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The Charter Foundation program is a one-term undergraduate program.

The academic policies, program, standards, and processes are set and overseen by the School of Medicine; the content is delivered by the School of Medicine.

All registered Charter Foundation to Medicine students are subject to the policies and regulations of the University, the School of Arts and Sciences, the Charter Foundation program, and the School of Medicine; however, should policies differ, the policies of the Charter Foundation to Medicine program shall supersede all other said policies.

Academic Policies

University Examination Policies

Please refer to the [University Student Manual Examination Policies and Procedures](#) page for more information.

Charter Foundation Program Examination Policies

Pre-Clinical Science Comprehensive Examination (PCSE)

All students must take this examination at the conclusion of the one-term program.

The PCSCE exam is designed to measure students' requisite understanding of basic science disciplines. Questions are drawn from the content covered during the term. The procedures are distributed to students prior to the PCSCE administrations and made available on the Learning Management System (Sakai). The PCSCE does not count towards any course grade. This exam is one of four prerequisites for promotion into Basic Sciences. The [completion exam](#) policy applies to these examinations.

Apart from required completion examinations and regular administrations of the PCSCE, students must request authorization from the Director, Director of Pre-Clinical Sciences at least three weeks in advance regarding any special sitting of the examination.

Students must complete all course examinations in order to meet course requirements and earn a final course grade. If a student completes only part of an examination (e.g., Part 1 but not Part 2 of a two-part examination), then the completed part of the examination is invalidated, no score exists, and the examination as a whole is considered missed.

Students are expected to take all regular and Completion examinations as scheduled ([see master School of Medicine schedule published on the OUR site](#))

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. Examination policies apply to all Examinations ([See Appendix Electronic Examination Procedures here](#))

Completion Examinations

Students who receive an approved Incomplete ("I") for an exam must take a Completion Examination as scheduled. Failure to sit scheduled examinations results in an exam grade of zero ("0"). Students who take a medical excuse for a final examination must sit the completion examination.

Examination Attendance

All matriculated students are expected to attend all assigned academic activities for each registered course. If, due to extreme extenuating circumstances, students are unable to be present for an examination, the Charter Foundation Program students must follow the same procedures as found in the Pre-clinical Sciences (see [Examination Policy](#)), and approval must be obtained from the Director, Pre-clinical Sciences Program.

The University faculty recognize that exams are an integral part of training in the MD Program and expect all students to comply with all examination policies and attend all exams on their scheduled dates. It is expected that exams will only be missed in exceptional circumstances where illness, catastrophic or other pre-validated reasons preclude a student's adherence to the exam schedule. An examination is defined as a Quiz, Unified, Midterm or Final.

Students who fail to appear for an examination without a valid reason for doing so will receive a grade of zero ("0") for the examination. Students who miss an examination due to catastrophic event may be allowed to sit a re-scheduled examination within the term if the course director is notified of the excuse by the Director of Preclinical Sciences.

Excused Absences from Exams

In very limited circumstances, an excused absence from examinations may be granted to students. If the absence is excused, then the student receives an "I" for the exam grade and is required to take the Completion Examination at its next scheduled time, as outlined in the master schedule.

Medical Excuse

A student may request a Medical Excuse (ME) for an exam. A student may request only one [medical excuse](#) per 12-month period. A student must fill out the ME form on the [University Portal](#) website and submit it before the time of the first scheduled examination to be missed. This student is excused from all examinations falling within seven (7) days of the ME submission. If a student recovers during the examination period, he/she may attend any remaining examinations still scheduled.

Once a student has started an exam, a score will be submitted and contribute to a student's grade, irrespective of how much of the exam has been completed. In the case of any exam with multiple sections or parts, any student who fails to sit for any section of the exam will receive a 0 for each section that remains incomplete. Students may not request an ME once they have started an exam. Therefore, students are strongly discouraged from taking an exam if they are unwell.

However, if a student attempts to invoke the ME form more than once in a 12-month period, he/she is denied the ME and must sit for the examination(s). If the student does not sit for the examination(s), then, the student receives a "0" grade for the examination, and the University may place the student on a mandatory IME Medical Leave of Absence since the student has medical issues that are preventing the normal progression through medical school. If a student makes a second ME request within 12 months, the student receives a written notice about the consequences of not sitting the examination(s).

Non-Medical Excuses

Excused absences from examinations for non-medical reasons generally fall into three domains:

1. **Religious Observances:** A student who wishes to observe a religious holiday may receive an excused absence if appropriate protocol is followed for seeking the excused absence. Specifically, the student must inform the Office of Student Affairs of the dates of the religious holidays within

the first month of each academic term in order for these absences to be approved. Any dates of travel associated with the religious observance beyond the actual holiday are NOT covered by excused absences.

2. **Scholarly/Administrative Activities:** Activities that enhance a student's scholarly achievement and/ or contribute toward the administrative activities of SGU's School of Medicine may be eligible for an excused absence. Examples may include presenting at a national conference or attending required meetings with officials of SGU.
3. **Catastrophic Events:** Unforeseen and extraordinary events (e.g., funerals, prolonged hospitalization) may be considered an excused absence.

Administrative Policies and Process

Admission

Students in the Charter Foundation program have been reviewed and accepted by the Committee on Admission of the School of Medicine into the Charter Foundation program. Students are accepted and placed into the program according to the educational achievement documented by the Committee on Admission. The Committee also evaluates achievement in standardized examinations, since medical students must frequently demonstrate success in this area. Students must have a Bachelor's degree or higher with all of the science prerequisites.

Registration

All students in the Charter Foundation Program are required to complete check-in on or before the first day of classes each term as scheduled by the [Office of the University Registrar \(OUR\)](#).

Registration Check-In

Students are pre-registered in specific courses. In order to complete check-in for the Charter Foundation Program, students must have financial, academic and health insurance clearance. All tuition fees and other University charges must be paid before students are permitted to register for classes. Students should not proceed to Grenada without financial and academic clearance.

Student Advising

The Charter Foundation Program utilizes a four-tiered advising system for its students:

Academic Coach

Each student in the preclinical sciences is assigned to an Academic Coach within the Department of Pre-clinical Sciences who is available to provide academic advice to students. These faculty provide advice regarding academic options (e.g., withdrawing from a course, and improving academic performance and program expectations). Each student is expected to meet several times during the term with their academic coach in order to develop, monitor, reflect upon and revise their individually designed goals and strategies and to construct and revise a personalized learning plan in order to meet their learning goals.

Academic Mentor

All teaching faculty in Basic Sciences provide office hours every week to students of each term.

Learning Strategies Advice

Students in need of learning strategies advice and skills training (e.g., study skills, time-management skills, test-taking skills) may seek help from a member of the faculty Learning Strategies Team in the Department of Educational Services (DES).

Wellness Advice

Students who seek counsel for non-academic personal reasons are met by faculty in the Office of Student Affairs who are skilled in attending to student wellness. Referrals may be made to other campus support services (e.g., Student Health Services, the Psychological Services Center)).

Satisfactory Academic Progress Standards and Process

Standards for Admission, Retention, and Graduation

General Description

Behavioral qualities, cognitive skills, participation in pre-professional activities, and personal attributes are all evaluated and must reach acceptable standards before promotion can be considered. Any conduct of students that can reasonably be seen as disgraceful, dishonorable, or unbecoming will be considered as a major component in the academic decision regarding retention and promotion.

Quantitative Standards

The time allocation for the Charter Foundation program is one semester.

Qualitative Standards

Students who wish to enter Term 1 of Basic Sciences in the School of Medicine must:

1. Attain a WMPG of 80% and a Science GPA of 3.00 or better. (see criteria below)
2. Pass the Foundations Pre-Clinical Science Comprehensive Exam (PCSCE) $\geq 75\%$
3. Complete the program as prescribed by the criteria below with no grades below "C".
4. Demonstrate the behaviors and attitudes considered by St. George's University to be essential for the profession of medicine,
5. Receive the recommendation of the Director of Pre-clinical Program, to enter the Doctor of Medicine Program (MD)

Promotions Criteria Into 4-MD

Program	Science WMPG	Cumulative GPA	PCSCE (Multiple Choice Questions only)	Other
Charter Foundation Program (FTM1 or FTM2)	80%	Science GPA: 3.00	PCSCE (≥75%)	Meet SOM standards for admission and professional conduct, no grades below a "C"
Charter Foundation Program (FTM1 or FTM 2)	75% - 80%	2.75 -2.99	PCSCE (≥75%)	Meet SOM standards for admission and professional conduct, no grades below a "C", recommend MD START as alternative*

Students who fail to meet any or all of the specified criteria for the CFP as specified in the table shown above may have the opportunity to repeat the CFP only once, except students who have a previous unsuccessful attempt at MDstart.

For those students who are granted a second opportunity to take the CFP, they must meet the criteria listed in the table above.

If the student was successful in the PCSCE previously, there is no waiver of the exam if the program is repeated.

*this only applies if there is no history of MDStart. If a student has a history of a previously unsuccessful MDStart attempt they must meet the criterion for a full place in the MD program.

Technical Standards

Technical Standards for Charter Foundation Program (CFP)

Technical Standards for Charter Foundation Program (CFP)

Candidates for admission to the MD programs must have functional use of the somatic senses, adequate motor capabilities to negotiate situations in which these senses would be employed and the ability to integrate data acquired via these senses.

Compensation through technology for deficiencies in any of these areas may be acceptable; however, such compensation should not preclude candidates' abilities to act reasonably and independently. The use of a trained intermediary would mean that candidates' judgment must be mediated by someone else's power of selection and observation; therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the skill areas specified below.

Observation Skills

Applicants/Medical students must be able to participate actively in all demonstrations and laboratory exercises in the first two years of the curriculum and to assess and comprehend the condition of all patients assigned to them for examination, diagnosis and treatment.

Communication Skills

Applicants/Medical students must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and posture, assess verbal and non-

verbal communications and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff and all members of the health care team. Communication skills include speaking, reading and writing, as well as the observation skills described above.

Motor Skills

Applicants/Medical students must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers, be able to perform basic laboratory tests, possess all skills necessary to carry out diagnostic procedures and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

Intellectual/Conceptual, Integrative and Quantitative Abilities

Applicants/Medical students must be able to measure, calculate, reason, analyze, and synthesize. Problem-solving, a critical skill demanded of physicians, requires all of these intellectual abilities. In addition, applicants/medical students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Applicants/Medical students must have the capacity to perform these problem-solving skills in a timely fashion.

Behavioral and Social Attributes

Applicants/Medical students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients and others. Applicants/Medical students must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment and motivation are personal qualities which all applicants/ medical students should possess.

Computer Literacy

In the 21st century profession of medicine, basic computer literacy is a necessary skill. Students and graduate physicians must understand and be able to utilize-unaided-technology used in education, medical records and in the transmission of data and information with the patient and throughout the medical community.