Experiences**

| <b>Core Performance</b> | <b>Standard</b>                                                                                                                                                                                                            | <b>Examples of Necessary Activity<br/>(not all-inclusive)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Abilities       | The student must be able to observe a client accurately at a distance and at close range. In addition, a student must be able to respond promptly to urgent situations that may occur during clinical practice activities. | <ul style="list-style-type: none"> <li>• Possess the ability to perceive pain, pressure, temperature, position, equilibrium and movement.</li> <li>• Possess functional use (with or without use of adaptive device) of the senses of vision, touch, hearing, taste and smell so that data received by the senses can be integrated, analyzed and synthesized in a consistent and accurate manner.</li> </ul>                                                                                                                                                                                                                                                   |
| Motor Abilities         | The student must be able to demonstrate manual dexterity, gross and fine motor abilities sufficient to provide safe and effective nursing care in the clinical setting.                                                    | <ul style="list-style-type: none"> <li>• Execute movements (pushing, pulling, extending, rotating, bending, etc.) to provide general and emergency care (for example but not limited to, the ability to perform CPR) in a timely manner, including the ability to maneuver small spaces and from room to room.</li> <li>• Physically endure assigned periods of clinical practice</li> <li>• Able to calibrate, operate, and maintain equipment</li> <li>• Able to use sterile techniques, universal precautions, and personal protective equipment.</li> <li>• Possess the tactile ability sufficient to perceive changes and differentiate between</li> </ul> |

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                                                                                                                                                                                                                                                                                            | structures, textures, and temperatures.                                                                                                                                                                                                                                                                                                                                                            |
| Sensory Abilities | Observation necessitates the functional use of all the senses. The student is expected to demonstrate sufficient abilities to allow the student to gather data from: the patient, written reference materials, oral presentations, demonstrations, and observations of a client in the healthcare setting. | <ul style="list-style-type: none"> <li>• Demonstrate sufficient capacity to perform health assessment and interventions; obtain diagnostic specimens and information from digital, analog and waveform representations of physiologic phenomena to determine a client's condition.</li> <li>• Be able to access and intervene safely on the client's behalf.</li> </ul>                            |
| Communication     | The student must be able to effectively communicate and receive communication, both verbally and non-verbally and to respond. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language.                                                                    | <ul style="list-style-type: none"> <li>• Elicit information, describe changes in condition, including but not limited to mood, activity and posture, and perceive nonverbal communications as well as communicate effectively and sensitively with clients.</li> <li>• Communication includes written and oral communication to clients, families, and members of the health care team.</li> </ul> |
| Cognitive         | The student must be able to learn, critically think, analyze, and solve problems sufficient for safe clinical judgment and a trusting relationship in the classroom and clinical setting.                                                                                                                  | <ul style="list-style-type: none"> <li>• Gather complete data, develop a plan of action, establish priorities, monitor treatment plan, and identify safe alternatives in complex situations.</li> <li>• Make decisions under varying degrees of stress.</li> <li>• Ability to read, comprehend, and communicate detailed information in the English language.</li> </ul>                           |

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|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Conduct/Behavior | <p>The student must demonstrate professional behavior and refrain from actions that violate university, program, and agency policies. Additionally, students must conduct themselves consistently with the state board of nursing, the ANA Nurse Practice Act, and the ANA Code of Ethics for Nurses.</p> | <ul style="list-style-type: none"><li>• Practice in a safe and competent manner.</li><li>• Respect the dignity, culture, ethnicity, values, and beliefs of people receiving care and treatment, and of their colleagues.</li><li>• Treat personal information obtained in a professional capacity as private and confidential in accordance with HIPAA and Queens/PSON policies.</li><li>• Provide impartial, honest and accurate information in relation to nursing care and health care products.</li><li>• Support the health, well-being, and informed decision-making of people requiring or receiving care.</li><li>• Promote and preserve the trust and privilege inherent in the relationship between nurses and people receiving care.</li><li>• Maintain and build on the community's trust and confidence in the nursing profession.</li><li>• Practice nursing reflectively and ethically.</li><li>• Relate to clients, colleagues, faculty, and other health care professionals with integrity, honesty and without discrimination, prejudice, or intolerance.</li></ul> |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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- |  |  |                                                                                                                                                                                   |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"><li>• Maintain sensitive, harmonious, and effective relationships with clients, faculty, colleagues, and other health care providers.</li></ul> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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**Policy 30: Temporary Removal from Class, Lab, Simulation or Clinical**

**Date Effective:** 4/00

**Date Revised:** 9/03; 5/07; 8/11; 8/12; 8/18; 8/26

**Policy:**

A faculty member may remove a student from participating in any class or clinical experience for any reasons such as, but not limited to:

- Failure to meet technical standards.
- Suspected violation of substance misuse policy.
- Presenting physical or emotional problems which conflict with the safety essential to nursing practice (21 NCAC 36.0320 (d) (1)).
- Demonstration of behavior which conflicts with the safety essential to nursing practice (21 NCAC 36.0320 (d) (2)).
- Failure to demonstrate professional behavior, including honesty, integrity, and appropriate use of social media (21 NCAC 36.0320 (d) (3)).

**Procedure:**

If a student demonstrates behavior or a condition that presents an immediate safety, professional, or learning-environment concern, faculty may remove the student from the class, lab, simulation, or clinical experience immediately. Temporary removal is a precautionary action and is not, by itself, a final disciplinary sanction.

The faculty member will promptly notify the appropriate PSON administrator(s) and document the reason for removal. When further review is warranted, the matter will be referred to **Disciplinary Procedure for Violations of Nursing Program Standards Policy**. Any eligible appeal will be governed by **Appeals of Decisions Related to Nursing Program Standards Policy**.

## Policy 31: Transportation to and from Clinical Sites

**Date Effective:** 6/91

**Date Revised:** 8/06; 8/11; 8/12; 8/26

**Policy:**

Students are responsible for securing and maintaining reliable transportation to and from all assigned clinical, practicum, simulation, and community-based learning experiences. Clinical placements are determined based on educational objectives, program needs, and site availability. Requests for specific clinical placements based on the transportation needs, work schedules, or geographic preferences generally cannot be accommodated. Students are expected to arrive at all assigned clinical experiences on time and prepared to participate fully in clinical activities.

**Procedure:**

Students must arrange transportation that allows them to arrive at the assigned clinical site by the designated start time and remain for the entirety of the scheduled clinical experience.

Students who are tardy or absent due to transportation-related issues will be subject to the program's attendance, tardiness, and clinical absence policies. Transportation difficulties, vehicle malfunctions, traffic delays, or other travel-related challenges do not excuse failure to meet clinical attendance requirements.

Students are encouraged to develop contingency plans for transportation emergencies to ensure compliance with clinical attendance expectations.

## Policy 32: Tuberculosis Screening

**Date Effective:** 4/99

**Date Revised:** 11/07; 8/11; 8/12; 8/13; 5/15; 8/16; 8/17; 8/18, 8/20; 8/26

### **Policy:**

While enrolled in the PSON, all students are required to maintain annual tuberculosis screening. Students who fail to submit the required documentation shall not attend clinical. Missed clinical days due to non-compliance are designated as unsatisfactory performance and could impact a student's ability to pass the clinical component of the course. All results are reported to clinical agencies, per the affiliation agreement or by request of the clinical agency. The requirements are based on [CDC requirements for healthcare workers](#).

### **Procedure:**

One of the following is required before beginning clinical nursing courses:

- QuantiFERON Gold blood test (lab report required) **OR**
- T-spot blood test (lab report required) **OR**
- 2-step skin test

If positive results, **ALL** the following are required:

- Clear Chest X-ray (diagnostic results required) **AND**
- Symptom free TB Questionnaire **AND**
- Physician clearance documented on letterhead

The renewal date will be set for 1 year. Upon renewal date, students are required to submit:

- An annual TB attestation

If annual TB attestation shows risk of TB infection, students are required to submit a:

- QuantiFERON Gold blood test (lab report required) **OR**
- T-spot blood test (lab report required) **OR**
- 2-step skin test
- If positive results, **ALL** the following are required:
  - Clear Chest X-ray (diagnostic results required) **AND**

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- Symptom free TB Questionnaire **AND**
- Physician clearance documented on letterhead

**Note to students: Clear chest x-rays, TB questionnaire, and physician clearance must be completed within 3 months of starting clinical assignment.**

Clinical sites may have additional requirements. Students must meet the requirements of the site where they complete clinical.

Refer to the **Clinical Requirements and Deadline policy** for further instruction.

## PRE-LICENSURE ACADEMIC POLICIES AND PROCEDURES

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*Policies 100-199*

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**Policy 100: ABSN Student transfer to Traditional BSN Track**

**Date Effective:** 8/16; 8/18

**Date Revised:** 8/26

**Policy:**

Students admitted to the ABSN track who have not started classes may request to transition to the traditional BSN track. These students will be placed on the Traditional BSN track waitlist in ranked order.

Students who have completed at least one semester in the ABSN track may request to transfer to the traditional BSN track. Approval for the transfer to the traditional track is contingent upon available space the traditional BSN cohort and is at the discretion of the Program Director.

ABSN students who are eligible to repeat a course following a failure to progress may elect to transfer to the traditional track. Such transfers are subject to space availability and approval by the Program Director. **Procedure:**

- Students admitted to the ABSN track students who have not started classes may request to transition to the traditional BSN track by submitting a written request to their assigned admissions counselor. Eligible students will be placed on the Traditional BSN waitlist according to the established ranking process.
- Students who have completed a minimum of one semester in the ABSN track may request transition to the traditional BSN track by submitting a written request via university E-mail to the Program Director no later than the last day of final examinations for the summer or fall term as designated on the University Academic Calendar.
- Students requesting a track change are not required to reapply to the nursing program and remain subject to all PSN policies, including the progression and graduation requirements.
- Transfers are approved on a space-available basis and will not be permitted if the student's enrollment would require an additional section of any course, including a clinical or lab section.
- Students approved for transfer must satisfy all compliance requirements applicable deadlines for the semester to which they enroll.
- Students transitioning to the traditional BSN track will receive a revised course plan of study from their advisor. Depending on course sequencing and availability, students may be required to complete one or more semesters part-time before joining an existing full-time cohort. Transitioning to the traditional BSN track will extend the student's anticipated graduation date.

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- Changing tracks may affect tuition, fees, financial aid eligibility, and account balance. Students are strongly encouraged to consult their Student Financial Services Counselor before requesting a transfer.

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**Policy 101: BSN Course Grades and Grading Scale**

**Date Effective:** 6/91

**Date Revised:** 8/12; 8/16; 8/22; 8/26

**Policy:** Official course grades are available to students via Canvas portal at the end of each term. Course grades and any portion of the grade (i.e. exam grades) will not be communicated by telephone or email.

Extra credit will not be awarded in any nursing course.

**Procedure:**

All courses in the BSN program use the following system of grades:

| Grade | Equivalency   |
|-------|---------------|
| A     | 93-100 %      |
| A-    | 90-92%        |
| B+    | 87-89%        |
| B     | 83-86%        |
| B-    | 80-82%        |
| C+    | 77-79%        |
| C     | 73-76%        |
| C-    | 70-72%        |
| D+    | 67-69%        |
| D     | 63-66%        |
| F     | 62% and below |

Course grades are calculated using the grading criteria outlined in the course syllabus.

Grades are not rounded during the calculation of individual assignments, examinations, or other graded assignments. The final grade is carried to 2 decimal points and then will be rounded.

Final grade rounding is applied as follows:

- Grades ending in X.5 or higher will be rounded up to the next whole number.
- Grades of X.49 or lower will be rounded down to the lower whole number.

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Examples:

- 79.50% rounds to 80% (B-)
- 79.49% rounds to 79% (C+)

Rounding occurs only once in the final course grade calculation and will not be applied to individual assignments, examinations, or other graded course components.

Students must earn a final course grade of B- or higher to pass the course and progress in the nursing prefixed courses (NUR). Refer to Progression in the Major policy in the student handbook.

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**Policy 102: Dress Code for Pre-Licensure Students**

**Date Effective:** 8/07

**Date Revised:** 8/11; 8/12; 8/13; 8/14; 8/19; 8/20; 5/25; 8/26

**Policy:**

When in uniform, in clinical or the Simulation Center, the dress code must be followed.

Queens' University uniform consists of the following and must be purchased from the Queens Bookstore. Substitutions are not permitted:

- Uniform tops, bottoms, and scrub jacket must be Galaxy Blue. The top and scrub jacket must be purchased from the bookstore so that the Queens University logo is embroidered.
- Individuals choosing to wear a skirt may do so in the pants color selection for the program in a basic uniform style. The skirt must be below the knee in length.
- Religious head coverings are permitted.
- Shirts under scrub tops is not permitted. Students should wear uniform scrub jacket for warmth.
- Shoes in the clinical setting shall be flat, clean, closed toe, with no open weave, cloth or canvas material, and no open-back clogs. Athletic or leather sneakers are permissible. No shoes with holes or crocs are permitted in the clinical area.
- The shoes must be black or white only.
- Plain white/flesh-colored pantyhose may be worn with skirts. Uniforms **MUST** be clean, unwrinkled and worn as designed without damage.
- A valid Student identification badge with student picture **MUST** be worn whenever in uniform.
- Other items considered required parts of the student uniform are:
  - wristwatch with second hand (cellphones are not an acceptable substitute)
  - stethoscope
  - bandage scissors
  - penlight
- Hair must be dry, neat, clean, and styled so that it does not interfere with client care. Hair on or below the shoulder must be pulled back. Hair may be secured with a plain head band of a neutral solid color (black, blue, white, brown) or other method (clip, pins, etc.) that is unobtrusive and in compliance with facility policies.
- Beards and mustaches must be kept clean and neatly trimmed.
- Nails must be clean, short and well-manicured. Only colorless nail polish is permitted. Artificial nails, shellac and gel polishes are not permitted.

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- Jewelry is limited to:
  - wristwatch with a second hand (preferably analog);
  - maximum of 2 rings (rings with prongs are not acceptable);
  - Earrings must not dangle, studs only. Visible body ornaments/facial piercings must be studs only and comply with clinical agency policies.
- Tattoos, branding, and other forms of body art must comply with clinical agency policies.
- The face may not be covered at any time while in the clinical setting except for personal protective equipment.
- Make-up, cologne or perfume must comply with clinical agency policies.
- Modifications to the dress code will be considered individually by the Program Director.

The Clinical Education Placement & Administrative Coordinator will inform students of agency dress code requirements to which students must adhere while in that particular agency. Students are required to follow the more restrictive policy.

Students are not permitted to wear Queens University nametag or uniform when not in the nursing student role.

Failure to comply with the dress code may result in removal from clinical for an assigned experience with an unsatisfactory clinical evaluation for the day. Unsatisfactory performance can impact a student's ability to pass the course.

**Procedure:**

- The faculty will identify students not in compliance with the dress code and will provide them with a verbal warning in the moment and a written warning at the end of the day. The written warning will be shared with the student, the Director of Clinical Experience/Innovation, and the Clinical Education Placement & Administrative Coordinator.
- Students out of compliance a second time will be provided the opportunity to comply within one hour. Students unable to comply within the one-hour period will be removed from clinical and will receive an unsatisfactory performance for the experience.
- Students with multiple non-compliance incidents are at risk of not successfully completing the course and may be removed from the program.

Refer to the Temporary Removal from Class or Clinical policy.

## Policy 103: Exam Security/Testing Procedures

**Date Effective:** 8/16

**Date Revised:** 5/25, 8/26

**Policy:**

To foster a positive and supportive educational environment which sustains and promotes lifelong learning, the following guidelines will be followed during the proctoring of on campus quizzes and exams within the ABSN/BSN program. Additional measures may be implemented at the discretion of the faculty member/proctor. Students receiving testing accommodation shall follow the same guidelines regarding their accommodation and testing policies of Student Accessibility Services. Note: Exam security is under the discretion of the testing proctor or faculty.

**Procedure:**

Students are testing under the Queens University Honor Code, and online testing occurs in a password-protected environment.

The following guidelines are in effect for test security in a class or laboratory environment:

- All personal belongings will be brought to the classroom's designated area before the exam/quiz is distributed.
- All electronic devices, including wearable technology, must be turned off or put in sleep mode prior to the exam/quiz being distributed.
- Cell phones must be placed in airplane mode, turned off, and stored in the space designated for personal items.
- If earplugs are to be used, only foam ear plugs are permitted.
- No headgear, hat or cap may be worn, which obstructs the proctor's view of the student's face. If a student chooses to wear a baseball cap, it must be worn backwards so that the bill does not obscure the student's face. Religious head coverings are permitted.
- Food is not permitted.
- Students should use the restroom prior to the beginning of the exam/quiz. A student should not plan to leave the room or lab until their exam/quiz is submitted to the proctor.
- Students may not use personal calculators. If a calculator is needed for the exam, the testing platform will provide a calculator for student use.
- Seating arrangements during the exam may be assigned at the discretion of the proctor.

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- The proctor is not permitted to interpret questions or explain words for students. -
- Students who arrive after the exam starts will not be provided with extra time to complete it.
- Students who arrive late will not be able to start the exam if another student in the room has already completed the exam.
- Students should be prepared to show ID at the beginning of the exam if asked.

Students requiring assistance from Student Accessibility Services (SAS) must register for accommodation through the SAS department. Students are responsible for scheduling testing dates and times through SAS.

## Policy 104: Grading BSN Courses with a Clinical Component

**Date Effective:** 6/91

**Date Revised:** 8/06; 8/11; 5/25; 8/26

**Policy:**

PSON uses a competency-based model of clinical evaluation. Clinical nursing (NUR) courses are leveled to represent the appropriate competency level for each course. Therefore, in clinical courses requiring 50 clinical hours or less, a midterm clinical competency evaluation is not practical or educationally appropriate; therefore, only a final clinical competency evaluation will be completed.

Students will receive ongoing formative feedback from their clinical instructor throughout the clinical experience. Clinical instructors are expected to provide timely verbal feedback regarding student performance and will document concerns related to clinical performance, professionalism, or client safety when performance falls below the expectations outlined in the course and clinical objectives.

As students' progress through the program and gain experience, expectations for student performance increase in complexity and rigor. In clinical courses requiring 80 hours or more, students will receive both a midterm and final clinical competency evaluation to assess progression toward course-level competencies.

The clinical component of each clinical course and the performance examination in Health Assessment are evaluated as follows:

- S – Satisfactory: Performance is consistent with safe nursing practice and meets the criteria established in the clinical and course outcomes.
- U – Unsatisfactory: Performance is inconsistent with safe nursing practice and/or does not meet the criteria established in the clinical and course outcomes.
- NI – Needs Improvement (midterm grades only): Performance is consistent with safe nursing practice but does not fully meet the criteria established in the clinical and course outcomes.

To successfully complete a clinical course, students must achieve a rating of Satisfactory (S) on all clinical and course outcome criteria by the end of the course.

A final clinical evaluation rating of Unsatisfactory (U) in any nurse course will result in a course grade of "F", regardless of the student's performance in other course components.

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As part of the formative evaluation process, a midterm clinical competency evaluation will be completed in courses that require a midterm evaluation.

Students who receive a rating of Needs Improvement (NI) or Unsatisfactory (U) on any criterion at midterm must meet with their clinical faculty member to identify areas requiring improvement. Specific recommendations and a plan for improvement will be documented on the clinical evaluation form to support the students' successful progression toward course competencies.

## Policy 105: Health Education Systems, Incorporated (HESI) (Testing and Remediation Program)

**Date Effective:** 12/11

**Date Revised:** 8/12; 8/14; 8/18; 4/19; 5/25; 8/26

**Policy:**

All pre-licensure students are required to complete the program designated assignments and exams in the HESI Testing and Remediation program. Failure to participate in testing will be recorded as a zero for the course grade designated for the test.

Proctored Health Education Systems, Incorporated (HESI) content-specific course and RN NCLEX-Exit examinations will be given. These exams compare the students' understanding of the content to national samples.

**Procedure:**

- Students shall be oriented to the HESI system in the first semester of the program.
- Students shall use the HESI study materials throughout their program and in preparation for the NCLEX-RN after graduation.
- The course syllabus will designate if a HESI Specialty Exam or Exit Exam will be administered in that course.
- In first semester courses, HESI Specialty Exams will constitute 5% of the course grade. HESI Specialty Exams will constitute 7% of the course grade in the remaining courses. Students are required to review/remediate each question missed on the specialty exam; if all questions are not reviewed 5 points will be deducted from the conversion score.
  - The final Exit Exam will constitute 10% of the course grade.
  - Specialty Exams and Exit Exams are administered in a proctored setting on campus on the date and time designated in the course syllabus. This may be outside of the normally scheduled class time.
  - Accommodation will be made for students officially receiving services from the Office of Student Accessibility Services.
- The course syllabus will designate HESI Assignments and/or Case Studies, which are course requirements. These assignments/case studies may be designated as single attempt or repeated as often as necessary to achieve mastery level. Should there be a course in which HESI does not

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provide assignments, practice exams, and/or case studies, the faculty may substitute an outside resource assignment for the HESI product.

- All students are required to complete a three day in-person live NCLEX-RN review course as designated in the course syllabus.

*\*\* Please note that Policy No. 34, Online Testing Policy and Procedure applies to HESI testing also. \*\**

## Policy 106: Laptop Computer Requirement

**Date Effective:** 1/22

**Date Revised:** 5/25; 8/26

**Policy:**

Students enrolled in either the Traditional BSN or Accelerated BSN (ABSN) track are required to possess and maintain a laptop computer that meets or exceeds the minimum technology specifications established by Queens University. These specifications are intended to ensure compatibility with university-supported software, learning management systems, testing platforms, and other instructional technologies. [University Computer Specifications:](#)

**Windows Computers:**

- AMD Ryzen 5 or 7, Intel i5 or i7 Processors
- 8-16GB of RAM
- Minimum 256GB SSD Hard Drive

**Apple Computer:**

- M1 or greater Processor
- 8-16GB RAM
- Minimum 256GB SSD Hard Drive

**Operating System:**

- The operating system must support the latest compatible web browsers required by the University's learning management system (LMS) and educational software.

Students are responsible for maintaining current operating system updates, security patches, and recommended software upgrades. **Screen Reader Compatibility:**

- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Firefox)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

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Students should refer to the University's technology guidelines for the most current specifications and recommendations. **Procedure:**

Students are expected to bring their laptop computers to class, laboratory, simulation, and testing environments as directed by faculty.

Laptops may be required for instructional activities, examinations, quizzes, clinical documentation, and other academic purposes.

Students are responsible for ensuring that their laptops are fully charged, operational, and capable of accessing required software and online resources during all scheduled learning activities.

Failure to maintain a functional laptop does not excuse missed coursework, assessments, or academic responsibilities.

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**Policy 107: Leave of Absence from the Undergraduate Nursing Program**

**Date Effective:** 1/07

**Date Revised:** 8/11; 8/12; 8/16; 8/17; 8/18, 8/20; 8/23, 8/26

**Policy:**

All PSON students are limited to one Leave of Absence from the ABSN or BSN program during enrollment. Any student requesting a temporary separation from the program must submit a leave of absence request form. All students also submit a university leave of absence request form.

A student who does not obtain a formal leave of absence from the program or who does not return in the agreed-upon time will be withdrawn from the program and is required to reapply for admission to the program.

A student who withdraws or takes a leave of absence a second time must reapply for admission to the nursing program and will be considered under the admission requirements and policies in effect at the time of reapplication. Readmission is not guaranteed.

**Procedure:**

Students must complete a PSON Leave of Absence Request Form and submit it to the Program Director.

- Prior to taking a leave of absence, nursing students should:
  - discuss the decision with their academic advisor.
  - consult the PSON policy “Program Reenrollment” for requirements.
  - consult their Student Financial Services Counselor related to account or financial aid implications.

Students taking a Leave of Absence from the University shall also refer to the university policy.

- This policy does not apply to students called to active military duty. Students should refer to the university policy.

Students will only be allowed one return after a leave of absence. If this leave of absence lasts longer than one semester the student may need to restart the program.

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**Policy 108: NCLEX-RN® and Licensure**

**Date Effective:** 8/07

**Date Revised:** 8/11; 8/12; 8/15; 8/16; 5/25; 8/26

**Policy:**

Instructions to take the NCLEX-RN® examination, requirements for licensure and the level of license eligibility are determined by individual states. Individual State Boards of Nursing or the designated state agency approve or deny licensure within their jurisdiction.

Verification of program completion shall be made after a student successfully completes all academic degree requirements and the degree is officially awarded by the Registrar's Office. In addition, any financial obligation to the University must be settled before verification is provided.

**Procedure:**

Students testing in North Carolina must complete the North Carolina online registration process by the last day of class of the student's final semester as indicated on the Academic Calendar.

Students testing in a state other than North Carolina shall contact the state in which they desire to be licensed to obtain the required verification forms. The students shall complete their portion of the form. All forms must be submitted to the PSON Director by the last class day of the student's final semester as designated on the academic calendar. If the state requires transcripts the student is responsible for obtaining them through the Registrar's Office. The program director has 30 days from graduation to clear student for testing.

Students who change their name during or following enrollment in a pre- licensure program must inform the Director of the PSON via email by the last day of class as indicated on the academic calendar. The information shall include their name during enrollment and the name on their NCLEX-RN application.

Detailed information on the NCLEX-RN testing process and how pass/fail decisions are available on the National Council of State Boards of Nursing website at [www.ncsbn.org](http://www.ncsbn.org).

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## Policy 109: Progression in the Major

**Date Effective:** 6/91

**Date Revised:** 8/11; 8/12; 8/14; 8/15; 8/17; 8/18; 8/19, 8/22; 5/25; 8/26

**Policy:**

Standards for academic progression through the nursing major are consistent with but may be higher than the Queens University academic regulations (see Academic Catalog).

Students enrolled in nursing prerequisite courses (see Academic Catalog) must successfully complete the course with a C or higher in class and lab. All prerequisite courses must be successfully passed with a grade of C or higher before any NUR course with a clinical component can be taken.

All courses required in the nursing curriculum (NUR Prefix) must be successfully completed with a B- or higher in order to register for subsequent nursing courses. Students who do not successfully pass a NUR course must retake the course and successfully pass it, with a B- or higher, BEFORE they are permitted to progress in the nursing program. Students repeating an NUR course must successfully complete it on the second attempt. Inability to achieve a B- or higher on the second attempt will result in removal from the nursing program.

All courses required in the nursing curriculum must be successfully completed with a B- or higher.

Course prerequisites/co-requisites must be met as outlined in the university catalog. Deviations from the identified sequence for any reason must be approved by the program Nursing Student Qualifications Committee.

**Procedure:**

- All nursing students who are not able to progress in the nursing major may remain a student in the university.
- All NUR courses must be completed at Queens University.
- Students who are not successful in a NUR prefix course may only progress in the major after the successful completion of said course (earned final grade of B- or higher). The inability to achieve a B- or higher on the second attempt will result in removal from the nursing program.
- The student is responsible for all tuition, fees, and financial aid ramifications for repeating the course.

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**Repeating a Course in the Final Semester**

An NCLEX-RN Success Action Plan (Action Plan) must be completed by any student repeating a course in the final semester of the BSN pre-licensure program.

Successful completion of all components of the Action Plan is an additional progression requirement for a student repeating a final-semester nursing course. Failure to satisfactorily complete the Action Plan may result in failure to satisfy progression requirements even when the student otherwise completes course requirements. The Action Plan and its required components must be communicated to the student in writing and incorporated into the student's documented progression plan.

**The Action Plan may be modified during the academic year based on the student's progress and identified learning needs. The Action Plan will include the following components:**

1. **A written Action Plan** that is signed and dated by both the NCLEX-RN® Success Coordinator and the student.
2. **Completion of NCLEX-RN® preparation activities**, including assigned practice assessments and examinations for NCLEX-RN® readiness.

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**Failure to Progress in the Major Flowchart (Policy 109)**

**The student receives official notification of their academic status via email.** The notification letter will outline the students' academic status in the nursing program and, when applicable, will include a Letter of Intent for completion and return.

**Students' Academic Status**

| <b>First unsuccessful NUR course attempt</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>First unsuccessful NUR course attempt</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students have the option to repeat the course.</p> <p>Students will receive official notification of their academic status via email, typically within one week.</p> <p>Students must sign and return the Letter of Intent by the designated deadline, indicating their intention to either repeat the course, change majors, or withdraw from the University.</p> <p>Failure to submit a signed Letter of Intent by the designated deadline may result in forfeiture of the opportunity to repeat the course and removal from the nursing program.</p> <p>ABSN students may be considered for transfer to the Traditional BSN Track on a space-available basis, as determined by the Program Director.</p> <p>Students who submit a signed Letter of Intent by the designated deadline will be registered for the appropriate nursing course section for the course to be repeated, in accordance with registration procedures and any applicable program requirements.</p> | <p>Students who are removed from the nursing program will be counseled regarding alternative academic pathways at the university and are encouraged to meet with both their academic advisor and the Office of Financial Aid to discuss available options and any potential academic or financial implications.</p> <p>The following majors are commonly considered by students transitioning from the nursing program due to curricular similarities:</p> <ul style="list-style-type: none"> <li>• Health Science</li> <li>• Psychology</li> </ul> <p>Students are responsible for completing all requirements associated with changing their major, including submitting a Change of Major form to the Registrar's Office and registering for courses within the new program of study.</p> <p>Students will receive an official notification of their academic status via email, typically within one week.</p> <p>Following removal from the nursing program, students will be administratively removed from all nursing courses for which they are registered.</p> |

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## Policy 110: Readmission to the BSN Program

Date Effective: 8/20

Date Revised: 8/22; 5/25; 8/26

**Policy:**

A former Queens ABSN or BSN student may request readmission to the BSN program after a separation for reasons that include, but are not limited to the following situations:

- Previous failure to progress
- Failure to return from a leave of absence within specified time frame
- Withdrawal from the university

**Procedure:**

A former Queens ABSN or BSN student applies for readmission to the program via the established admission process and review.

If the student is offered readmission, the nursing courses completed at Queens will be evaluated.

- Only courses that remain unchanged in the current curriculum will be considered.
- Students must have an earned grade of B- or higher.

If it has been less than 2 years since program separation, course credit may be offered for prior successful nursing courses. The Program Director will review each readmission application on a case-by-case basis. Students may need to demonstrate proficiency in prior course material.

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**Policy 111: Removal from the Program – Academic Reasons**

**Date Effective:** 6/91

**Date Revised:** 7/01; 12/04; 8/11; 8/12; 8/14; 8/15, 8/22; 8/26

**Policy:**

Students who earn a failing grade in a repeated nursing course at any time during their enrollment in upper division coursework will be removed from the nursing program. This policy applies regardless of whether the failing grades were earned in the same semester or across different semesters.

**Procedure:**

- Students are notified of their final course grades through the official university grade repository.
- Students who are removed under this policy will receive official notification of their academic status from the nursing program.
- Students will be administratively removed from all nursing courses for which they are registered.

Students are encouraged to meet with their academic advisor and the Office of Financial Aid to discuss alternative academic pathways and any associated academic or financial implications.

## Policy 112: Transfer Credits

**Date Effective:** 5/12

**Date Revised:** 8/26

**Policy:**

Students may not transfer any academic credit for the upper-division BSN nursing courses.

**Procedure:**

Students admitted to the BSN program are required to complete all upper-division nursing coursework at Queens.

## MSN ACADEMIC POLICIES AND PROCEDURES

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*Policies 200-299*

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**Policy 200: MSN Course Grades and Grading Scale**

**Date Effective:** 01/04

**Date Revised:** 8/12; 8/16; 8/26

**Policy:**

Official course grades are available to students via the university grade repository at the conclusion of each academic term. To protect student privacy and maintain consistency in grade reporting, course grades and individual graded components (e.g., examination scores, assignment grades, or course averages) will not be communicated by telephone or email.

Extra credit will not be awarded in any nursing course.

**Procedure:**

All Nursing courses in the MSN program utilize the following grading scale:

| Grade | Equivalency   |
|-------|---------------|
| A     | 92 – 100%     |
| B     | 83 – 91%      |
| C     | 74 – 82%      |
| F     | 73% and below |

Course grades are calculated using the grading criteria outlined in the course syllabus.

Grades are not rounded during the calculation of individual assignments, examinations, or other graded assignments. The final grade is carried to 2 decimal points and then will be rounded.

Final grade rounding is applied as follows:

- Grades ending in X.5 or higher will be rounded up to the next whole number.
- Grades of X.49 or lower will be rounded down to the lower whole number.

Examples:

- 73.50% rounds to 74% (C)
- 73.49% rounds to 73% (F)

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Rounding occurs only once in the final course grade calculation and will not be applied to individual assignments, examinations, or other graded course components.

## Policy 201: MSN Progression

**Date Effective:** 8/19

**Date Revised:** 8/26

**Policy:**

Standards for academic progression, academic standing, and continued enrollment in the graduate nursing program are consistent with the graduate academic policies of Queens University of Charlotte as published in the current University Catalog. **Procedure:**

Students are expected to comply with all University and program requirements related to academic progression.

Refer to the Student Qualifications section and other applicable Graduate Academic Policies in the current Queens University Catalog for information regarding academic standing, progression requirements, probation, removal, and related procedures.

## PSON FORMS

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## REQUEST FOR LEAVE OF ABSENCE (LOA)

### Purpose

This form is used by Presbyterian School of Nursing students requesting a temporary Leave of Absence (LOA) from the nursing program. Submission of this request does not constitute approval. Students requesting a University Leave of Absence must also comply with all applicable Queens University policies and procedures.

|                 |       |                  |       |
|-----------------|-------|------------------|-------|
| Student Name    | _____ | Student ID       | _____ |
| Queens Email    | _____ | Phone            | _____ |
| Faculty Advisor | _____ | Current Semester | _____ |

### Program Information

#### Undergraduate:

☐ Traditional BSN ☐ Accelerated BSN (ABSN)

#### Graduate Studies:

☐ MSN – CNL ☐ MSN – Nurse Administrator ☐ MSN – Nursing Informatics

#### Postmasters Certificate (PMC):

☐ PMC CNL ☐ PMC Administrator ☐ PMC Informatics  
☐ PMC Educator

### Leave Request

LOA Start Date \_\_\_\_\_ Return Date \_\_\_\_\_

### Reason for Leave (attach supporting documentation if applicable):

|                                           |                                     |                                           |
|-------------------------------------------|-------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Medical          | <input type="checkbox"/> Financial  | <input type="checkbox"/> Military Service |
| <input type="checkbox"/> Family/Personal  | <input type="checkbox"/> Academic   | <input type="checkbox"/> Employment       |
| <input type="checkbox"/> Military Service | <input type="checkbox"/> Employment |                                           |
| <input type="checkbox"/> Other            | _____                               |                                           |

### Supporting Documentation

☐ Attached ☐ Not Required ☐ To be submitted

### Student Acknowledgment

I understand that:

- Approval of a Leave of Absence is not automatic and is subject to review by the Presbyterian School of Nursing.
- Approval of a Leave of Absence does not guarantee reenrollment.
- Reenrollment is contingent upon available space, satisfactory academic standing, and successful completion of all program requirements.
- I may be required to complete additional coursework, skills validation, competency assessment, or other conditions prior to returning.
- Curriculum, policies, degree requirements, tuition, and fees may change during my absence.
- Clinical compliance requirements must be current before returning to any clinical course.
- Failure to return by the approved semester without requesting an extension may result in administrative withdrawal or dismissal in accordance with School policy.

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- I am responsible for consulting Student Financial Services, the Registrar, Financial Aid, and any other applicable University offices regarding the impact of this leave.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Program Approval**

Decision      ☐ Approved                      ☐ Approved with Conditions              ☐ Denied

Comments/  
Conditions:

Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_

**OFFICE USE ONLY**

|                    |       |                             |       |
|--------------------|-------|-----------------------------|-------|
| Date Received      | _____ | Faculty Advisor Notified    | _____ |
| Registrar Notified | _____ | Financial Services Notified | _____ |

**QUEENS**  
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**STUDENT APPEAL FORM**

IMPORTANT: This form must be submitted to the PSON Program Director within five (5) business days of receiving the SSRC's written decision. Only decisions resulting in probation, suspension, or removal from the program may be appealed. Warnings are not subject to appeal.

**STUDENT INFORMATION**

|                                                                               |                        |
|-------------------------------------------------------------------------------|------------------------|
| Student Name _____                                                            | Student ID _____       |
| Queens Email _____                                                            | Phone _____            |
| Faculty Advisor _____                                                         | Current Semester _____ |
| Program: <input type="checkbox"/> BSN/ABSN <input type="checkbox"/> MSN _____ | Date Submitted: _____  |

**SSRC DECISION BEING APPEALED**

|                                            |                                                                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Date SSRC Written Decision Received: _____ | Sanction: <input type="checkbox"/> Probation <input type="checkbox"/> Suspension <input type="checkbox"/> Removal from Program |
| Nursing Program Standard(s) Cited: _____   | Effective Date of Sanction: _____                                                                                              |

**GROUND(S) AND BASIS FOR APPEAL**

*Check all that apply. Disagreement with the SSRC decision alone is not sufficient grounds for appeal. Complete the section(s) corresponding to the ground(s) selected above. Attach additional pages if needed.*

☐ **NEW INFORMATION:** Substantial new information was not reasonably available at the time of the SSRC meeting, is relevant to the original decision, and could reasonably affect the outcome.

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| Describe the new information and its source:                                                            |
|                                                                                                         |
| Explain why the information was not reasonably available or presented during the original SSRC process: |
|                                                                                                         |
| Explain how the new information could reasonably affect the original decision:                          |
|                                                                                                         |

☐ **DISPROPORTIONATE SANCTION**

The sanction imposed is substantially disproportionate to the conduct or circumstances of the case.

|                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explain why the sanction is substantially disproportionate to the conduct or circumstances of the case. Include relevant mitigating or aggravating circumstances, professional standards, or other factors: |
|                                                                                                                                                                                                             |

☐ **PROCEDURAL ERROR**

A substantial procedural error occurred during the SSRC process and significantly affected the outcome.

|                                         |
|-----------------------------------------|
| Identify the specific procedural error: |
|                                         |

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|                                                                                            |
|--------------------------------------------------------------------------------------------|
| Explain why the error was not addressed during the original SSRC process, when applicable: |
|                                                                                            |
| Explain how correction of the error could reasonably affect the outcome:                   |
|                                                                                            |

**SUPPORTING DOCUMENTATION**

|                                                                   |
|-------------------------------------------------------------------|
| List all documents or other materials submitted with this appeal: |
|                                                                   |

**REQUESTED OUTCOME**

|                                                               |
|---------------------------------------------------------------|
| State the outcome you are requesting and briefly explain why: |
|                                                               |

**APPEAL MEETING PARTICIPATION**

I intend to attend the Appeal Committee meeting: ☐ Yes ☐ No

I intend to bring an advisor from the Queens community: ☐ Yes ☐ No

Advisor Name (if known): \_\_\_\_\_ Role: ☐ Student ☐ Faculty ☐ Staff

*Note: An advisor may provide support but may not speak, present information, or otherwise participate in the meeting. Advisor unavailability is not grounds for postponement.*

**STUDENT ACKNOWLEDGMENT AND CERTIFICATION**

I certify that the information provided in this appeal is accurate and complete to the best of my knowledge. I understand that the Appeal Committee's review is limited to the grounds identified in this appeal and that I am responsible for demonstrating that at least one allowable ground for appeal has been established. I understand that my current status and sanctions remain in effect during the appeal process unless otherwise determined by the PSN Program Director or designee. I further understand that the Program Director's final decision is final.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Program Director Receipt: \_\_\_\_\_ Date/Time Received: \_\_\_\_\_

**For PSN Administrative Use Only**

|                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appeal received within five (5) business days <input type="checkbox"/> Yes <input type="checkbox"/> No                                                               |
| Ground(s) accepted for review: <input type="checkbox"/> New Information <input type="checkbox"/> Disproportionate Sanction <input type="checkbox"/> Procedural Error |
| Appeal Committee meeting date/time: _____                                                                                                                            |
| Final written decision sent to student: _____ Date: _____                                                                                                            |

PSN Appeals of Decisions Related to Nursing Program Standards Policy – Student Appeal Form