

Table of Contents

Doctor of Medicine Program - 4 Year MD	5
Introduction to 4 yr MD Program	5
Overview on Becoming an MD	5
Mission Statement	5
Curriculum	5
MD Program Objectives	6
4 Year MD Program Objectives	6
Medical Knowledge	6
Clinical Skills	6
Professional Behavior	7
Program Commitment Policy for Matriculating Students	7
NU Matriculated Students	7
Grenada Matriculated Students	7
Technical Standards for 4 yr MD Program	8
Technical Standards	8
Observation Skills	8
Communication Skills	8
Motor Skills	8
Intellectual/Conceptual, Integrative and Quantitative Abilities	8
Behavioral and Social Attributes	9
Computer Literacy	9
Professional Commitment	9
Standards for Professional Behavior	10
Probation for Unprofessional Behavior	12
Faculty Panel on Academic Professionalism	12
Communication Requirements for 4 yr MD Program	13
Communication Requirements	13
Participation in Continuous Quality Improvement	13
End of Module Evaluation Survey	14
End of Course Evaluation	15
Evaluation of Instruction Survey	15
Learning Environment Evaluation	16
Student Satisfaction Surveys	16
Graduation and Postgraduate Questionnaires	17
Student Government Association's Role in Feedback	17
Registration	17
SOM Registration Requirements	17
Term Check-In	17
Matriculation Timelines for All Students	18
Timeline Requirements for the MD Program	18
Optimal Timeline for August Matriculants	19
Optimal Timeline for January/April Matriculants	19
Extended Timelines	20
Clinical Transition Advising	20
Enrollment Status and Vacation Times	20
Enrollment Status and Vacation Time	20
Grading Policies for 4 Year MD	22
Basic Sciences Grading Policies	22
Courses Offered as of Fall 2026	23
Courses Offered from Fall 2019 through Summer 2026	23
Matriculants Prior to August 2019	24
Definitions	25
Course and Clerkship Participation	25
Participation Check Policy - Terms 1-5	26
Feedback Policy: Formative, Summative, and Narrative	27
Feedback Policy	27
Basic Sciences Phase: Assessments	28
Assessments in Basic Sciences	28
Other Mandatory Assessments	29
Basic Sciences Comprehensive Examinations (BSCE)	29
Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE)	29
Examination Policies	30
University Examination Policies and Procedures	30
Policy on Student Conduct During Practical Examinations and Other Patient Interactions	30
Written Course Examination	31
Modular Course Examination	31
Practical Course Examination	31
Basic Sciences Comprehensive Examination (BSCE)	31
NBME Subject Examination	32
NBME Comprehensive Examination	32
Completion Examination	32
SOM Examination Scheduling Policy and Applicability	32
Basic Sciences Written Examinations	32
Number of Written Course Examinations in the Basic Sciences	33
Practical Course Examinations in the Basic Sciences	33
Basic Sciences Completion Examinations	33
Clinical Years Written Examinations	33
Guidelines for Rescheduling Examinations	34
Examination Accommodations	34
Coverage	34
Applicability	34
General Rules for all Course Examinations	35
Written Examination Format and Item Review	36
Unscored Questions	36
Pre-Examination Question Review by Faculty	36
Post-Examination Review by Faculty	36
Scaling of Comprehensive Examination Scores	36
Reporting of Adverse Testing Conditions	37
Seeking Help for Medical or Technical Issues	37

Classification and Consequences of Technical Issues	38	Pace Progression Standard – Quantitative Measure	56
Appeals Process	38	Maximum Timeframe	57
Approved Absences from Examinations	38	Treatment of Non-Earned Grades	57
Religious Observance	38	Repeat Courses	57
Medical Excuse	39	Transfer Credits	58
Procedure for Submitting a Medical Excuse	39	Sanctions	58
Missed Examinations and Completion Examinations	40	Loss of Title IV Eligibility	58
Outcome of an FPAP Hearing	40	Appeal Process	58
Absenteeism or Lateness to Practical Clinical Skills and Lab Assessments	41	Outcomes of Appeal	59
Student Support	41	Academic Plan	59
Student Support Services	41	Additional Transcript Notations	59
College System	41	I: Incomplete	59
Academic Advice	42	NG: No Grade (only for the Clinical years)	60
Learning Strategies Advice	42	Promotion into Clinical Program (USMLE Information)	60
Career Advice	43	Promotion into the Clinical Studies Phase (USMLE Information)	60
Wellness Advice	44	Progression Requirements – Year 2 to Year 3	60
Alternative Pathways	45	Administrative Requirements	60
Interactive Team Instruction Methods (ITI)	45	Academic Requirements	61
Entry into ITI	45	Progression Requirements for Year 3 to Year 4	61
Credit Remediation (CR)	46	Timeline Requirements	61
Enhancement Programs	47	Promotion to Clinical Phase – CBSE and Pathways for Clinical Training	62
SOM Basic Sciences Honors Selective Program	47	Criminal Background Check	65
The Medical Student Research Institute (MSRI)	48	Clinical Terms	65
Satisfactory Grades for the MD Program	49	Bridge Time for Students	65
Satisfactory Academic Performance	49	Clinical Examinations	66
Minimum Standards Prior to Fall 2026	50	Clinical Placement in the USA	66
Minimum Standards as of Fall 2026	50	NBME Comprehensive Basic Sciences Examination	66
Academic Progress for MD Program	50	The United States Medical Licensing Examination (USMLE)	67
Academic Progress	50	USMLE Application	67
Failing Grades	51	Licensure	68
Recognitions of Achievement	51	Clinical Terms - Guidance Resources and Schedules	68
Review of Student Performance for Progress, Promotion and Retention	52	Clinical Terms- Guidance Resources and Schedules	68
Monitored Academic Status and Recommendation for Dismissal	53	A Three-Year Clinical Schedule	68
Monitored Academic Status (MAS)	53	Extended Timelines in the Clinical Program	69
Recommendation for Dismissal During Terms 1-5 and Before Clinicals	53	Clerkship Grading	69
Masters in Basic Medical Sciences (Effective 1/2022)	54	About Clerkship Grading Policies	69
Committee For Satisfactory Academic Progress And Professional Standards (CAPPS)	54	Graduation	69
Committee for Academic Progress and Professional Standards (CAPPS)	54	Graduation Assessment Board	69
APRC and CAPPS Terms 1-5 Review, Dismissal and Appeal Process	55	Requirements for Graduation	69
Satisfactory Academic Progress (SAP) for Federal Aid Recipients	56	Honors Designations	70
Evaluation Points	56	Teacher-Learner Expectations	70
Academic Standard – Qualitative Measure	56	Teacher Learning Expectations	70
Cumulative Standard	56	Guiding Principles	71
		Responsibilities of Teachers and Learners	71
		Relationships Between Teachers and Students	72
		Policy on Non-Fraternalization Relationships	72
		Learning Environment Policy	72

Diversity and Inclusion Policy	73
Definitions	73
Responsibilities	73
Nondiscrimination Policy	74
Policy Statement	74
Definitions (specific to this Policy)	75
Contacts	75
Procedures for Reporting	76
Intentionally False Reports	76
Resources	77
Student Mistreatment Policy	77

Policy Statement and Purpose	77
Procedures for Reporting	78
Processing of Mistreatment	79
Non-Tolerance for Retaliation	79
Awareness	79
Contacts	80
Cross References	80
Nondiscrimination Statement and Title IX Information	80
Perspectives and Viewpoints Expressed by Students or Student Groups/Organizations ..	81
GMDC Complaints Policy	81

Doctor of Medicine Program - 4 Year MD

Introduction to 4 yr MD Program

St. George's University (SGU) School of Medicine (SOM) Four-Year MD Student Manual includes descriptions of the curriculum, student support services and requirements for the MD degree. Incoming and current students in the Four-Year MD program can find the information in this Manual to help them successfully participate in this program. Additional policies and procedures about the individual basic sciences courses are found in the course syllabi. Similarly, students can find additional details about the clinical program in the Clinical Training Manual, which can be found on the SGU website.

Students registered in the Four-Year MD program are subject to the policies and regulations of both the SOM and SGU. The General Policies for All Students, and Student Standards, Policies and Nonacademic Procedures are found on SGU's website. If policies and regulations between the SOM and SGU conflict, then the SOM policies and regulations supersede.

This Student Manual is subject to change and policies may be revised in the course of any given academic year. SGUSOM reserves the right to alter, change or amend any of these rules and regulations at any time without prior notice, either with immediate effect or with timeline specified. Information contained herein supersedes all previously published versions.

Students are required to check this Manual periodically to ensure they are aware of the policies and requirements in effect at any given time. This Manual is not intended and should not be construed to constitute a contract. (The final page contains a glossary of abbreviations).

All reference to years, such as "in the first year," or "in year two" refer to those years in the Four-year MD program, and does not reference any years spent in the preclinical years.

Note: English is the primary language of instruction and assessment at SGU.

Overview on Becoming an MD

Mission Statement

St. George's University School of Medicine provides a diverse, multicultural and international environment that empowers students to learn the medical knowledge, clinical skills and professional behaviors to participate in healthcare delivery to people across the world.

Curriculum

The Four-Year MD program curriculum is dynamic and innovative. The program consists of a 157-week curriculum divided into 10 terms. The SOM offers students the option to choose different schedules. Students can complete the program in four years. Students have the option to extend the program to a maximum duration of six years if they wish to do research, take extra time to study or decide to experience additional clinical rotations. During the first two years, students study Basic Principles of Medicine (BPM) and Principles of Clinical Medicine (PCM) on the True Blue campus in Grenada.

Students are also given the option to enroll in the St. George's University School of Medicine/ Northumbria University Four-Year MD Program (SGU/NU Program), which offers the same first year

curriculum as that delivered on campus in Grenada at Northumbria University in the United Kingdom. During the last two clinical years, students can train at the University's clinical centers and affiliated hospitals in the United States, the United Kingdom and Grenada.

MD Program Objectives

4 Year MD Program Objectives

SGU SOM has constructed its curriculum around three domains:

1. Medical Knowledge
2. Clinical Skills
3. Professional Behavior

At the time of graduation, all medical students will be deemed to have met these MD Program Objectives.

Medical Knowledge

By the time of graduation, all students will be able to:

- I. Apply the multidisciplinary body of biomedical, behavioral, and socioeconomic sciences to clinical analysis and problem solving.
- II. Describe the etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases.
- III. Incorporate bio-psycho-sociocultural factors including aging, behavior, health care delivery, psychological, cultural, environmental, genetic and epigenetic, nutritional, social, economic, geographical, religious, and developmental; and their effects on the health and disease of individual patients and populations into clinical reasoning.
- IV. Utilize evidence-based therapeutic strategies for the prevention, treatment, and palliation of disease.
- V. Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.

Clinical Skills

By the time of graduation, all students will be able to:

- I. Demonstrate effective verbal, nonverbal, and written communication skills; and build collaborative and trusting relationships with patients, their families, and all members of the health care team while delivering patient care.
- II. Demonstrate clinical reasoning and problem-solving skills in the care of individual patients and appropriately use emerging physician support systems/tools/technologies ethically, transparently, and with accountability.
- III. Gather essential and accurate information about patients and their conditions through history-taking, physical examination; and the use of laboratory data, imaging, and other tests.
- IV. Demonstrate competence in routine manual skills.
- V. Continually seek out, critically evaluate, and apply emerging knowledge, guidelines, standards, technologies, and services that have been shown to improve patient care and health outcomes.

- VI. Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to seek guidance where appropriate, to continuously improve patient care.
- VII. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Professional Behavior

By the time of graduation, all students will be able to:

- I. Demonstrate the ability to cultivate a positive professional identity grounded in conscientiousness, excellence, and lifelong learning through self-reflection, incorporation of feedback, and the integration of new knowledge, skills, and behaviors.
- II. Demonstrate the professional qualities expected of a physician, including empathy, compassion, compliance, punctuality, reliability, responsibility, appropriate demeanor, honesty, and teamwork.
- III. Engage in behaviors that demonstrate respect for others, openness to different perspectives, and a commitment to fairness and professionalism in all interactions.
- IV. Consistently demonstrate ethical behavior, including respect for patient privacy, the protection of autonomy, and the practice of informed consent in all clinical interactions.
- V. Demonstrate the ability to collaborate effectively within an interprofessional team to deliver safe, effective, and patient- and population-centered care.
- VI. Demonstrate sensitivity and responsiveness to the needs, values, and perspectives of diverse patient populations, respecting differences in culture, identity, belief, ability, and life experience.

Program Commitment Policy for Matriculating Students

NU Matriculated Students

Students matriculated into the SGU SOM Four- Year MD Program given in conjunction with Northumbria University (NU) in Newcastle, United Kingdom, complete the Basic Principles of Medicine Terms 1 and 2 in the first academic year of the Four-Year Doctor of Medicine program. Upon successfully meeting the required standards for Terms 1 and 2, students then continue/proceed to their second academic year at SGUSOM in Grenada. This also applies to students who take a leave of absence (LOA) or repeat coursework. This means that students remain in the United Kingdom (or return there if on LOA) until they are promoted into Term 3 when they proceed to Grenada.

Grenada Matriculated Students

Students matriculated into the SGU SOM Four- Year MD Program in Grenada, complete all of the Basic Sciences Terms 1 -5 of the Four-Year Doctor of Medicine program In Grenada.

NOTE: *Students who matriculate into the first year of the four-year MD program in Grenada do not have the option of matriculating into the SGU/NU Program for part of the first year of their program.*

Technical Standards for 4 yr MD Program

Technical Standards

Candidates for admission to the School of Medicine 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 means that a candidates' judgment must be mediated by someone else's power of selection and observation and is not acceptable.

Observation Skills

Medical students must be able to participate actively in all demonstrations, clinics, and laboratory exercises throughout the MD program, and to assess and comprehend the condition of all patients assigned to them for examination, diagnosis, and treatment.

Communication Skills

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.

Applicants/medical students should be able to hear the history of a patient and respond to the patient verbally. They must be able to read and write in standard format and must be able to interact with computers in rendering patient care.

Motor Skills

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

Medical students must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, the 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.

Applicants/medical students must be able to learn effectively through a variety of modalities including the use of computer-based technology.

Behavioral and Social Attributes

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 the technology used in education, in medical records, and in the transmission of data and information with the patient and throughout the medical system.

Professional Commitment

When students enter the Four-Year MD program, they take an academic oath reciting the following professional commitment at the White Coat Ceremony:

"Today is the beginning of my medical education and training as a physician. I acknowledge my responsibility to continue the pursuit of knowledge and understanding while recognizing the limits of my abilities and seeking assistance when necessary.

I am entering training for a noble profession in which my interest must always be subservient to those who may seek my assistance. I must be ever conscious of the value of my fellow healthcare professionals and treat them with respect at all times. My classmates at St. George's University are now my colleagues, and I owe to them the same support and encouragement to achieve their goals as I hope to receive from them. I will work alongside my colleagues and professors with tolerance, compassion, honesty, and cultural humility. I will treat all members of the St. George's University community and its visitors with equity, regardless of rank, as I will do with my future patients.

I acknowledge my obligation to adhere to the University Honor Code and to conduct myself with integrity and in an ethical manner at all times henceforth. Taking full responsibility for my choices and actions, I shall do all within my power to show in myself an example of all that is honorable and good throughout my medical career. It is a privilege to have been given the opportunity to become a physician. May I be ever conscious of that privilege and never abuse it."

Standards for Professional Behavior

The faculty has established professional standards and requires all medical students to meet these standards in order to progress and successfully complete the Four-Year MD Program. The SOM reserves the right to issue a warning, to place on probation, suspend or to dismiss a student whose behavior renders the student unable to meet the required professional standards. All term 1-5 courses have professional behavior standards. Failure to meet professional behavior standards may result in up to a 15% penalty of the total available course points and may result in an F grade for the course in which the student is registered.

Students are expected to abide by the University Code of Conduct and to demonstrate professional behavior at all times. The [University Code of Conduct](#) can be found on our website. The Senior Associate Dean of Basic Sciences Office and/or the Office of the Senior Associate Dean of Clinical Studies (US and UK) can suspend students at any time for serious breaches of the Code of Conduct.

In addition, to the professional standards stated in the MD program outcomes relating to professional behavior, the course syllabus and learning pathway outline specific expectations, and where not explicitly stated professional standards assume compliance with SOM policy and conscientious and good faith effort to fully participate with honesty and integrity in the program, its activities and assessments.

These Professional Expectations are mandatory and are listed below. **All students are required to attest to these expectations at the beginning of each term.**

1. I understand that I am registered in an MD program and that I am expected to be committed to upholding the highest academic and professional standards during my tenure.
2. I understand that the course syllabus, the learning pathway, and the Student Manual are authoritative guides to the courses administered in the SOM, and outline the policies, regulations, and expectations.
3. I have read the course syllabus, learning pathway and Student Manual and I am aware of the SOM course policies and procedures.
4. I have functional devices that meet the requirements published by OIA and can fully participate in this course, including devices for the audience response system (clickers) and course examinations (laptops).
5. I understand that the course incorporates participation activities that require my physical presence in class, and that missing participation for any reason (technical or otherwise) is covered by the 80% participation requirement.
6. I understand how participation credit is earned for all course activities and that if I cannot participate according to the requirements set out in the syllabus and learning pathway, then I cannot earn credit for that activity.
7. I understand that it is my responsibility to keep track of my own participation records and report errors to course administration as per the time limit stated in the syllabus.
8. I am aware that I need to demonstrate timeliness to all scheduled activities, to come prepared, to actively participate, and to be compliant with all course and examination policies. I understand that if I fail to meet all these expectations, then I may not earn any professionalism points on this course and may face additional penalties as specified in the course syllabus.
9. I understand that examinations are conducted under standard examination conditions.
10. I have read the rules governing electronic examinations in the student manual and in the syllabus, and I will abide by these policies and procedures.
11. I understand that if I fail to follow examination policy and procedures, I may have academic penalties applied to my course grade.
12. I understand that any technical problems that occur during examinations must be reported immediately to the exam proctors and that any exam completed without immediate recourse to technical support through the published process will stand as completed.
13. I understand how to use Exemplify.
14. I understand that it is my responsibility to check the course site at least once a day while enrolled in a course and to keep up to date with course requirements.

15. I understand that it is my responsibility to check my SGU email daily whilst enrolled in the MD program and be responsive to communications.
16. I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
17. I have read and understood the SOM mistreatment policy.
18. I understand that I may be recorded at any time in any of the academic sessions including lectures and all categories of small group sessions.
19. I have read and understood the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
20. I understand that I must register my devices on the SGU network.
21. I have registered my clicker, and I am able to participate fully in course activities.
22. I understand that it is my responsibility to maintain and check the functionality of my clicker regularly by monitoring the green LED response after a successful response transmission.
23. I understand that I can only use the clicker that I have registered to my account for participation in course activities.
24. I understand that misrepresentation of participation and/or performance through the misuse of clickers constitutes academic dishonesty and is a violation of the [Honor code](#). It will incur academic penalties, and judicial referrals, as outlined in the syllabus.
25. I understand that no photos or recordings should be taken of the standardized patients or the real patients in the hospital or clinic. Additionally, no photos or recordings should be taken of cadavers in anatomy cadaver labs.
26. I will protect the confidentiality of all patient information, including medical records, diagnoses, treatments, personal details, and any identifiable data. I will only access, use, or disclose such information as required for my educational duties and authorized by my supervisors.
27. I will not discuss patient information outside of the educational setting. I will protect all types of patient data, refrain from removing information from affiliated facilities without proper authorization, keep my access credentials secure, and promptly report any breaches of confidentiality.

ADDITIONAL EXPECTATIONS

All students are also expected to:

1. Read the entirety of the Student Manual prior to starting Term 1 of the Basic Sciences
2. Read the entirety of the Clinical Training Manual prior to starting clinical rotations
3. Regularly review the Student Manual and Clinical Training Manual for any policy updates
4. Read the mission statement of the SGU SOM
5. Read the MD outcome objectives in the syllabus or Student Manual
6. Read the course and module objectives provided for each course in the syllabus
7. Actively participate appropriately in all class activities and be present for the duration of the entire activity
8. Respond to all audience response question polls using the "clicker" registered to you
9. Complete all assessments and examinations in the course at the scheduled dates and times
10. Adhere to the dress-code for Laboratory/Simlab, Small Group Discussions, Patient Encounters, and Hospital/Clinic Visits
11. Check the course management site daily for announcements and updates
12. Check posted results of assessments on time and follow policies and timeline for score or course grade queries
13. Check participation data on the course management site regularly (once a week) and alert the course director immediately to any discrepancies
14. Report illness through the medical self-report system on the University portal ([Medical Excuse](#)). If the self-report system is malfunctioning, email studentDOBS@sgu.edu.
15. Voice commendations and concerns through SGA class representatives
16. Be aware of, and when appropriate, use support services available, including faculty consultation hours, designated Academic Advisors, Office of Student Affairs, Department of Education Services, and the Psychological Services Center
17. Participate in the course and instructor evaluations

18. Comply with all requirements outlined in the course syllabus
19. Abide by the University Code of Conduct outlined in the Student Manual
20. Carry a student ID card at all times on campus and show it when required
21. Attend mandatory meetings scheduled by administration, advising or course leadership
22. Complete the course attestation forms the attest to understanding the expectations
23. Comply with the policies of the SOM outlined in the Student Manual and syllabus
24. Reply to communications from SGUSOM administration/course leadership in a timely manner and within stated deadlines

Probation for Unprofessional Behavior

Probation is reflected in students' progress files for students who violate the standards of professional behavior as defined by the Code of Conduct. Probation is reported to licensing boards, accrediting bodies and ECFMG. Probation allows students who do not meet these standards to continue in the Doctor of Medicine program for a specified period with a prescribed course of action. Students will be monitored for adherence to stipulations specified in their probation letters. Although probation does not appear on a student's transcript, the SOM must supply this information if it is requested by external agencies, such as a state licensing board. While on probation, students' behavior must improve in accordance with the specific written stipulations given to students. Students who fail to meet the prescribed course of action risk a recommendation of dismissal.

Information regarding [University Disciplinary and Judiciary Policies and Procedures](#) can be found on the SGU Portal.

Faculty Panel on Academic Professionalism

The Faculty Panel on Academic Professionalism (FPAP) deals with all professional behavior issues arising as part of student activity in a course (e.g., missed examinations, examination compliance issues, cheating, plagiarism, and/or behavior contrary to the outcome objectives and expectations provided in the Student Manual and syllabus).

Where appropriate, any course and examination noncompliance issues may be referred to FPAP for a hearing.

For students in the Basic Sciences phase, the Panel Hearings are administered by the Office of the Senior Associate Dean of Basic Sciences. An Associate Dean or Assistant Dean of Basic Sciences chairs the hearing. The panel is composed of at least 2 additional SOM faculty members appointed by the Senior Associate Dean of Basic Sciences. All panel members, including the Chair, are SOM faculty who have experience with the standards for promotion and progression outlined in the Student Manual and who do not participate in student advising.

A quorum for the panel consists of the Chair and at least 2 additional panel members. Decisions are reached by simple majority in which the Chair has a casting vote in the event of a tie. The panel may refer the student to an appropriate support service, or when appropriate, recommend application of the appropriate academic penalty published in the course syllabus. The panel may reduce but cannot exceed the penalty published in the syllabus. The panel may also require evidence of remediation and can define a customized remediation pathway for any infractions related to lapses in professional behavior. Course grades may be held as incomplete (I) until the student demonstrates any remediation outcomes as defined by the FPAP. The recommendation of the panel is conveyed to the Senior Associate Dean of Basic Sciences for action and communicated to the student by the Office of the Senior Associate Dean of Basic Sciences.

For students in the Clinical Studies phase, Panel Hearings are administered by the Office of the Senior Associate Dean of Clinical Studies. The SOM Clinical Training Manual describes FPAP Hearings for clinical students: [Faculty Panel for Academic Professionalism \(FPAP\)](#)

Appeal Process

A student may appeal the academic penalty applied by the FPAP. The appeal must be submitted in writing and should clearly outline the sequence of events and the circumstances that resulted in the compliance failure. Appeals must be submitted within 5 business days of the date the penalty is communicated and are reviewed by the relevant Senior Associate Dean.

- Basic sciences students should submit appeals to StudentDOBS@sgu.edu.
- Clinical students should submit appeals to Ask-ClinStudies@sgu.edu.

Communication Requirements for 4 yr MD Program

Communication Requirements

Students are responsible for ensuring that the SGUSOM can contact them at all times. They should notify the Office of the University Registrar of any change in contact information as soon as possible. Students must monitor their SGU email and respond to all university communications during their entire matriculation at the University in a timely manner (with 1-2 business days). This includes the time during the academic terms, between academic terms, clinical rotations, while at affiliated hospitals, while on vacation or a leave of absence, during clinical bridge time, or while awaiting graduation.

Failure to monitor communications including SGU email, respond to communications, or to act on information contained in communications from the SOM, including failure to attend mandatory meetings as specified by the Dean of the School of Medicine; the Office of Student Affairs, the Sr. Associate Dean of Basic Sciences (DOBS), Sr. Associate Dean of Clinical Studies Office; Academic Advising, Development and Support Division; Course and Clerkship Directors; Directors of Medical Education or any other administrative body or individual, is considered unprofessional behavior.

Such unprofessional behavior may have adverse effects on performance and grades and may lead to either a recommendation of dismissal from the University or an administrative withdrawal from the University by the Office of the University Registrar.

Participation in Continuous Quality Improvement

Student feedback is critical to the continued growth of the University and its future students. Student feedback about the quality of their educational experiences at SGU helps to improve the education of future medical professionals. It is the professional responsibility of all students to complete evaluations for each course and clerkship. Students who fail to participate in the evaluation process are considered non-compliant and unprofessional and may be subject to disciplinary action.

Student Surveys of Courses and Instruction

The purpose of the Course and Instructor Critique Program is to ensure continuous improvement in

the quality of the delivery of the SOM curriculum. Student feedback is an important element for the evaluation of instructional effectiveness, course design, assessment adequacy and alignment and overall academic experience.

Evaluation is an essential element of academic quality assurance. Just as students expect a fair and accurate assessment of their academic performance, the SOM relies on comprehensive, candid course and instructor critiques to maintain high quality, consistent delivery and instructional standards across sites; and to identify opportunities for improvement in program delivery.

Participation in the Course and Instructor Critique Program is a mandatory component of all courses and is considered an academic responsibility equivalent to participation, examinations, and other mandatory course activities.

Student Responsibilities

- When notified by the Critiques Coordinator/Course Director, students must complete all assigned course and instructor evaluations within the designated evaluation window.
- The course and instructor critiques must include an opportunity for students to provide feedback on assessment as well as instruction.
- Failure to complete all required critiques constitutes non-completion of course requirements and may result in administrative action as determined by the relevant school or program.
- Student responses must be professional, constructive, and respectful in tone.

Administration of Evaluations

- The Critiques Coordinator will notify students when evaluation periods open and issue periodic reminders to ensure timely submission.
- Evaluations must be completed within the announced time frame; late submissions will not be accepted.
- All evaluations are confidential, and individual responses are kept confidential to encourage honest and thoughtful feedback.

Use of Evaluation Results

- Results of student surveys are disseminated to the appropriate instructors, course directors, department chairs, deans, and the provost.
 - Comprehensive results are regularly reviewed by the Curriculum Committee and its subcommittees for quality assurance and comparability with recommendations for further analysis and action.
 - Course directors will summarize the results of the prior term's course and instructor critiques for their curriculum committee.
- The summary will include:
 - Areas that received high ratings and positive student feedback and areas that received low ratings or constructive criticism.
 - For areas identified as needing improvement, the course director will describe specific changes planned and implementation dates to address student concerns.
 - This closing-the-loop process ensures that student feedback directly informs course design, instructional methods, and assessment strategies.
 - Course directors or department chairs also meet with Student Government Representative once a term for each course to discuss student feedback.
 - At the start of the term, course directors will summarize course evaluation data from the previous term and report and changes or planned changes to the course or its delivery as a result of student feedback.

End of Module Evaluation Survey

Please rate the quality of the following elements of the [course name] [module number] where appropriate: Very Poor (1), Poor (2), Fair (3), Good (4), Very Good (5), Excellent (6)

1. Organization
2. Formative Exercises (IMCQs, practice questions, quizzes, clicker questions)
3. Summative Exercises (examinations, OSCEs, OSPEs, SOAP notes)
4. Lectures
5. DLAs
6. Small group activities
7. Clinical skills activities (e.g. SIMLAB, hospital visits, standardized patient encounters)*
8. Overall module rating
9. Please provide a specific example of a strong element of this module that should remain unchanged. (Long answer)
10. Please provide a specific example of a weak element of this module and how it should be changed. (Long answer)
11. Please provide any comments on the teaching/assessment venues and services supporting the curriculum delivery (e.g., venue readiness, exam proctoring service, internet). (Long answer)

*As relevant to the module.

End of Course Evaluation

Please indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. The course structure and expectations were clearly communicated.
2. The MD Program Objectives were clearly communicated to students in this course.
3. Learning/module objectives were clearly communicated to students in this course.
4. The time and effort spent in preparation for this course and its assessments were proportionate to the credit allotment for this course.
5. The major exams in this course were a fair assessment of the course learning objectives.
6. Overall, this course contributed effectively to my medical knowledge.
7. Overall, how effective was the course? (Long answer)
8. What suggestions do you have to improve the course? (Long answer)

Evaluation of Instruction Survey

Please indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree (1), Disagree (2), Somewhat Disagree (3), Somewhat Agree (4), Agree (5), Strongly Agree (6)

1. The instructor effectively engaged me in learning course/module content.
2. The instructor effectively related material to other content in this or other courses/modules.
3. The instructor effectively explained complex material.
4. The instructor effectively guided me in the application of course content to relevant clinical situations.
5. The instructor maintained a respectful and positive classroom environment.
6. The instructor was approachable and willing to assist in student learning.
7. Overall, the instructor enhanced my understanding of the material they taught.
8. Please provide a specific example of how this instructor aided your learning. (Long answer)
9. Please provide a specific example of how this instructor could improve their instruction. (Long answer)

Learning Environment Evaluation

For quality assurance and accreditation purposes, SGUSOM assesses the emotional, psychological, and cultural aspects of the student learning environment. This assessment includes, in part, student feedback collected through surveys. These surveys are essential components of SGUSOM's quality and improvement efforts and contribute to accreditation requirements. Students are expected to complete these surveys, as well as any other surveys distributed by the School of Medicine.

End-of-Course/Clerkship Evaluation – Learning Environment Questions

Surveys at the end of course/clerkships contain a few targeted questions about the learning environment, including:

1. SGU provides a safe and supportive learning environment.
2. I feel supported in my personal and professional pursuits by other students in my learning environment.
3. There are faculty and/or other school representatives that I feel comfortable talking to when important concerns arise.
4. I did not experience or witness mistreatment of students during this educational experience (e.g., harassment, discrimination, public humiliation, psychological/physical punishment).*

*If you did experience or witness mistreatment of students during this educational experience (e.g., harassment, discrimination, public humiliation, psychological/physical punishment), please comment in textbox. Be aware that this survey is not an official reporting mechanism. To file an official report of mistreatment, please contact the Office of Student Affairs (studentaffairs@sgu.edu) or use EthicsPoint (<https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html>) to file an anonymous report.

Additionally for clerkships:

5. The clerkship clinical exposure time limits were followed. (Clinical exposure time did not exceed 50 hours per week when averaged over the entire rotation.)

Annual Learning Environment Survey

A more in-depth Learning Environment Survey is administered annually to all School of Medicine students. This survey assesses various aspects of the educational environment, such as student well-being, academic support, fairness of assessments, and the overall sense of achievement and collaboration among students. It also includes questions about awareness and communication of policies regarding mistreatment, confidence in reporting mistreatment without retaliation, and the frequency and nature of mistreatment experienced or witnessed by students.

Student Satisfaction Surveys

Students are expected to complete Student Satisfaction Surveys distributed by the Office of Student Affairs, the Office of the Provost, SGU's accrediting bodies, and other university offices as applicable. Additionally, students are expected to participate in independent student-led surveys, such as the Independent Student Analysis (ISA), which play a vital role in evaluating and improving the medical education program. These surveys are essential for continuous quality improvement and accreditation. Student feedback informs institutional improvements and helps to ensure the highest standards of medical education.

Graduation and Postgraduate Questionnaires

SGUSOM graduates are expected to complete graduation and post-graduation questionnaires distributed by the School of Medicine and its accreditors. These questionnaires evaluate students' perceptions of their medical education, including overall and basic sciences instruction, preparedness for clinical clerkships and electives, and the quality of clinical training. It assesses key aspects of medical education, such as faculty effectiveness, mid-clerkship feedback, and guidance in elective selection. Additionally, students reflect on their readiness for residency, covering clinical skills, medical knowledge, communication, professionalism, evidence-based decision-making, cultural competence, and the application of high-value care and social determinants of health in patient management. The questionnaires also help SGUSOM to track postgraduate progression, which is an essential accreditation requirement.

Student Government Association's Role in Feedback

Urgent concerns related to the academic program may be addressed prior to the end of the academic period. Any student with issues or concerns relating to their academic program in Terms 1-5 have the option to bring them to the attention of a representative from the Student Government Association (SGA). The usual route for such issues is to then bring them to the attention of the relevant SOM committee (e.g., Student Academic Affairs Committee, Curriculum Committee, Non-academic Affairs Committee). The SGA may then bring the issue to the Senior Associate Dean of Basic Sciences Office. This route ensures that issues impacting the class are efficiently dealt with in a timely manner.

The Senior Associate Dean of Basic Sciences' Office meets regularly with students during the term at "Meet the Deans" sessions and with the SGA representatives for each term.

Registration

SOM Registration Requirements

All students in terms 1 -5 will be automatically pre-registered for their required courses and must complete registration check-in on or before the first day of each term as scheduled by the Office of the University Registrar.

The Office of Clinical Education Operations makes hospital assignments and schedules all clerkships in year 3 based on the clinical sites available and US/UK Pathway Forms submitted by students. Students schedule rotations in year 4 in concert with school personnel.

Term Check-In

To check-in for Terms 1 – 5, students must have no holds (financial, admissions, bursar, health records, health insurance). Students who are not in good financial standing are required to work with the Office of the Bursar to resolve their outstanding balances. If students are recipients of federal and/or alternate student loans, all required documentation must be received before financial clearance is provided.

Students in dual degree programs (MD/MSc, MD/MBA or MD/MPH) need clearance from their Graduate Studies Program advisor as well as have no holds (financial, admissions, bursar, health insurance); they will then check-in for both programs simultaneously, if applicable.

Students who fail to check-in by the deadlines established will be administratively withdrawn.

More information on registration, billing and late payments is in the [General Student Manual](#).

In addition, students pausing or cancelling their health insurance will be suspended from SOM curriculum until they can show documentation of active health insurance coverage.

Matriculation Timelines for All Students

Timeline Requirements for the MD Program

The MD program is designed for students to complete in 4 or 4.5 years depending on matriculation, with 2 years spent studying the Basic Sciences phase (Year 1 and Year 2) and 2 years spent completing the Clinical Studies phase (Year 3 and Year 4). Students may take additional time to remediate courses, prepare for comprehensive and standardized examinations (e.g., CBSE, Step 1), or take an LOA for a variety of reasons. However, it is a requirement that students complete the Basic Sciences phase of the MD program within three years of matriculation, and the full MD program within six years.

Students intending to start the Clinical Studies phase of the curriculum in the US will typically use time between the Basic Sciences phase and Clinical Studies phase to prepare for and take the CBSE and USMLE Step 1. Students who complete the Basic Science phase in 2 years have up to 1 year to start the Clinical Studies phase and those who have taken 2.5 years have up to 6 months. However, most students progress to clinicals within 3-5 months to ensure their timelines fit with ideal clerkship start dates, USMLE Step 2 schedules, and the ERAS/NRMP timing. Students are discouraged from taking an excessive amount of time between the phases unless content remediation for NBME, CBSE, and for Step 1 warrants additional preparation time and is permitted within the timeline allocation. In rare cases, students may have been granted an exception by the CAPPS to take additional time to complete the Basic Sciences phase.

Those students who have taken the maximum 3 years to complete the Basic Sciences phase must start their clinical studies in the US or the UK within 6 months of completing the Basic Sciences.

While Step 1 is not a mandatory part of the curriculum, certain states such as New York, New Jersey, and Florida require students to pass this exam before they can begin clinical rotations. This poses a challenge for students who have not finished the Basic Sciences phase within 2 or 2.5 years from matriculation, as they are left with little time for CBSE/Step 1 preparation.

As of May 2023, students who have already taken 3 years to complete the Basic Sciences phase will have a single attempt to pass CBSE. Upon successfully passing the CBSE students will be certified to take Step 1. After passing Step 1, students will be placed in clinical rotations.

If unsuccessful at the CBSE, students will be scheduled to start Year 3 of the clinical phase in states where Step 1 is not a requirement. This will allow students to finish core rotations within the allocated time and provide them with a period of time to prepare for and take both Step 1 and Step 2 before commencing year 4 of the MD curriculum (a model being followed by numerous US medical schools). This policy aims to improve outcomes for students who have time constraints due to delays completing the Basic Science phase.

During its interim and end of phase reviews, the APRC will identify students to whom this applies. The Office of Clinical Education Operations will subsequently provide these students with the necessary details to progress to clinical rotations.

Regardless of when the Clinical Studies phase begins (the first clerkship), students must remain on track to complete the MD program within 6 years of matriculation. Due to the expectations and timeline for completing the Clinical Studies phase, any student with less than 2 years remaining timeline, who has not yet started the Clinical Studies phase, or any student who delays progress during

the Clinical Studies phase such that a 6-year completion is impossible, will be reviewed by the APRC and may be recommended for dismissal by the relevant Dean. Any student recommended for dismissal may appeal to the CAPPS.

Optimal Timeline for August Matriculants

Students who matriculate in the August term complete their MD program in four years, assuming no extension to their timeline.

1. Basic Sciences: Students complete these courses in May of the second year following their matriculation.
2. Start of the clerkship year: Students who wish to start clinical training in the United States take the USMLE Step 1 in July after successfully passing the CBSE, and start their first clinical term in August or September. Students who wish to start clinical training in the United Kingdom may omit the USMLE Step 1 and can start in the United Kingdom at the next available start date after clearance.
3. End of the Year 4: Students complete the full clinical curriculum (80 weeks) by May or June in the second year following the commencement of clinical training (e.g., if clinical training begins in July, August, or September 2020, then graduation is in June 2022). This is four years or less after matriculation. Students interested in a US residency should aim to finish by the end of April to allow for adequate time, if possible, to ensure processing of the diploma for a May graduation date; and for ECFMG paperwork, and state licensing paperwork prior to the start of residency orientation.

Terms 6 through 10 (Year 3 and 4) represent an intensive educational period. Students who start the clinical phase (Year 3) in September have less than 90 calendar weeks to the first June diploma date and must plan time off accordingly to ensure completion of all 80 required academic weeks. During this time, students interested in a US residency also study for and take the USMLE Step 2 (CK) at the completion of the core clerkships and apply for residencies.

Optimal Timeline for January/April Matriculants

Students who matriculate in the January/April term generally complete their MD program in four and a half years (4.5), assuming no extension to their timeline.

1. Basic Sciences: Students complete these courses in December of the second year following their matriculation.
2. Start of the clerkship year: Students who wish to start clinical training in the United States take the USMLE Step 1 in March after successfully passing the CBSE, and start their first clinical term in May or June. Students who wish to start clinical training in the United Kingdom can start at the next available start date, once clearance has been granted.
3. End of the advanced clinical year: While students can graduate in December in the second year after starting clinical training, most students opt to graduate in May, approximately two years after starting clinical training. Terms 6 through 10 represent an intensive educational period. Students who start the clinical phase (Year 3) in May have approximately 100 weeks to complete the 80-week curriculum and graduate in June. During this time, students interested in a US residency also study for and take the USMLE Step 2 (CK) at the completion of the core clerkships and apply for residencies.

Extended Timelines

Students are expected to complete the Basic Sciences phase within five consecutive terms in order to complete this phase of their MD program in two years (as described previously). Nonetheless, students who encounter unanticipated personal setbacks or academic difficulties may be granted an extension of the timeline.

Students may be granted a timeline extension for one of the following reasons:

- Leave of Absence (LOA) to address personal setbacks (example, medical conditions) that prevent the student from successfully completing the academic term
- Credit Remediation (CR) when academic performance is at risk of not meeting academic performance standards
- As per program standards for progress and promotion, a request by the Senior Associate Dean of Basic Sciences on the recommendation of the Academic Promotion Review Committee (APRC) or by the Committee on Academic Progress and Professional Standards (CAPPS) for a student to repeat failed coursework.

Students should note, however, that timeline extensions may be factored into the decision-making process of CAPPS should students subsequently fail to meet performance standards.

Clinical Transition Advising

After successfully completing Term 5, students are contacted by the Academic Advising Development and Support (AADS) advisory unit and given guidance on preparation for CBSE/Step 1. Students are required to maintain communication with AADS advisors until they sit for and pass CBSE and USMLE Step 1 or start clinical rotations in the US or UK. A lack of communication will be considered a failure to meet professional behavior standards. Failure to meet professional behavior standards may result in students not being promoted to clinical rotations and/or being recommended for dismissal.

Enrollment Status and Vacation Times

Enrollment Status and Vacation Time

The period between the completion of Term 5 and the start of Term 6 is considered vacation time/interim LOA (ILOA), provided the student's clinical term begins within 20 weeks of the end of Term 5.

Due to the nature of the academic calendar, USMLE requirements and clinical placement schedules, students might not be able to start their first clinical term until after this vacation period ends. If this occurs, the student will be placed on a Leave of Absence (LOA). If the student is a US Federal aid recipient, the LOA will allow the student to maintain federal student loans in an "in school" deferment status. This LOA can be for a maximum of six months. For questions regarding enrollment status, students can contact the Office of the University Registrar – Academic Enrollment and Compliance at enrollmentchanges@sgu.edu.

As an example, if a student successfully finished Term 5 in December 2023, the student must start their first clinical rotation by 04/29/2024 (the end of the 20-week vacation period). The student will be an official Leave of Absence from December 2023, until the start of the first clinical rotation, for a maximum of 6 months, which is 06/10/2024. The student will need to have enrolled in a clinical rotation by 6/10/2024 to officially begin the clinical years and prevent the Interim LOA from appearing on the student's transcript. This Leave of Absence is to study for the USMLE Step 1 exam so as to be eligible for

the next clinical placement period. If the student has not been placed into their first clinical rotation within 6 months, the student will have extend the leave of absence until the student's actual first clinical rotation start date.

The ILOA will become an official LOA that will reflect on the student's transcript if the student does not begin the first rotation by **6/10/2024**.

- If the student is a United States Federal Aid Recipient, the LOA will allow the student to maintain the enrollment status that will keep the student's federal loans in an "in school" deferment status. This LOA will be for a maximum of six months.
- Beyond this time, the student's federal loan can go into a repayment status.
- While it is important that this LOA is maintained for the enrollment status for federal student loan purposes, this leave will not be reflected on the student's transcript if the student starts clinical rotations within 6 months.

Beyond this time, the student's US Federal student loans will go into a repayment status, and the student will need to seek the necessary authorization to extend the LOA. For questions regarding repayment status, contact the Office of Financial Aid at faid@sgu.edu.

Students must complete the Basic Sciences within 3 years of matriculation and the full MD program within 6 years of matriculation. Students who have taken the maximum 3 years for the Basic Sciences will be placed into clinical rotation within 6 months of completing the Basic Sciences. In the rare instance that the CAPPs has granted a student more than 3 years to complete the Basic Sciences (for courses > 4 credits), the student must start rotations at the first available start date following the completion of Basic Sciences requirements. Any delays starting clinical studies are factored into the 6-year maximum timeline.

PLEASE NOTE: While it is important that a student's interim LOA enrollment status is maintained for federal student loan purposes, it is not reflected on a student's transcript unless the student fails the USMLE Step 1 or declines the rotation that is made available to the student by the Office of Clinical Education Operations.

Bridge Time:

Clinical students who need to schedule a few weeks off between rotations may only do so as long as their timeline permits. This is referred to as bridge time. In addition, students who need to complete remediation for failed NBME clinical subject examinations or completion examinations for NBME clinical subject examinations are able to use bridge time. Students must notify their clinical student administrator in the Office of Clinical Education Operations and receive approval prior to taking bridge time. The amount of bridge time available to students depends upon when the clinical period begins. Students are able to have up to 20 weeks of bridge time within a rolling 12-month period. Students who need more than 20 weeks within a rolling 12-month period are required to apply for an LOA. Students are not able to take 20 weeks of bridge time concurrently with a leave of absence.

During a calendar year, there are times when hospitals do not take any students. Typically, this happens at the end of July until mid-August (lasting 2-3 weeks) and the last two weeks in December. During those times, students must be on bridge time or if they don't have enough bridge time, will be required to be on LOA.

Grading Policies for 4 Year MD

Basic Sciences Grading Policies

Each course in the basic sciences comprises points from written standardized assessments, points for professionalism and participation in formative assessments and scheduled class activities and assignments, and points for practical and clinical skills assessments. A sequence of summative written assessments aligned to the module content and delivered as standardized examinations to the cohort is used in each course. Each course also has a comprehensive examination for the assessment of all clinical knowledge delivered in the curriculum to that point. Scoring of assessments is done across the cohort with application of standard score calculations across the cohort for all students. Each assessment will contribute points to the overall grade, and the course syllabus defines the different assessments and their weighting in the calculation of the final grade for the course. The grading of the course follows the grade designations detailed.

Students' transcripts reflect students' achievement of course requirements and their academic performance. Students have access throughout the term to review their gradebooks to ensure all scores are accounted for and to request a review of participation records.

After each exam, students who wish to query an examination score should file a report to the course director within 24 hours of the posting of the score using the [Grade Query Form](#) on the LMS. The course director will review the student's score and report the result of the review in writing to the student within 5 business days of the submission of the query.

Final Grade Provision

Course directors will post final grades to the LMS within 3 business days from the date of the last regularly scheduled examination of the course (or exam window for programs with multiple exams in the final week) and make an appropriate announcement to all students. Students with completion examinations will receive an "I" final grade until their completion exams have been completed. Final grades of students with completion exams will be posted within 2 business days of the last required completion examination.

Final Grade Queries

Students who wish to contest a final course grade due to a factual error (e.g., missing elements, missing points, calculation error, weighting error) should file a report to the course director within 24 hours of the posting of the final course grade using the Grade Query Form. The [Grade Query Form](#) is accessible on the course LMS site.

Students querying a grade they believe is inaccurate must provide evidence of the factual error, such as:

- Discrepancies between ExamSoft mastery reports and gradebook entries,
- Incorrect summation of scores in the gradebook,
- Other verifiable clerical or recording errors

Queries must include documentary evidence of the alleged error or some verifiable basis for the query. Queries that lack evidence, or that are based on personal extenuating circumstances (e.g., illness, anxiety, family issues, inability to meet course requirements), do not constitute a valid grade query.

The course director, in consultation with other course leadership, will review properly filed grade queries and provide a determination in writing to the student within 24 hours, before the deadline for grade finalization.

Courses Offered as of Fall 2026

Grades on the transcripts are posted as Fail/Pass/High Pass/Honors. Numerical grades are used for the purpose of class rank and for promotions.

The passing grades are:

Term 1	71.50%
Term 2	72.50%
Terms 3, 4, and 5	73.50%

Courses are graded numerically for the transcript. The conversion charts are as follows:

Terms 1-5 Grade Designations for students who Take Courses as of Fall 2026

Grade	Numeric Grade	Attempted Credits	Earned Credits
Honors	89.50 +	Y	Y
High Pass	79.50 - 89.49	Y	Y
Term 1			
Pass	71.50 +	Y	Y
Fail	≤71.49	Y	N
Term 2			
Pass	72.50 +	Y	Y
Fail	≤72.49	Y	N
Terms 3, 4, 5			
Pass	73.50 +	Y	Y
Fail	≤73.49	Y	N
I		Y	N
W		Y	N
EP		Y	N
CR		Y	N

Courses Offered from Fall 2019 through Summer 2026

Grades on the transcripts are posted as Fail/Pass/High Pass/Honors. Numerical grades are used for the purpose of class rank and for promotions.

The passing grades are:

Term 1	69.50%
Term 2	71.50%
Term 3, 4, and 5	72.50%

Courses are graded numerically for the transcript. The conversion charts are as follows:

TERMS 1-5 GRADE DESIGNATIONS FOR STUDENTS WHO TOOK COURSES FROM FALL 2019 THROUGH SUMMER 2026

TERMS 1-5 GRADE DESIGNATIONS

Grade	Numeric Grade	Attempted Credits	Earned Credits
Honors	89.50 +	Y	Y
High Pass	79.50 – 89.49	Y	Y
Term 1			
Pass	69.50 +	Y	Y
Fail	≤ 69.49	Y	N
Term 2			
Pass	71.50 +	Y	Y
Fail	≤ 71.49	Y	N
Terms 3, 4, 5			
Pass	72.50 +	Y	Y
Fail	≤ 72.49	Y	N
I		Y	N
W		Y	N
EP		Y	N
CR		Y	N

Matriculants Prior to August 2019

Courses are graded numerically. The alpha grades on the transcripts are based on rounded, whole numbers, but the system holds the numeric grade to two decimal places for the purpose of class rank and for promotions.

The passing grade for each course attempted prior to August 2019 is 70%.

For the transcript, the conversion charts are as follows:

TERMS 1-5 GRADE DESIGNATIONS FOR STUDENTS WHO MATRICULATED PRIOR TO AUGUST 2019

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
A+	97-100	Y	Y
A	93-96	Y	Y
A-	90-92	Y	Y
B+	87-89	Y	Y
B	83-86	Y	Y
B-	80-82	Y	Y
C+	76-79	Y	Y

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
C	73-75	Y	Y
	<u>Courses Completed Prior to August 2019</u>		
C-	70-72	Y	Y
	<u>Courses Completed After August 2019</u>		
C- (Term 1)	70-72	Y	Y
C- (Term 2)	72	Y	Y
	<u>Courses Completed Prior to August 2019</u>		
F	0-69	Y	N
	<u>Courses Completed After August 2019</u>		
F (Term 1)	0-69	Y	N
F (Term 2)	0-71	Y	N
F (Term 3, 4, 5)	0-72	Y	N
I		Y	N
W		Y	N
CR		Y	N

Definitions

H: Honors

A grade of Honors is given to a student whose performance demonstrates advanced mastery of the academic standards in the course.

HP: High Pass

A grade of High Pass is given to a student whose performance demonstrates above average mastery of the academic standards in the course.

P: Pass

A grade of Pass is given to a student whose performance meets all academic standards in the course.

Course and Clerkship Participation

Students are expected to participate fully for the duration of all required activities of the MD program and to be present from the start to the end date of each term. Students should consult [the official academic calendar](#) for the published start and end dates for each term, prior to making travel arrangements. Travel conflicts are not valid reasons for missing required course activities.

The faculty considers participation and engagement to be essential components of professionalism. Students must participate in all required educational activities as defined by course and clerkship directors. Such academic activities include (but are not limited to) lectures, labs, small group discussions, directed learning activities, examinations, and continuous quality improvement measures (e.g., module, course, and instructor evaluation surveys).

Course and clerkship directors take participation into account when determining grades. Non-participation may adversely affect grades and may result in a failing grade for the course.

Except for examinations, there are no excused absences from scheduled course activities and no make-up sessions for missed points associated with missing scheduled course activities.

Students should consult their course syllabi and Clinical Training Manual for additional information related to course participation.

Participation Check Policy - Terms 1-5

Participation

PointSolutions is the audience response system that is utilized in all basic sciences courses. Students are issued devices ("clickers"), which they use to participate in most academic activities. Its use reflects the participation and performance of the student to whom the clicker and account are registered. Each student is responsible for the activity on their clicker/account registered through the audience response system.

It is the responsibility of every student to have a registered clicker and ensure that they are able to participate in formative assessment questions, to ensure their devices are in working order and functional during course activities, and to check the course gradebook weekly to detect any problems with their participation records. Failure to do so may result in the loss of participation credit, for which the student will be held responsible.

Students should only use the clicker registered in their name and should be aware of their clicker status (location, functionality) in all learning activities, as its use in class will be taken to indicate the presence of the student registered to the clicker. It is the responsibility of each student to bring their own, **and only their own**, individually assigned clicker for the SOM program to every class session (e.g., lecture, small group, practical, laboratory, IMCQ) and respond to all formative questions presented during that session.

To earn participation credit, students must attend their assigned class activities in person (assigned by College, cohort or any other means outlined in the syllabus or course management site by the course director) and participate in all formative assessment items. Students can only earn participation credit for presence at their assigned scheduled activities.

Students should only respond to formative PointSolutions questions whilst physically in class and with their own clicker that is registered to them. Use of the clicker in class assumes the presence and participation of the student to whom the clicker is registered.

Although students are expected to make every effort to participate in all required academic activities, they must participate in at least 80% of required course activities to earn credit for the course.

Clicker Misuse

Misrepresentation of participation or performance through misuse of the audience response system constitutes academic dishonesty and is a violation of the [Honor Code](#). Misrepresentation includes attempting to earn participation credit for an activity that was not fully attended in person, including both the student who is absent and registers participation and the student who is present and uses a clicker to register participation for an absent student. Students will face academic and judicial referrals and subsequent penalties, as described below, for attempting to misrepresent their participation record for their assigned learning activities.

Participation Checks

Random participation checks are carried out weekly during the term using in-person scan out or sign out from venues. Scan/sign-out data is used to verify student presence and compared it with the participation records from the audience response system.

Any student leaving a learning activity early (e.g., prior to the full debrief after the last formative assessment question of the lecture, or prior to the scan/sign-out check), will not be considered fully participating. To earn participation for random participation check sessions, students must participate in all formative assessment questions and complete the appropriate scan/sign-out process.

Participation Policy Violations

A student is in violation of the Participation Policy and Honor code if the student:

- Tries to claim credit for participation but has left prior to the scan/sign-out
- Uses another person as a proxy registrant with their clicker device
- Uses a clicker to register another student's presence and participation

These students are flagged for follow-up by the course director and a referral to the Office of Student Affairs and Judicial Office. Students are required to comply with any investigations. If charges are founded, students will incur academic and judicial penalties as described in the Unprofessional Behavior section of the Course Syllabus. These penalties include 15% deduction of the course grade and loss of all course professionalism points as levied by the Faculty Panel on Academic Professionalism (FPAP), disciplinary probation until graduation, MSPE notice of non-compliance and unprofessionalism, and/or dismissal in egregious cases. Some of these penalties require notice to ECFMG.

Feedback Policy: Formative, Summative, and Narrative

Feedback Policy

During the pre-clerkship curriculum

Students will undergo assessment of their medical knowledge, clinical skills, and professional behavior. All assessments should include feedback elements. This feedback provides students with the opportunity to reflect upon their performance in the areas of knowledge, skills, and professional behaviors and an opportunity to identify areas of strength or weakness. Students will receive this feedback in all courses in the following ways:

Formative feedback:

Feedback from facilitators during and after each small group session: This includes observations on a student's presentation, interaction, and participation during the session. Feedback includes aspects of professional behavior and teamwork. Facilitators will assess each student using the rubric specified in the course syllabus. Students will receive regular feedback on their evaluations in the form of a Mastery report, which outlines students' performance in every element. This allows students to assess their current professional development and identity and allows students and facilitators to work together to correct any deficiencies in performance.

Immediate feedback from facilitators and standardized patients (SP) during clinical skills small group sessions and hospital visits: Facilitators give feedback on what they observed regarding the student's performance on history taking and physical examination skills. The SP provides the student with feedback about their experience during the encounter. Feedback is based on observable behaviors and quality of interaction, including how the SP felt, and what they saw and heard during the encounter.

Summative feedback:

Individual Mastery Reports: Each course in the basic sciences will provide a mastery report following each summative assessment. The mastery reports contain student performance data for the relevant categories for each examination (e.g., NBME content area and/or NBME physician task categorizations) and should be used by students to identify their individual performance strengths and weaknesses for the summative assessments. Individual mastery reports are available through the Exemplify portal.

During the second year of the curriculum, students can request a one-on-one review of their clinical assessments. The primary purpose of a review request is to obtain feedback for self-improvement. See Clinical Skills Assessments Policies in the course syllabus for more information on how to request this session.

Narrative feedback:

A narrative description of medical student performance, including non-cognitive achievement, is included as a component of the assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment, and the following conditions are met:

- A single teacher interacting with a group of 10 or fewer students longitudinally for a cumulative 10 or more hours over the course of one Term
- The course is > 6 weeks

During the second year of the curriculum, students will receive narrative feedback relating to an assessed clinical encounter/experience. In the third year, narrative feedback forms a required component of each clerkship assessment.

This policy does not preclude or prevent narrative feedback under conditions that do not meet the criteria stated.

Basic Sciences Phase: Assessments

Assessments in Basic Sciences

Summative assessments are an integral part of the MD program. Students must complete all Basic Sciences course examinations in order to meet course requirements and earn a final course grade.

Students are expected to comply with examination policies (see Examination Policies) and adhere to the master schedule (published on the [Office of the University Registrar site](#)), which provides examination dates and times.

The following are considered summative assessments:

- Written Course Examinations/Module Examinations
- Lab Practical Examinations
- Objective Structured Clinical Examinations (OSCEs)
- Objective Structured Practical Examinations (OSPES)
- Basic Sciences Comprehensive Examination 1 (BSCE 1)
- Basic Sciences Comprehensive Examination 2 (BSCE 2)
- Basic Sciences Comprehensive Examination 3 (BSCE 3)
- Basic Sciences Comprehensive Examination 4 (BSCE 4)
- Completion Examinations for missed examinations.
- Several of these assessments are comprehensive examinations and are described in further detail in the next section.

Other Mandatory Assessments

Other mandatory assessments may be outlined in each respective Course Syllabus, such as the Occupational Safety and Health Administration (OSHA) course, Health Insurance Portability and Accountability Act (HIPPA) certification, Patient Care Assignments, and the Credit Remediation (CR) Final Learning Assignment.

Students who do not complete or submit mandatory assessments will receive a zero for the missed assessment and an Incomplete grade for the course. Students must contact the Course Director and arrange to complete or submit the missed assessment. Failure to resolve the missed assessment by the end of term will result in a failing grade for the course.

Comprehensive Examinations

Basic Sciences Comprehensive Examinations (BSCE)

Basic Sciences Comprehensive Examinations (BSCE)

The BSCEs are comprehensive examinations administered during the Basic Sciences. Questions are either drawn from the question banks of all disciplines contributing to the Basic Sciences courses preceding these examinations or from the banks of integrative questions developed in collaboration with multiple disciplines contributing to these examinations.

These examinations help students evaluate their approach to taking standardized examinations and to build the test-taking skills needed for future comprehensive examinations. They also provide feedback to individual students about content areas that require remediation.

The BSCEs are offered in terms 1, 2, 4 and 5 and form an integral part of the final course grade in each of these terms:

- Term 1 BSCE (BSCE 1) covers content taught in term 1 and is part of the Basic Principles of Medicine 1 (BPM1) course grade.
- Term 2 BSCE (BSCE 2) covers content taught in terms 1 and 2 and is part of the Basic Principles of Medicine 2 (BPM2) course grade.
- Term 4 BSCE (BSCE 3) covers content taught in terms 1, 2, 3 and 4, and is part of the Principles of Clinical Medicine 1 (PCM1) course grade.
- Term 5 BSCE (BSCE 4) covers content taught in terms 1, 2, 3, 4 and 5, and is subdivided into three consecutive examinations, following the modular organization of the Principles of Clinical Medicine 2 (PCM2) course and forming a major component of the PCM2 course grade.

The details of the BSCEs are outlined in the respective course syllabi.

Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE)

OSCEs and OSPEs are standardized comprehensive clinical examinations. They are administered during terms 1, 2 (OSPEs) and 4, 5 (OSCEs). OSPEs and OSCEs are designed to measure students' requisite clinical skills during Years 1 and 2. These exams provide an assessment of students' understanding and mastery of the clinical skills taught throughout the terms 1-5. In addition, these examinations are designed to help students evaluate their approach to taking standardized examinations and to build the test-taking skills needed for future comprehensive clinical skills examinations. The OSPE 1 and 2 grades are incorporated into the Basic Principles of Medicine 1 (BPM1)

and Basic Principles of Medicine 2 (BPM2) final course grades, respectively. OSCE grades are incorporated into the Principles of Clinical Medicine 1 (PCM1) and Principles of Clinical Medicine 2 (PCM2) courses.

Examination Policies

University Examination Policies and Procedures

[Exam Policies](#)

[Exams on Paper](#)

[Exams on the Computer](#)

[Examination Services](#)

[Chief Proctor](#)

[Venue Requirements](#)

[Publication of Examination Schedules](#)

[Adverse Conditions in an Examination Venue](#)

[Compromised Integrity of an Examination](#)

[Procedures following Examination Termination/Invalidation](#)

[Guidelines for Rescheduling Examinations](#)

[Prior to Examination Day](#)

[On Examination Day](#)

[After the Examination](#)

[Irregularity Reporting](#)

[Unprofessional Behavior During an Examination](#)

[Procedure in Case of Unprofessional Behavior](#)

Policy on Student Conduct During Practical Examinations and Other Patient Interactions

In the event that a student injures a patient or otherwise acts inappropriately during a practical examination, the supervising faculty member has the authority to immediately terminate the student's examination and refer the case to the Office of Student Affairs and/or the Faculty Panel on Academic Professionalism (FPAP).

Consequently, depending on the nature of the inappropriate action, the student may: 1) Receive a zero score for the entire practical examination, 2) Receive a zero score for only the section of the practical

examination in which the inappropriate action occurred, and/or 3) Incur an FPAP penalty for egregious or negligent action. The requirement for early termination of the interaction will mean that no scoring for the missed portion of the examination is subsequently possible, the points are forfeited, with no eligibility for a completion examination. The student may continue to other stations at the discretion of the supervising faculty, but if patient safety is a concern the student may be required to terminate the entire assessment.

Students who are suspected of impairment during patient interactions either within assessments or within the course of normal curricular delivery may be asked to terminate an interaction or be precluded from beginning an interaction. Students may lose participation credit and/or any associated course points for the activity and may be referred to the Office of Student Affairs for follow-up and to FPAP for determination of academic penalty.

Definitions

Written Course Examination

A written examination is an examination testing a student's knowledge, understanding, application, analysis, evaluation or synthesis of the course material. The most common format of these examinations is a series of multiple-choice-single-best-answer items, but other written formats, including essay examinations, fall into this category.

Modular Course Examination

Modular course examinations are usually written examinations testing the material covered by learning objectives of the respective course segment (usually a module, or part of a module) preceding the examination, either from the start of the course for the first course examination, or from the day after the prior course examination. Typically, a question tests content covered in the respective course segment, which may include reference to knowledge and understanding from preceding course segments or courses.

Practical Course Examination

Practical Course Examinations are hands-on examinations that test the practical skills of a student outlined in the learning objectives of the course. Practical laboratory examinations and practical clinical skills examinations fall into this category.

Basic Sciences Comprehensive Examination (BSCE)

Basic Sciences Comprehensive Examinations are examinations testing the material covered by the learning objectives of one or more courses offered at SGUSOM. They are based on internal test items developed within SOM.

NBME Subject Examination

Subject Examinations are standardized written examinations offered by the National Board of Medical Examiners (NBME). They provide US national normative data that reflect the performance of examinees from medical schools accredited by the Liaison Committee on Medical Education (LCME). The Subject Exams are developed by NBME committees of content experts and include score reports that deliver actionable performance feedback.

NBME Comprehensive Examination

The NBME offers two Comprehensive Examinations. The Comprehensive Basic Sciences Examination (CBSE) tests material typically taught during the Basic Sciences Years of a Medical School Curriculum. The Comprehensive Clinical Sciences Examination (CCSE) tests on material typically taught during the Clinical Years.

Completion Examination

A Completion Examination is an examination provided to students who missed the originally scheduled examination and who have a valid documented medical or non-medical excuse, and for students who are otherwise required to take the completion examination. Completion Examinations are typically based on test items that are equivalent (content and difficulty level), but not identical, to the original regular examinations.

Scheduling Requirements for Course Examinations

SOM Examination Scheduling Policy and Applicability

The scheduling policy governs scheduling, publication and rescheduling after compromised delivery for all examinations at SGUSOM. This policy is applicable to administrators, scheduling officers, course directors, faculty, staff, student representatives, students taking examinations, and examination services.

Basic Sciences Written Examinations

Every effort will be made to avoid the scheduling of examinations on Saturdays, Sundays, or public holidays observed in the country in which the course is being offered (Grenada or UK).

Examinations scheduled over multiple subsequent days, with different time windows for individual students, such as most practical course examinations (OSPEs, OSCEs), may include Saturdays or Sundays, but not public holidays observed in the country, if the individual student does not spend more than 4 hours total (individual testing time plus sequestration time) under examination conditions.

It is the responsibility of the Course Director to ensure that there is no new material, with new learning objectives, taught on the day prior to an examination. There are no restrictions on review sessions, such as Interactive Multiple Choice Question sessions (IMCQs), small group discussion sessions, or similar scheduled class events that are focused on application of previously taught material, rather than presentation of new course material during this time window.

For written course examinations of courses that are being offered simultaneously in multiple countries (for example Grenada and the UK in year one of the Basic Sciences), the timing is simultaneous (same UTC), including download windows and CHECK IN times.

When different cohorts of students require different examination start times, separate versions of the examination are produced for each cohort. Each version is equivalent in content and difficulty but does not contain identical test items.

Number of Written Course Examinations in the Basic Sciences

In a 16 to 18-week term, there should be no less than 3, and no more than 6 written course examinations, which can be either modular or comprehensive. A 6 to 9-week term should have no less than 2 (typically a mid-term and a final) and no more than 3 written course examinations.

Practical Course Examinations in the Basic Sciences

For practical examinations/clinical assessments, a range of dates in which the individual student assessments will take place, e.g., spanning a week, will be published in the official Academic Class Schedule. Students will receive their individual testing day and time assignment from the Course Director, either through email notification or the electronic course management system, approximately 3 days before the start of the examination time window.

Basic Sciences Completion Examinations

All Basic Sciences Completion Examinations are scheduled after the last scheduled regular class examination within approximately one week. To adequately accommodate approved medical excuses, the completion examination of the last written course examination should be scheduled no less than 7 days after the originally scheduled examination.

Clinical Years Written Examinations

Students take an NBME Subject Examination at the end of each clerkship. Details on when to take these examinations are outlined in the [Clinical Training Manual](#).

Guidelines for Rescheduling Examinations

The re-scheduling of examinations should adhere to the following guidelines as much as possible:

- Saturdays, Sundays, or public holidays are not absolute exclusion days with regard to emergency rescheduling of examinations.
- All course examinations must be rescheduled within the published dates of the term to which the original examination belongs, and no later than the day of the last scheduled completion examination, as published in the official Academic Class Schedule.
- In case the last course examination in a term has to be re-scheduled, this should be done between the original date of the final examination and the last Completion Examination, as outlined in the official Academic Class Schedule.
- The publication of the re-scheduled examination dates and times and the revised examination announcement are usually done via email or through the electronic course management system.
- There is no requirement for publication of the re-scheduled examination through a revised Academic Class Schedule. The Scheduling Officer of the University in the Provost's office responsible for SOM examinations ensures the proper entry of the venue bookings through the University scheduling system.

Examination Accommodations

Since examination rosters are formed ahead of time by OIA any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and can be exercised. Any request that arrives late (i.e. less than 2 weeks prior to an examination, for all written, practical and clinical examinations) will not be honored at the upcoming examination, but will be honored for the next examination in the term, if approved.

SOM Policies and Procedures for Written Examinations during In-Person Delivery of Courses

Coverage

This policy governs all SOM 4-year MD program written examinations during in-person delivery of courses, including the general rules of conduct, rules and procedures prior to the examination, download (if applicable), what happens on examination day, resolution of medical and technical problems prior to and during an examination, rules of conduct after the examination, rules and procedures for examination irregularities, the appeals process, and approved absences from examinations.

Applicability

The following Examination Policies and Procedures apply to all written examinations offered by St George's University School of Medicine (SGU SOM) in the Basic Sciences and in the Clinical Years, including all internal examinations delivered through ExamSoft, and all standardized or customized examinations offered by the [National Board of Medical Examiners \(NBME\)](#).

All SOM Written Examinations during in-person delivery of courses are guided by the [Computer Based Examination Administration Guidelines of the University](#).

SGU SOM endorses the high standards of the [National Board of Medical Examiners \(NBME\) Examination Rules and Conduct](#).

Whenever the rules and regulations embedded in the different sources may differ, the highest of the standards set in any of these documents will be applicable to SGU SOM written examinations.

For students taking examinations at approved testing centers, additional rules and regulations may apply.

General Rules for all Course Examinations

Students must complete all course examinations 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 is considered missed.

Students are expected to take all examinations as scheduled.

All students are expected to adhere to the Code of Conduct with respect to all University-administered examinations. All students are responsible for knowing and complying with the University's Code of Conduct.

Students must be above suspicion in all testing situations. When cheating is suspected, it is not the obligation of the University to prove a violation of this Code beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted.

In case of a suspicion indicating that the integrity of an examination might have been compromised, the Course Director, in consultation with the faculty and the administration, may nullify the examination and announce a new date for a replacement examination within a period of seven working days after the original.

An examination announcement will be posted on the course website prior to each examination. It will outline the specific policies and procedures governing this examination and will indicate when the last student will be allowed into the examination venue. After this time, no latecomers will be admitted.

A valid current physical student ID must be presented to gain entry to an examination. In the absence of a valid student ID entry to the examination is not allowed and the student must follow the procedure for a missed examination. Photos, copies, or anything other than the original student ID card are not suitable as these cannot be scanned and verified.

Students who fail to appear for an examination without an approved excused absence (Medical/Non-Medical) or who are denied entry into the examination venue because of late arrival or inadequate ID, must contact the Office of Student Affairs immediately to receive further guidance and to complete a missed examination report. A Faculty Panel on Academic Professionalism (FPAP) will be convened to determine course penalties. After the FPAP ruling a penalty can be appealed to the Senior Associate Dean of Basic Sciences by sending an email to StudentDOBS@sgu.edu

The Office of Institutional Advancement is responsible for the administration of all electronic examinations for the SGUSOM during the Basic Sciences. Students must use a computer with the appropriate specifications for their examinations (see <https://myuniversity.sgu.edu/pages/oia-examination-services>).

All electronic examinations at SGUSOM are sequestered and are not available subsequently for individual review. To get feedback on their strengths and weaknesses in the electronic examinations, students will receive an individual Examination Mastery Report via the ExamSoft portal.

Written Examination Format and Item Review

Written electronic examinations are in multiple-choice-single-best-answer format, following the guidelines of the NBME. The NBME provides the United States Medical Licensing Examination (USMLE), a three-step examination for medical licensure in the United States, which is sponsored by the Federation of State Medical Boards (FSMB) and NBME.

Unscored Questions

The use of new questions is an essential component of question bank development. Such questions are not graded but may be incorporated into examinations. For each written examination, approximately 15 - 20 questions will be included for determination of their validity and reliability. Unscored questions do not count toward a student's grade.

The term "unscored question" does not imply a different format or difficulty level. They are standard questions developed routinely. If these questions generate reliable statistics during the testing process, they become part of the regular question bank. The priority is for all assessments to be scored with the highest level of validity and reliability possible.

Pre-Examination Question Review by Faculty

Prior to each examination the Course Director calls a meeting of teaching faculty to review all test items and ensure the validity and high quality of all questions, whether they have been used before or are newly developed.

Post-Examination Review by Faculty

After each examination, the Course Director calls a meeting of teaching faculty to review the overall examination statistics and item analysis, together with student review feedback, before making final decisions on the validity and reliability of the test and each of the test items.

Scaling of Comprehensive Examination Scores

All comprehensive examinations are scaled in the SOM. Scaling is done using the same principles as the National Board of Medical Examiners (NBME) scaling. The student Z score for their raw exam score is used to calculate their new scaled score. The scaled score is rounded to full points, rather than

fractional points. For scaled examinations an average of 80% with a standard deviation of 10% is used. This can result in the scaled score being higher than, the same as, or lower than the raw score. The process is explained in the course syllabus on the learning management site for the course.

Taking the Examination

Reporting of Adverse Testing Conditions

Any adverse testing conditions that negatively impact a student's ability to complete the examination must be reported immediately within the examination venue to the Chief Proctor. For issues that cannot be resolved, students should request that an Irregularity Report be completed by the Chief Proctor in the venue at the time of the occurrence. Irregularity requests cannot be made after leaving the venue. Students should then email the Course Director immediately after the examination to alert the Course Director of the Irregularity Report that was filed in the venue. Reporting an irregularity to the Chief Proctor or OIA after the examination or if the outlined process is not followed will not be considered.

After grades are published by the Course Director no changes will be made based on Irregularity Reports that are filed inappropriately or late, therefore students should ensure that all irregularities are dealt with appropriately in venue and that the Course Director is alerted to the presence of a filed Irregularity Report immediately after the examination. In this circumstance, the affected grade is sequestered until the irregularity is investigated.

Once the Irregularity Report is filed by the Examination Services and it is agreed by the Course Director in consultation with the Senior Associate Dean of Basic Sciences that it may have affected student performance, the affected grade will remain sequestered. A student may be offered a Completion Examination after investigation of the events. The Completion Examination, if offered, is scheduled at the end of term at the regularly scheduled date of the Completion Examinations for the course affected. If the technical failure is a result of non-compliance with technology requirements for the examination a zero score may be retained.

Completion examinations are only offered on the scheduled date. Students are advised not to make travel plans until after the scheduled completion examination date in the event that they have to sit a completion for medical or other reasons.

In exceptional circumstances it may be necessary to delay the start time or postpone the examination. Students are advised to not make travel arrangements for immediately after an examination to cover this eventuality.

Seeking Help for Medical or Technical Issues

Students experiencing medical or technical problems while taking the examination onsite should raise their hand to get the attention of a proctor, who will assist them. Where technical help cannot be provided successfully an irregularity report should be completed and the "missed" examination can be appealed as outlined in the Appeals Process.

Classification and Consequences of Technical Issues

Technical issues can arise and will be classified and dealt with as follows:

1. Resolved technical issue: A log will be kept on all technical problems that a student reports to the OIA online support team (TellExaminationServices@sgu.edu). For all resolved technical problems the score earned for the examination will stand.
2. Excused technical issue: If a student contacts the online support team in a timely manner (with enough time to complete the exam), and they cannot solve the technical issue, students will be eligible (without penalty) for a completion examination. This will be solely determined by the OIA online support team (TellExaminationServices@sgu.edu).
3. Non-excused technical issue: Failure to comply with any of the above regulations, or failure to follow instructions from the OIA online support team (TellExaminationServices@sgu.edu), will automatically lead to a score of “zero” (0 points) for the examination.

Appeals Process

A student who receives a “zero” for the examination because of any of the above stipulations (technical issue due to non-compliance with OIA technical requirements) may appeal against the “zero” score. A written appeal outlining the sequence of events and explaining the circumstances that led to the zero score has to be sent to the Senior Associate Dean of Basic Sciences at studentdobs@sgu.edu. The Office of Student Affairs (studentaffairs@sgu.edu) can assist the student in the appeals process.

The Faculty Panel on Academic Professionalism (FPAP) will review the written appeal of a student and make one of the following determinations:

1. A score of zero will be retained for the examination.
2. Where appropriate, any recorded score may be reinstated if the investigation confirms that the files are intact, can be uploaded, and the log files are regular.
3. The examinee may be required to take a completion examination at the end of term.
4. For non-compliance issues, an academic penalty may be applied if there is evidence of non-compliance with examination requirements or procedures. The penalty may be up to 10% of the course grade as published in the syllabus.

Approved Absences from Examinations

Religious Observance

The SOM policy on religious observation allows examinations to be missed for religious reasons, and the completion examination schedule used instead.

A student who wishes to observe a religious holiday on an examination date may take a completion examination on the scheduled date if appropriate protocol is followed for documenting the religious observance.

Specifically, at the beginning of each term, the Office of Student Affairs will invite students via email to register the dates of their religious holidays that conflict with their examination schedule for that term. Students who fail to register these dates within two weeks from the start of each term will not receive an excused absence from examinations.

Students must follow this protocol each term. The protocol does not cover any dates of travel associated with the religious observance beyond the actual religious holiday. All completion examinations are scheduled after the semester ends, as per the official Academic Class Schedule published on the [Office of the University Registrar](#) site.

In the case of multi-day examinations (e.g., OSCEs), students who are unsure whether their assigned examination time will overlap with a religious holiday should assume an overlap and submit an application to the Office of Student Affairs. This ensures that the course director is aware that a completion examination may need to be offered.

The religious observation policy applies to examinations only. Participation in other course activities is governed by the 80:20 rule (i.e., a minimum of 80% participation is required, as outlined in Part B of the course syllabus), regardless of the reason for missing an activity.

Medical Excuse

In rare instances, medical reasons may prevent a student taking an examination as scheduled. Students are entitled to one Medical Excuse for examinations per 12-month period. The student receives an “I” for the exam grade and is permitted to take the Completion Examination. Students take the Completion Examination after the semester ends, as per the official schedule on the Office of the University Registrar website. Students should consider this completion examination period when scheduling end of term travel. Travel conflicts are not a valid reason for missing an examination; examinations will not be re-scheduled to accommodate travel.

Students should use their Medical Excuse appropriately as no additional excused absences for examinations will be allowed. If a student does not take an examination as scheduled and has already used their Medical Excuse in the prior 12-month period, then the student will receive a “0” grade for the examination.

Students with extenuating circumstances for missing an additional examination should seek guidance from the [Office of Student Affairs](#).

Procedure for Submitting a Medical Excuse

To submit a medical excuse, the student uses the [Medical Excuse link](#) on the University Portal. This self-report form should be submitted before the end of the scheduled examination time. The Medical Excuse covers all exams within a 7-day period starting from the date of submission of the Medical Excuse. If a student becomes able to take some or all of the examinations during the timeframe covered by the Medical Excuse, he/she may take any remaining examinations. If a student makes a second Medical Excuse request within 12 months, then the student receives a written notice about his/her ineligibility for a second Medical Excuse and is apprised of the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student's grade, irrespective of how much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

Missed Examinations

Missed Examinations and Completion Examinations

Missed Examinations

As per current School of Medicine policy, if a student misses an examination, regardless of reason, then they are temporarily given a zero score for the missed examination and an Incomplete (I) grade for the course. The student must take the Completion Examination as scheduled to replace the Incomplete (I) with a valid examination score.

Process of Resolution of Missed Examinations

Approved Absence: Students who miss an examination with an approved excuse are required to complete the scheduled Completion Examination in accordance with the policy above.

Unapproved Absence: Any student who is not approved to miss an examination should notify their course director of their absence and contact the Office of Student Affairs (studentaffairs@sgu.edu) on or before the day of the scheduled examination. The Office of Student Affairs will provide the student with the official Request Form for a Completion Examination. The Request Form requires a detailed written explanation for missing the examination, which will be evaluated by the Faculty Panel on Academic Professionalism (FPAP). FPAP will then determine whether any further information is needed, whether a panel hearing is required, and the amount of academic penalty to the student's course grade for the absence.

If the student does not contact the Office of Student Affairs regarding the missed examination or fails to attend a scheduled FPAP hearing, then the zero score for the examination will stand.

Completion Examinations

All Completion Examinations are held approximately one week after the end of the semester per the master of SOM schedule posted by the Office of the University Registrar on the SGU portal. Completion Examinations are only offered on the scheduled date; no additional Completion Examinations will be offered. Students are advised to not make travel arrangements until after the scheduled completion examination date in the event that they have to sit a Completion Examination. Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

Outcome of an FPAP Hearing

After the hearing, the FPAP will make a recommendation to the relevant Senior Associate Dean regarding the penalty, which can be up to 10% of the total course points, for a missed examination.

Once the penalty has been determined, the student will be allowed to take the scheduled Completion Examination in order to rectify the "I" score for the exam. The determined penalty of up to 10% (per violation) of the maximum total course points will be applied to the overall course grade. The Completion examination will be held at the date and time as shown in the Academic Class Schedule posted on the Office of the University Registrar site. The student has the right to appeal the decision directly with the relevant Senior Associate Dean.

If the student does not take the Completion Examination as scheduled in order to resolve the "I" grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her

studies based on promotion standards, the student would need to repeat the failed course. If the student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

Absenteeism or Lateness to Practical Clinical Skills and Lab Assessments

Any student who is late to or misses a clinical skills assessment or a lab examination without a valid excuse must take a completion examination. The completion exam will be scored using the same standards as the original assessment; however, students can lose a maximum of all professionalism points on the course, as outlined in the course syllabus and may be referred to the FPAP. **For all assessments where students have individual start times (such as OSPEs/OSCEs/case presentations or Lab Examinations), it is their responsibility to ensure that they are not late or absent.** A score of zero will be retained for any exam that is missed and not subsequently completed on the scheduled completion date.

Student Support

Student Support Services

Student support services during the clinical years are detailed in the [Clinical Training Manual](#).

The Four-Year MD program is academically rigorous with a demanding class, small group, laboratory, clinical and study schedule. Some students succeed with extended timelines. The SGUSOM is committed to offering all students the support they need to succeed.

Students enrolled in Term 1-5 courses have access to a range of services designed to support learning and promote success in medical school. In addition to academic department-based support, students may utilize services provided by the Department of Education Services (DES), the Psychological Services Center (PSC) and University Health Services. The Academic Advising and Development Support (AADS) unit in the Senior Associate Dean of Basic Sciences Office coordinates the advising system for the basic sciences. SGUSOM utilizes a four-tiered advising system for its students:

- [College System](#)
- [Academic Advice](#)
- [Learning Strategies Advice](#)
- [Wellness Advice](#)

College System

Each College is a learning community designed for student support and wellness. Central to the College system is the aim of improving the learning climate to maintain academic performance while mitigating stress, anxiety and depression and augmenting cohesion, a sense of community, and student satisfaction. Each College is led by a Director of College with the support of the Associate Director of College. The Director provides a leadership contact for every student enrolled in the College and ensures that the membership of the College is aware of all support services offered by the College and has timely access and support when required.

Academic Advice

There are several full-time academic advisors within the Senior Associate Dean of Basic Sciences Office namely the AADS unit, which lead and coordinate the Academic Advising Program. A select number of faculty in terms 1-5 assist the full-time academic advisors to provide consistent, current, and specific advice to students. Academic Advising is a key component of the Interactive Team Instruction (ITI) delivery of the Basic Principles of Medicine, (BPM) and Principles of Clinical Medicine, (PCM) courses of the MD Program, via the AADS. The AADS faculty provide advice regarding academic options available to students (e.g., joining the ITI delivery method, taking the Credit Remediation (CR) option), study techniques, individualized study plans, time management advice etc. These advisors very often refer students to other service departments such as DES, Psychological Services, individual faculty for specific content issues etc. In addition, all teaching faculty in Years 1 and 2 hold weekly office hours for students in the MD program.

During the Clinical Years there are over 50 part time clinical academic advisors who are practicing physicians and assist students in clinical rotations regarding their clinical timeline, follow up after Midcore, and NBME exams and clinical rotation completions. They are assigned to students based on the students' clinical hospitals.

Learning Strategies Advice

Students in need of learning strategies advice (e.g., time-management skills, study skills, test-taking skills, reading comprehension) may seek help from faculty in Department of Education Services (DES). Students may also be referred to the DES by the AADS, academic advisors, the APRC, or the CAPPS.

Department of Educational Services (DES)

The DES plays a key role in supporting all students across all Schools and programs at SGU. DES assists students individually and in groups and offers advice on learning mastery techniques, as well as help with assessment preparation and test taking skills through a variety of programs that students can electively engage with.

There are 4 major divisions of DES serving student success:

1. Learning Strategies Unit

The mission of the Learning Strategies Unit (LSU) is to support students in the development of effective practices to enhance their learning and academic success. The unit helps students develop conscious and intentional techniques to adapt their learning to meet the academic demands of SGU and master different academic tasks in various learning situations. The team works from the LSU curriculum to empower students to master the strategies they need to become self-directed, lifelong learners.

Recognizing the importance of tailoring strategies to individual contexts and student needs, strategists deliver learning approaches through one-to-one appointments, workshops, and presentations across a wide range of topics that include, but are not limited to:

- Time and task management strategies
- Study skills
- Test preparation, test-taking and test-anxiety strategies
- Self-testing and retrieval strategies
- Long-term memory development

2. Supplemental Learning Unit

The Supplemental Learning (SL) unit delivers faculty-led small group review sessions tailored for undergraduate senior science courses for the basic sciences, specifically anatomy, molecular and cell biology, physiology, microbiology, and genetics. The SL unit works closely with course directors to deliver strategies for learning in the context of the specific content for the courses.

SL sessions aim to help students master course content by utilizing active learning techniques. The material covered in SL groups is aligned with course content from the previous week; lab content is not covered. SL sessions are open to all enrolled students in the pre-medical courses and attendance is voluntary.

3. Specialized English Language Program

The Specialized English Language Program (SELP) Unit is the English and communication support network at SGU. SELP offers a variety of programs and services tailored to the needs of the SGU community. The English for Medicine Pathway (EMP) centers around academic and medical English and integrates additional English courses into the pre-clinical curriculum to allow simultaneous pre-clinical and English skill progression with only one additional semester. SELP also teaches the Communication for the Health Professions courses for the preclinical sciences. These courses develop students' academic communication skills within a healthcare framework. The Medical Academic Communication (MAC) Program is supplemental and supports the development of communication skills with sessions tailored to meet students' individual and program-specific communication needs. SELP's Professional Communication Program (PCP) supports students preparing CVs and personal statements for residency.

4. Peer Learning and Academic Enhancement Unit

The Peer Learning and Academic Enhancement Unit (PLAE) coordinates academic support services that promote student success. PLAE administers structured peer learning initiatives, including Peer Learning Groups and small-group tutorials facilitated by eligible upper-term students trained through a standardized framework. The Unit also oversees the University's award-winning Academic Enhancement Programs (AEP), which are proactive, term-based initiatives that support academic performance through monitoring, advising, and targeted intervention. Additionally, PLAE supports faculty use of the student advising portal and leads continuous process improvement within DES to ensure effectiveness, consistency, and alignment with institutional objectives.

DES Program Recognitions

DES programs at SGU have been recognized by the National Academic Advising Association (NACADA) and the National Association of Student Personnel Administrators (NASPA), which are U.S.-based international organizations representing over 11,000 members worldwide. NACADA promotes excellence in academic advising, while NASPA advances the student affairs profession and holistic student success. Their memberships include faculty, advisors, counselors, administrators, and students committed to supporting student learning and development.

Career Advice

Office of Career Guidance

The Office of Career Guidance (OCG) supports medical students throughout both the Basic Sciences and Clinical Studies phases of the MD program as they prepare for residency training and postgraduate career pathways. OCG provides structured, region-specific guidance for residency applications in the United States, Canada, and the United Kingdom, with additional support for international medical graduates.

Career Guidance During the Basic Sciences Phase

During the Basic Sciences phase, the OCG focuses on early career awareness and preparation to ensure students enter the clinical years with a clear understanding of residency expectations and career planning requirements.

Support during the Basic Sciences phase includes:

- Individualized career guidance appointments with trained career advisors
- Mandatory lectures addressing the residency match process, specialty selection, and current trends
- Workshops, seminars, and career-focused programming, offered independently and in collaboration with student interest groups
- Guidance on early specialty exploration and long-term career planning
- Preparation for the transition from the Basic Sciences phase to the Clinical Studies phase of training

Students interested in pursuing medical training or practice in the United States, Canada, the United Kingdom, or other regions receive early guidance and referrals to appropriate resources.

Career Guidance During the Clinical Studies Phase

During the Clinical Studies phase, the OCG provides comprehensive residency application support, including:

- Residency application platforms (ERAS/R-CAS, CaRMS, and Oriel)
- Eligibility requirements, licensure examinations, and timelines
- Preparation of application materials (CVs, personal statements, and letters of recommendation)
- Interview preparation and Match strategy
- Visa, licensing, and IMG-specific advising
- Post-residency fellowship and career planning

Support in the Clinical Studies phase is delivered through individualized advising, workshops, digital resources, and structured application timelines.

Access to OCG Services

OCG services are available through:

- Scheduled advising appointments
- Workshops, seminars, and webinars (live and recorded)
- Digital guides, checklists, and application resources
- Collaboration with other SGU offices, including Clinical Academic Advising and Immigration Support Services

OCG support remains available throughout medical school and after graduation as needed.

Contact: careerguidance@sgu.edu

Website: <https://myuniversity.sgu.edu/pages/ocg>

Wellness Advice

Students who seek counseling 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, Student Financial Department).

Alternative Pathways

During post examination Academic Advising meetings, students who are unlikely to achieve performance standards may be offered the option to join the Interactive Team Instruction (ITI) delivery of the MD program or to opt for the Credit Remediation (CR) option. The ITI is designed to offer students with additional academic support to better equip them to achieve performance standards. Those who, despite all available support, are not likely to achieve standards may require the CR option.

Interactive Team Instruction Methods (ITI)

Students in the MD program are expected to be adaptive, self-directed learners who can capably integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and following an academic lecture; likewise, it may occur during and following interactions with others. Teaching and learning in the MD program includes required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions and clinical experiences. Additional optional activities are also available: open lab hours, faculty office hours, peer-to-peer facilitated reviews and academic support seminars. Students are encouraged to take advantage of the many varied opportunities for learning and academic development that are available to them. Most students matriculate into the traditional, Live Lecture-based Delivery track (LLD) of the MD curriculum. While lectures are the foundation of this delivery format, approximately 50% of contact hours are in small groups and laboratories where students have opportunities for faculty interaction, collaborative learning, and academic support.

The ITI utilizes an instructional pedagogy that provides interaction with faculty and incorporates frequent collaborative active learning based on videos of lectures. The small group discussion and lab components are identical to the traditional LLD delivery track. Students progress through ITI in an instructor-guided small-group setting. Multiple choice questions, discussions, and clinical cases introduced at key points during the ITI review of lectures serve as catalysts for the clarification of concepts. The instructors of the small groups ensure that all questions raised by students are effectively addressed in the ITI session. Students are referred to DES when they enter ITI and are encouraged to electively set meetings with DES learning specialists for the support of their academic strategy.

Entry into ITI

Following every examination period, the APRC reviews student performance and identifies students with performance trends that indicate students are at risk of not achieving performance standards. Subsequently, during mandatory advising meetings, Academic Advisors meet individually with these students to discuss program requirements and standards, identify obstacles to progress, and consider opportunities for improvement. Performance data indicate that many students who do not meet performance standards in the traditional Live- Lecture-Based delivery format of the MD curriculum (LLD) make significant improvement in ITI delivery format; therefore, Academic Advisors may encourage students to choose the ITI delivery format.

Students who choose this option by the established deadline transition to the ITI sessions and schedule and must remain there for the remainder of the academic term.

At the end of the academic term, the APRC makes recommendations to the Senior Associate Dean, Basic Sciences related to students who are achieving well above minimum requirements transitioning back into the Live Lecture delivery, students with sub-par performance remaining in the ITI for an additional term, and students with at-risk performance transitioning into the ITI for the following term. The APRC makes all determinations about student progression in the ITI delivery format at the end of each term.

Credit Remediation (CR)

The Four-Year MD program is designed to be continuous without interruption. Any timeline extensions could impact students' ability to graduate on time. Nonetheless, some students encounter academic setbacks which may be resolved with an opportunity to remediate courses. The APRC identifies students who are not likely to meet academic standards by the end of an academic term and recommends that they be granted a CR option, which is an extension of their timeline by one academic term. Students may also choose the CR option without a recommendation from the APRC. Students without a CR recommendation from the APRC, who are considering a CR, are required to meet with an Academic Advisor in ADDS to discuss how the CR option may impact their program timelines prior to choosing the CR option.

The CR allows students to repeat the course once if they are not likely to meet academic standards for progress. Deadlines for the CR option are posted prior to the final exam of the last course module.

Students who opt for the CR will not take any summative assessments after the CR option is registered (final exam, OSCE, lab exams – any summative assessment detailed in the course syllabus); however, they must participate in all remaining scheduled academic activities in the academic term as per course requirements described in the course syllabi. In addition, they must complete a CR Final Assignment at the end of the term and present it in person on the day of the scheduled final exam. Students who fail to complete stipulated course requirements forfeit the CR and earn an F grade for the course.

Any student who is registered for a CR but takes any of the remaining summative assessments in the course will forfeit the CR, will be required to complete the course and will earn a final grade.

Any summative assessment completed will stand as scored. A professionalism penalty will be applied, and the points deducted will be up to the equivalent of 10% of the total course points available.

The Medical Excuse Policy for course examinations also applies to the CR Final Assignment. Students with an approved excused absence will be permitted to complete the CR Final Assignment as per the Completion Examination schedule. Students who receive an approved Incomplete ("I") for an exam or a CR Final Assignment must take the completion of their CR Assignment in person as per the master School of Medicine schedule published on the [OUR site](#).

Completion examinations are held within the week following the final examination. Students should consider this completion examination period when scheduling end of term travel.

Students without a Medical Excuse for the CR Final Assignment and who fail to complete or submit the CR Final Assignment must contact the Office of Student Affairs and provide an explanation, which will be evaluated by the FPAP. FPAP will then determine whether a panel hearing is required. The student will then receive a zero score for the missed assessment and an Incomplete (I) grade for the course. Students must then contact the Course Director to arrange the completion of the CR Final Assignment in accordance with the completion examination schedule. Failure to resolve the missing CR Final Assignment by the specified deadline will result in the student forfeiting their CR option and receiving a Failing grade for the course.

Students who comply with all CR requirements will receive a grade of CR on their transcript, repeat all term coursework in the ITI delivery format, and adhere to all policies related to participation in the ITI delivery format.

Students who take the CR option are at risk of not meeting the MD program's satisfactory progress guidelines and will be placed on Monitored Academic Status (MAS) by the APRC. Student should note that although no final numeric grade is issued for the CR course, during an APRC (performance review) or CAPPS (appeals review), a CR is viewed as an academic setback should the student subsequently fail to meet academic or timeline standards.

If a CR has been taken in the first year of the MD program, an additional CR may be allowed in the second year. Presuming students have no prior academic setbacks or timeline delays (i.e., F grades, Leave of Absence) and only one previous CR, they may be granted an additional CR in accordance with the following rules (as per the table shown):

1. One CR granted during Year 1 (Term 1 or Term 2) and one CR granted during Year 2 (Term 3, 4, or 5);
or
2. Two CRs granted in Year 2 (Term 3, 4, or 5).

CR COMBINATIONS:

	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 1a	CR	No CR	CR	No CR	No CR
Option 1b	CR	No CR	No CR	CR	No CR
Option 1c	CR	No CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 2a	No CR	CR	CR	No CR	No CR
Option 2b	No CR	CR	No CR	CR	No CR
Option 2c	No CR	CR	No CR	No CR	CR
	Year 1		Year 2		
CR Options:	Term 1	Term 2	Term 3	Term 4	Term 5
Option 3a	No CR	No CR	CR	CR	No CR
Option 3b	No CR	No CR	CR	No CR	CR
Option 3c	No CR	No CR	No CR	CR	CR

Students who use the CR option are at risk of not meeting the minimum academic standards of the MD program and will remain or be placed on MAS. Students with prior academic setbacks or timeline delays (F, LOA, APRC/CAPPS stipulations) may be ineligible for one or both CR options.

Note: In year 2, Terms 3 and 4 CRs are counted separately—a CR in Term 3 counts as 1 CR, and a CR in Term 4 counts as a separate CR.

[Students should refer to the Repeated Coursework Tuition Policy](#) section of this manual for information on costs associated with repeating coursework.

Enhancement Programs

SOM Basic Sciences Honors Selective Program

The SOM Basic Sciences Honors Selective Program is designed to enhance competitiveness for residency and to highlight academic and professional excellence in the SOM during the Basic Sciences phase. It is available to students that demonstrate consistently high performance in medical knowledge, medical skills and professional behaviors throughout the Basic Sciences. This Basic Sciences Honors Selective Program is officially recognized by certificate at the end of the Basic Sciences. In addition, a special mention will be placed in the MSPE letter for Residency match. There are opportunities to enroll in honors selectives in the first 2 years. Honors selectives are for credit and published on the student transcript.

Criteria to join the Basic Sciences Honors Selective Program:

1. Students joining at the start of Term 2 must earn a grade of $\geq 90.00\%$ in Term 1
2. Students joining at the start of Term 3/4 must have earned a grade of $\geq 87.00\%$ in previous terms.
3. In order to remain in the program for the duration of the Basic Sciences, students must maintain grades of $\geq 87.00\%$ each academic term. (note: for Term 3 and Term 4, grades for these terms will be reviewed cumulatively).

Criteria for the Basic Sciences Honors Selective Program Certificate:

1. $\geq 87.00\%$ performance each academic term (Terms 1-5)
2. Successful completion of the Honors 1 and Honors 2 selectives
3. Meets all professionalism and course compliance standards
4. Is in good standing in the university community and has upheld all standards of the honor code

Certificates for the Basic Sciences Honors Selective Program will be awarded at the end of the second year for all students successfully completing the Basic Sciences Honors Selective Program. The Honors selectives are part of the criteria for students in the Basic Sciences Honors Selective Program and will show as earned credits on a student's transcript but they are non-degree bearing coursework.

The Medical Student Research Institute (MSRI)

SGUSOM has invested extensively in developing a Medical Student Research Institute (MSRI). This is part of our mission to establish research as an integral component of the MD program. The MSRI grew out of SGU's conviction that research is necessary for progress in the understanding of health and disease and for improving patient care. The MSRI provides an opportunity for exceptional students to spend part of their medical school experience involved in basic, clinical, translational or social science research under expert faculty mentorship. Students have the opportunity to conduct research within the specialties that interest them with expectations that this will shape their career goals and help build an academic track record that will be viewed favorably by competitive residency programs.

The MSRI offers two tracks for students:

Basic Sciences Student Research

This track is available to students as of Term 2 who have a minimum WMPG of 90%. Once accepted into this program, students become involved in research throughout the Basic Sciences courses and have the opportunity to graduate with a Distinction in Research or Scholarly Activity.

Clinical Medical Student Research

This is available to students who have completed Term 5 who are in the top 5% of the entering cohort into clinicals. Research opportunities between students and clinical faculty at affiliated hospitals are usually arranged through the Clinical MSRI Directors. Students in their clinical terms can select from a variety of research projects and faculty mentors and begin a unique mentored experience in clinical research. Accepted students also have the opportunity to graduate with a Distinction in Research or Scholarly Activity.

Both tracks are available only to students who have a strong academic record. The faculty have established these criteria because they believe that the primary responsibility of all medical students is to master the material in their basic science courses and clinical rotations and strive for academic excellence. Students can also do research independently. However, as important as research is, students cannot let it interfere with their academic performance.

Interested students are encouraged to review the selection criteria and required documents needed to become a member of the MSRI. Students are able to obtain more detailed information about the program on the MSRI website: <https://myuniversity.sgu.edu/pages/the-office-of-research-msri>.

Research Directors

Name	Title	Contact information
Martin Forde, ScD	Assistant Dean of Research	mforde@sgu.edu
Michael Montalbano, MD	Director of Basic Sciences Medical Student Research Institute (Grenada)	mmontall@sgu.edu
Tarek Almabrouk, MBBS	Director of Basic Sciences Medical Student Research Institute (Northumbria)	talmabro@sgu.edu
Adnan Saad, MBBS	Director of Clinical Medical Student Research Institute (Northumbria)	adnan.saad@nha.net
Theodore Gaeta, MD	Director of Clinical Medical Student Research Institute (US, UK)	tgaeta@sgu.edu
Ronald Chamberlain MD MPA FACS FSSO	Director of Clinical Medical Student Research Institute (US); Director of professional counseling services (SOM)	rchamberlain@sgu.edu

Basic Sciences Research Coordinators

Research Coordinator Name	Department	Contact information
Dr. Maira du Plessis	Anatomical Sciences	mdupless@sgu.edu
Dr. Mary Maj	Biochemistry	mmaj@sgu.edu
Dr. Anna Cyrus-Murden	Clinical Skills	acyrusmu@sgu.edu
Dr. Rohit Mishra	Pathology	rmishra1@sgu.edu
Dr. Mondel George	Pathophysiology	mgeorge8@sgu.edu
Dr. Maria Ramos-Nino	Pharmacology, Microbiology and Immunology	mramosni@sgu.edu
Dr. Stephan Bandelow	Physio, Neuro and Behavioral Sciences	sbandelo@sgu.edu
Gerard St. Cyr, MPH	Public Health and Preventive Medicine	gstcyr@sgu.edu

Satisfactory Grades for the MD Program

Satisfactory Academic Performance

Satisfactory academic performance relates to the ability of students to achieve standards as measured by course grades. These standards require students complete all program and course requirements and to achieve a passing grade in all courses.

All grades earned in the MD program will appear on the student transcript. The performance of students who do not achieve minimum standards will be reviewed by the Academic Progress Review Committee (APRC). Those students whose performance goes beyond these minimum standards are formally acknowledged by the Dean.

Minimum Standards Prior to Fall 2026

Effective Fall 2026, the new “Minimum Standards as of Fall 2026” applies to all students regardless of matriculation date.

Minimum Standards as of Fall 2026

For all courses taken as of Fall 2026 and onwards, the following standards will apply to all students regardless of matriculation date:

Term 1

- Students must achieve a final passing grade of 72% (71.50% or higher)

Term 2

- Students must achieve a final passing grade of 73% (72.50% or higher)

Term 3, 4, and 5

- Students must achieve a final passing grade of 74% (73.50% or higher)

US Federal loan recipients, please also refer to the [US FEDERAL FINANCIAL AID ELIGIBILITY AND SATISFACTORY ACADEMIC PROGRESS STANDARDS](#) for additional academic standards.

Academic Progress for MD Program

Academic Progress

In addition to meeting academic performance standards for progress, students must also progress through the MD program within the established timeline. Disruptions to a student's program, whether as a result of personal or academic setbacks (e.g., repeated courses, LOAs), may prevent the student from maintaining timeline requirements.

Although timeline extensions may be permitted (e.g., CR, LOA), the APRC will consider these extensions when making recommendations for the retention or dismissal of students. Students who have timeline delays or interruptions will be placed on a Monitored Academic Status (MAS) for the remainder of the MD program.

At the end of each academic term (Terms 1-5), the APRC will review students' academic performance and identify any students who are not meeting academic performance standards. The APRC also reviews the academic and timeline progress of those students who have completed all Basic Sciences requirements but have not yet started the Clinical phase ("GAP" students). The APRC will make recommendations to the Senior Associate Dean of Basic Sciences for a student's progression, promotion, or dismissal. Students who fail to meet standards may be allowed to continue in the program on a Monitored Academic Status (MAS) if they have had no previous failure to meet standards and no timeline delays. Students with previous failures to meet standards and/or timeline delays may be granted an additional term or recommended for dismissal in the following situations:

Failing Grades

A failing grade ("F") is defined as a final course grade of less than the minimum passing grade established for each term. If this is the student's first attempt at a course, there are two possible consequences of a failing grade: 1) Continue on MAS with the conditions, or 2) Recommendation for dismissal.

1. Continue on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program, despite failing to meet satisfactory academic performance, if the following conditions are met:

- No previous F grade in any course in the program.
- No more than one of the following:
 - Credit Remediation option (CR) or
 - Leave of Absence (LOA)

The student will be given an opportunity to repeat the failed course in the ITI delivery format and will be placed on MAS.

The student will be permitted to register for the course a second time and to earn a second grade for the course. The grade and credits earned on both the first and the second attempt at a course will be calculated into the cumulative Weighted Mean Percentage Grade (WMPG). The grade earned on the second attempt does not replace the grade earned on the first attempt.

2. Recommended for Dismissal

Students will be recommended for dismissal if any one of the following applies to them:

1. Two of the following timeline delays in any combination:

- Prior Credit Remediation option (CR)
- Prior Leave of Absence (LOA)

2. One of the following:

- Previous CR in the failed course
- Previous F grade in any course

3. The student has exceeded or will exceed the 6-year maximum allowable timeline for completing the MD Program.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPS, as per the section on REVIEW, DISMISSAL AND APPEAL PROCESS.

Students preparing their appeal and related documentation should note that this is the *only* opportunity to appeal the recommendation for dismissal. Therefore, any student recommended for dismissal is required to meet with the Office of Student Affairs for guidance on the appeal process.

Recognitions of Achievement

During its end of term review, the Office of the Senior Associate Dean identifies those students who have a high cumulative Weighted Mean Percentage Grade (WMPG) and should be recognized for their achievement as follows:

- Cumulative WMPG $\geq$ 95%: Students are placed on the **Chancellor's List** and promoted to the next term.
- Cumulative WMPG $\geq$ 90% – 94.99%: Students are placed on the **Dean's List** and promoted to the next term.

Official Chancellor's List and/or Dean's List letters of recognition are issued by the Provost through the Office of the Registrar during the first two weeks of the following term.

I. Dean's Letters

Term-Based Academic Honors Dean's Letter of Recognition: These are awarded each academic term to students who demonstrate high academic achievement.

Eligibility:

- i. Completion of a full academic term load as defined by the program.
- ii. Attainment of:
- iii. GPA of 3.50–3.99, or
- iv. Term Weighted Mean Percent Grade (WMPG) of 90.00–94.99.
- v. No grades of F (Fail), I (Incomplete) for the term.
- vi. Students must be in good academic and professional standing.

There is no rounding of GPA or WMPG values.

II. Chancellor's letters

Chancellor's Letter of Recognition: These are awarded each term to students who achieve the highest possible academic distinction.

Eligibility:

- i. Completion of a full academic course load.
- ii. Attainment of:
- iii. GPA of 4.00, or
- iv. Term Weighted Mean Percent Grade (WMPG) of 95.00–100.00.
- v. No grades of F, I in the term.
- vi. Must be in good standing academically and professionally.

There is no rounding of GPA or WMPG values.

Review of Student Performance for Progress, Promotion and Retention

During the first two years, the Performance Data Review Team (PDRT), which is composed of faculty, reviews the academic performance of students following each examination. The APRC, also composed of faculty, reviews academic performance at the end of each term and academic phase. Based on its review of students' timeline and academic achievement, the APRC makes recommendations about the progress, promotion, and retention of students according to the established MD standards.

During its post-exam interim reviews, the PDRT identifies students who are not likely to meet satisfactory academic progress standards. The Senior Associate Dean of Basic Sciences Office identifies students who are deficient and refers students for Academic Advising as required. Additional referrals to appropriate students support services may be recommended by the AADS. The ITI delivery method of the MD program or the CR option (see ITI and CR sections) may be offered to students not likely to meet standards by the end of the academic term.

During its end of term performance review, the APRC identifies students who are deficient in meeting standards. These students may be allowed to remain in their program on Monitored Academic Status (MAS) with stipulations, or they may be recommended for dismissal. The APRC will be convened **within 14 business days** of the last regularly scheduled examination of the term/course. Students who do not meet standards for progress/promotion will be provided with written outcomes and conditions **within 2 business days** of the committee's decision.

Students have the option to appeal any recommendation for dismissal (see subsequent section).

Monitored Academic Status and Recommendation for Dismissal

Monitored Academic Status (MAS)

Monitored Academic Status is an internal marker placed in students' progress files by the Academic Promotion Review Committee (APRC). It allows students who are at risk of not making satisfactory academic progress, to continue in the program with additional academic advising. Students are placed on MAS throughout the academic program if they meet any of these conditions:

1. Failing a Term 1-5 course
2. Requiring an extra term to complete the Basic Sciences program (CR, LOA)
3. Requiring extra time to transition to or complete Clinical Studies

Students on MAS are assessed, supported and monitored by the AADS for the duration of the MD program. They will be required to meet regularly with their assigned Academic Advisor who will assess and monitor their progress and make referrals to relevant support services. Students placed on MAS remain on MAS for the duration of the MD program.

Timeline delays and failures to meet standards may affect Financial Aid. Students are encouraged to contact the Financial Aid Office (faid@sgu.edu) to determine how Monitored Academic Status, or a timeline extension, may affect their financial aid.

Recommendation for Dismissal During Terms 1-5 and Before Clinicals

The following criteria will be used by the APRC to determine end of term dismissal recommendations:

1. A second failure to earn a passing grade during the Basic Sciences. Only one F grade is allowed during the Basic Sciences.
2. Failure to achieve academic progress standards on the second attempt at a course following a Credit Remediation (CR).
3. Failure to achieve academic progress standards despite 2 timeline extensions, due to an F grade and/or CR/LOA.
4. Failure to meet CAPPS stipulations after the CAPPS retains a student following an appeal of a recommendation for dismissal.
5. Failure to complete the basic science curriculum within three years.
6. Failure to begin clinical rotations within 3 years of matriculation or 6 months of completing the Basic Sciences, if a student was granted additional time to complete the Basic Sciences.
7. Failure to accept or comply with the terms of an APRC letter by the deadline specified.
8. Failure to meet professional behavior standards, including failure to conform to requirements as per the Clinical Transition Course and other mandatory activities such as HIPPA, OSHA, CR final assignment etc.
9. Failure to be promoted to Clinical Rotations.

All students who are recommended for dismissal have the opportunity to appeal to the CAPPS, as per the section on [REVIEW, DISMISSAL AND APPEAL PROCESS](#). **Students preparing their appeal and related documentation should note that this is the *only* opportunity to appeal the recommendation for dismissal. Therefore, any student recommended for dismissal is required to meet with the Office of Student Affairs for guidance on the appeal process.**

Masters in Basic Medical Sciences (Effective 1/2022)

Students are eligible if:

- A student who chooses to withdraw after successfully passing Terms 1-4 will be provided with an opportunity to attain the Masters in Basic Medical Sciences.
- A student who is recommended for dismissal in Term 5 or in the clinical years and has an appeal rejected by CAPPS, will be eligible to receive the Masters in Basic Medical Sciences. Directions and [application materials](#) will be included in the CAPPS decision letter. The student will need to ensure they have no outstanding holds on their records.

The student will be required to complete an [application](#) which will then be reviewed by the Office of the University Registrar. The student will need to ensure they have no outstanding holds on their records.

Students must successfully pass:

Term	Course Number	Course Title	Credits
Term 1	BPM 500	Basic Principles of Medicine I	17
Term 2	BPM 501	Basic Principles of Medicine II	17
Term 3	BPM 502	Basic Principles of Medicine III	8
Term 4	PCM 500	Principles of Clinical Medicine I	23

For any questions, please contact the Office of the University Registrar at regmail@sgu.edu.

Committee For Satisfactory Academic Progress And Professional Standards (CAPPS)

Committee for Academic Progress and Professional Standards (CAPPS)

The mission of the CAPPS is to make fair and objective decisions on individual student appeals.

Although the School of Medicine is committed to providing students with remediation and support needed to facilitate student success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as a student's performance history, timeline and academic risk factors.

APRC and CAPPS Terms 1-5 Review, Dismissal and Appeal Process

APRC Review for Progress and Promotion

1. At the conclusion of the final exam period for each term, once final grades have been determined, the APRC will conduct comprehensive review and analysis of student performance.
2. During its end of term performance review, the APRC identifies students who are deficient in meeting standards. These students may be allowed to remain in their program on Monitored Academic Status (MAS) with stipulations, or they may be recommended for dismissal. The APRC will be convened **within 14 business days** of the last regularly scheduled examination of the term/course.
3. The APRC makes academic progress recommendations to the Senior Associate Dean based on students' achievement of SOM standards as stated in the Student Manual or in additional post-appeal CAPPS stipulations.
4. Students who do not meet standards for progress/promotion will be provided with written outcomes and conditions **within 2 business days** of the committee's decision.
5. The Senior Associate Dean's Office will email an offer for the student to continue in the program (with stipulations) or a recommendation for dismissal to any student who fails to meet the standards.
6. Students permitted to continue are required to accept the offer to continue with stipulations within 72 hours of the time stamp on the email.
7. For those students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified will result in a non-registered status and may result in a recommendation for dismissal.
8. For those recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw within 72 hours of the time stamp on the email.
9. The email will provide a link to the electronic Appeal Form, which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal by the stipulated deadline (see timeline below). The submission will be automatically directed to the CAPPS office.
10. Students who neither appeal nor withdraw within required timeframe will be officially dismissed from the University.

CAPPS Appeal and Dismissal Process

1. Once the timeframe to submit an appeal to the CAPPS has ended, a comprehensive report providing all appeal information for each student will be generated by the CAPPS office in preparation for the review by the voting members of the committee.
2. Should a student fail to submit his/her appeal by the stipulated deadline, there is no guarantee that the appeal will be reviewed. While preparing their appeals and considering what supporting documentation to include, students should bear in mind that there is only one opportunity to appeal a recommendation for dismissal. Extensions to the appeal deadline will not be granted, nor will additional appeals be allowed. Students are required to meet with the Office of Student Affairs for guidance on the appeal process.
3. If a student's appeal is successful, the CAPPS will determine the conditions a student must meet to progress in the MD program. Within 10 days of the CAPPS meeting, a letter will be issued to the student detailing the conditions as specified by the CAPPS. The student must respond to this communication to indicate his or her acceptance of the conditions. A student who does not accept the CAPPS conditions has the option to withdraw from the MD program within a specified timeframe. If a student does not accept the CAPPS' conditions and does not withdraw within the specified timeframe, the student will be dismissed.
4. Students who are retained after a successful appeal of a recommended dismissal are placed on Monitored Academic Status (MAS). Students on MAS are assessed, supported and monitored by the AADS. They will be required to meet regularly with their assigned academic advisor who will assess and monitor their progress and make referrals to relevant support services.

5. The APRC reviews students on a MAS each term. During Terms 1 – 5, students are removed from MAS by successfully achieving SOM standards for the duration of Terms 1-5 and satisfying their academic plan as prescribed by the Senior Associate Dean of Basic Sciences or the CAPPS. Students will then be placed on MAS and remain on MAS for the duration of the MD Program.
6. If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the MD program within a specified timeframe. If the student does not withdraw within the specified timeframe, the student will be dismissed from the SOM.

Satisfactory Academic Progress (SAP) for Federal Aid Recipients

Satisfactory Academic Progress (SAP) ensures students are completing their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

Eligibility for the Federal Direct Student Loans is contingent upon students achieving Satisfactory Academic Progress toward the Doctor of Medicine degree. These standards are for Title IV Federal Financial Aid purposes only, and neither replace nor override academic policies outlined in the SOM Student manual. However, these standards are intended to be at least as rigorous as SGU's SOM academic policies.

Evaluation Points

To determine if students are meeting the academic standards for federal student loan purposes, students in terms 1-5 (Year 1 and Year 2) are reviewed each academic term. Students in terms 6-10 (Year 3 and Year 4) are reviewed annually by the Office of Financial Aid. Students must meet all of the minimum standards below at each evaluation point or be subject to sanctions.

Academic Standard – Qualitative Measure

Courses are graded on a pass/fail basis, and a mean percentage is not used as a measure of progress. The academic standard is measured both for the evaluation period (the academic term or annually) and cumulatively.

Cumulative Standard

- Have no more than one failing grade in terms 1-5.
- Have no more than one failing grade in terms 6-10.
- Have successfully completed second attempt of a course following a Credit Remediation (CR)

Pace Progression Standard – Quantitative Measure

- Have earned at least 50% of the total attempted credits after the first two terms of enrollment.
- Have earned at least 60% of the total attempted credits after the third term of enrollment.
- Have earned at least 67% of the total attempted credits after the first clinical term.

Maximum Timeframe

- Progressing toward completion of terms 1-5 within three years of matriculation
- Progressing toward successful completion of 80 weeks of rotations within three years of starting term 6
- Progressing to begin clinical rotations within 3 years of matriculation or 6 months of completing Basic Science if student took maximum of 3 years to complete the Basic Sciences
- Progressing toward completion of graduation requirements within six years of matriculation

Treatment of Non-Earned Grades

Courses in which a student earned a grade of 'W', 'I', 'CR', 'PE' or 'NG' will count toward hours attempted but not earned for maximum timeframe and pace of progression, but not the qualitative measure.

Courses in which a student earned a grade of 'F' count toward the qualitative, quantitative and maximum timeframe calculations.

Repeat Courses

Repeated coursework counts toward the qualitative, quantitative, and maximum timeframe calculations.

MD Repeated Coursework Tuition Policy for All Students

- All MD4 students in Terms 1 -5 will be charged full tuition and fees for all courses/Terms including repeated courses/Terms due to failure, returning from a leave of absence (LOA), or choosing the credit remediation (CR) option.
 - If a student repeats a course/Term due to a failure or taking a CR and the student is subsequently unsuccessful in the repeated course, the tuition charges for the repeated course will be reversed. The student is responsible for administrative fees based on the standard refund policy.
 - Unsuccessful is defined as either a failure in the course or withdrawing from the university.
 - If the student is a federal or private student loan recipient, and the tuition reversal creates an overaward, the overaward amount will be returned to the lender on the student's behalf.
- Students receiving scholarships should consult the Office of Financial Aid (faid@sgu.edu)
- Students who have questions regarding the tuition refund/repeated coursework policy should contact the Office of the Bursar (bursar@sgu.edu).

Effective for all MD students:

Students who take a Leave of Absence within the term will be charged the published tuition rates when they return to repeat the coursework. Students who take a Leave of Absence during a term may apply for a McCord Scholarship. A McCord scholarship is a partial tuition scholarship awarded to students who take a Leave of Absence from a term due to compelling personal circumstances beyond the student's control. The McCord Scholarship is designed to assist students with the loss in tuition suffered from repeating a term due to an urgent medical leave of absence or extenuating circumstance. Eligible students may contact the Office of Institutional Student Financial Assistance at FAIDScholarships@sgu.edu to apply.

Policy is subject to change

Transfer Credits

For purposes of financial aid, only transfer credit hours officially accepted for the student's program of study will be automatically counted in the attempted and successfully completed credit hours toward the quantitative and maximum timeframe calculations. Transfer credits are not included in the qualitative measure.

Sanctions

The student will be notified in writing of any change in his or her SAP standing that may impact Title IV eligibility.

Terms 1-5:

Students failing to meet any of the SAP standards will be placed on a one- term 'Financial Aid Warning' and will remain eligible to receive federal financial aid for the term. If the student does not meet the satisfactory academic progress standards by the end of the warning term, the student will no longer be eligible for federal financial aid unless he or she files an appeal and it is approved.

Terms 6-10:

Students failing to meet any of the SAP standards will be ineligible for federal financial aid unless he or she files an appeal and it is approved. Clinical students who are recommended for dismissal may have pending aid disbursements on Hold until an appeal decision is rendered. Once an appeal is granted, the hold will be removed, and aid will disburse according to the student's clinical schedule.

Loss of Title IV Eligibility

A student will become ineligible for financial aid funding for any of the following reasons:

- Not meeting any minimum SAP standard after the annual evaluation point, at the end of a warning semester, or at the end of a probation semester;
- Failing to adhere to the terms of the academic plan; or
- Exceeding maximum timeframe or when it becomes mathematically impossible for the student to complete within the maximum number of years.

Appeal Process

If a student has lost financial aid eligibility, the student may submit a written appeal with supporting documentation to the Director of Financial Aid petitioning for reconsideration of eligibility for financial aid based on extenuating circumstances.

The appeal must specify all of the following information:

- The extenuating circumstances beyond the student's control that led to the failure to meet SAP (i.e. death, illness);
- What has changed in the student's situation to resolve the issue(s) that caused the academic or progress deficit or progress; and
- That the issue(s) will not affect their performance in the future.

If the student provides all of the above required information, the Director of Financial Aid will review the appeal to determine the validity and reasonableness of the appeal and if students can reasonably be expected to return to a good SAP standing by the end of the next term or within the terms of an academic plan.

Outcomes of Appeal

If the appeal is approved, the student will be placed on 'Financial Aid Probation' for one term and will be eligible for financial aid funding for that term. If the student needs more than a single term to return to a good SAP standing, the student will be placed on an academic plan which allows the student to meet the SAP standards by a specific point in time.

If the appeal is denied, the student may regain financial aid eligibility by becoming compliant with all of the SAP standards while studying at his or her own expense.

Appeal decisions are sent to the student's official SGU email address within 10 days of the receipt of the appeal and appropriate documentation.

Academic Plan

A student on an academic plan will have modified SAP measurements requirements for the duration of the plan. In order to be eligible for financial aid for the terms while on an academic plan, the student must meet the terms of the academic plan as specified in their Financial Aid Probation letter. If the student doesn't meet the terms of the academic plan specified in the letter, the student is not eligible for federal financial aid.

Additional Transcript Notations

I: Incomplete

In terms 1-5, incomplete grades are given when course requirements have not been completed due to serious mitigating circumstances. This "I" designation remains on the transcript until a final course grade is given upon the completion of remaining course requirements. Should a student with an "I" fail to take the scheduled Completion Examination, the Sr. Associate Dean of Basic Sciences must approve the reason supporting the extension of the "I" designation. The "I" designation must be resolved prior to registration for the next term. If not resolved, the "I" designation will be converted to an "F" designation, and the APRC will review the academic status of the student.

In the clinical terms, an Incomplete ("I") designation is given when additional clinical work/remediation is required to complete the course. The "I" designation remains on the transcript until a final course grade is given upon completion of remaining course requirements.

Students who withdraw from or are dismissed by SGU will have their "Incomplete" grades in clinical studies converted to a "Withdrawal" grade. Since the student did not finish all components required for the final grade and cannot complete them due to withdrawal or dismissal, the grade will be updated to a "W." Students should consult the [Clinical Training Manual](#) for further details.

NG: No Grade (only for the Clinical years)

A “No Grade” for a student who is registered in a course but a final grade has not been submitted within 35 days of the end of the core clerkship/ required family medicine rotation. Once all requirements have been completed, the NG will convert to a final grade.

Promotion into Clinical Program (USMLE Information)

Promotion into the Clinical Studies Phase (USMLE Information)

Students are eligible to be promoted to the clinical years if they have passed all Basic Sciences coursework and they have met the administrative and academic requirements stated below. Passing the United States Medical Licensing Examination (USMLE) Step 1 is a prerequisite for placement in certain states within the United States.

Students must successfully complete all Basic Sciences courses within a maximum of 3 years. Those students who require the full 3 years must then adhere to the following timeline:

Within 1-6 months post-completion of Basic Sciences:	• Sit and pass USMLE Step 1 • or progress to the UK to start clinicals
≥ 6 months post-completion of Basic Sciences:	• Progress to UK to start clinicals

Regardless of the time taken to complete the Basic Sciences phase—whether completed in less than three years or requiring the full 3 years—all students must complete the MD Program, including the Clinical Studies phase, within 6 years of matriculation.

Progression Requirements – Year 2 to Year 3

To successfully progress from Year 2 of the MD Program (Basic Sciences phase) to Year 3 of the MD Program (Clinical Studies phase), students must have met the following requirements:

Administrative Requirements

Students must complete the following administrative requirements in order to be cleared to start and continue in rotations:

- Be in financial good standing
- Have approved health insurance.
- Have their SGUSOM health forms cleared by the Office of Student Health Records
- Complete a criminal background check
 - Any background checks that come back with findings are referred to the Office of Student Affairs for review.
- Affirm to reading the Clinical Training Manual
- Complete any certification courses or paperwork required

Academic Requirements

Students must complete the following academic requirements in order to be cleared to start rotations:

- All Basic Sciences requirements in accordance with the standards for academic progress
- Cultural Competency Course
- Communication Skills Course, Part A
- Emergency Medicine Course
- Infection Control Course
- COVID Infection Control Course

Progression Requirements for Year 3 to Year 4

To successfully progress from Year 3 to Year 4 of the Clinical Studies Phase, students must be in good academic standing and have met the following requirements:

- Complete all Basic Sciences requirements in accordance with the standards for academic progress
- Complete 42 weeks in 5 core clinical rotations in accordance with standards for academic progress
- Pass all core clerkship NBME clinical subject exams.
- Make progress toward completing the MD program within the 6-year maximum allowable timeline.

Timeline Requirements

Students must adhere to the following timeline requirements:

- Complete the MD program within 6 years of matriculation
- Complete all Basic Sciences requirements within 3 years of matriculation.
- Those students who have used the 3-year maximum timeline to complete the Basic Sciences phase, must start their first core clerkship within 6 months of completing the Basic Sciences (3.5 years from matriculation). This 6-month period is considered to be time “borrowed” from the 3-year maximum allowed to complete the 80 weeks of the Clinical Studies phase.
- Students who take more than 3 years to finish the Basic Sciences phase, must start core rotations immediately upon completing term 5. This means that students who plan to take the USMLE Step 1 examination must do so at the end of their core clinical rotations. Currently these rotations can only be offered in the UK and in the States that USMLE Step 1 is not a requirement.
- Those students who have been granted special permission by the CAPPS to exceed the maximum timeline must immediately start their first clerkship upon completing the Basic Sciences.
- Students must allow themselves no less than 2 years to complete the required 80 weeks of clerkships.

Failure to meet this timeline may result in a recommendation for dismissal due to timeline.

Immigration Issues: There may be times that due to unforeseen immigration issues a student may not be able to meet their 6-year timeline requirements. Individual circumstances will be reviewed on a case-by-case basis. Students must contact the Office of Immigration Support Services (immigrationsupport@sgu.edu) with a copy to the Office of Student Affairs (studentaffairs@sgu.edu) to discuss their individual circumstances.

Regardless of the structure of a student’s timeline, students must complete the MD Program within 6 years of matriculation.

Promotion to Clinical Phase – CBSE and Pathways for Clinical Training

SGUSOM students who intend to apply to a residency program in the United States and complete part or all of their clinical rotation training in the United States are required to sit for the Comprehensive Basic Sciences Examination (CBSE) in accordance with this policy and as approved by the SGUSOM curriculum committee in 2023. The CBSE is offered by the National Board of Medical Examiners (NBME), which also sponsors the United States Medical Licensing Examination (USMLE) and is designed to assess basic sciences material typically covered during the first two years of medical school curriculum. SGUSOM uses the CBSE as a placement examination for clinical sites and as a formative feedback mechanism once students have completed their second year (i.e., through Term 5) and prior to taking USMLE Step 1.

At the end of Term 5, upon successfully completing all basic sciences courses and promotion requirements for the clinical placement phase, students select from the following pathway options:

Pathway 1. If a student intends to apply to a residency program in the United States and complete part or all of their clinical training in the United States, SGUSOM requires them to sit for the CBSE in accordance with the timelines for academic progress specified in the section below titled “CBSE Schedule and Clinical Placement Deadlines.” SGUSOM determines the passing grade for the CBSE based on CBSE performance analytics and its correlation with USMLE Step 1 passage rates. SGUSOM reserves the right to review and adjust the passing grade with each new iteration of the CBSE to align with changes in these metrics.

1. Once a student passes the CBSE within three attempts, SGUSOM certifies them with ECFMG to take USMLE Step 1.
2. A student who does not pass the CBSE after making three attempts within available timeline for academic progress will be placed into clinical rotations in states that do not require passage of USMLE Step 1.
3. Once a student successfully completes third year clinical rotations, SGUSOM certifies all students who are not already certified with ECFMG to take USMLE Steps 1 and 2.

Pathway 2. If a student does not intend to apply to a residency program in the United States, they are required to sign an attestation that this is their intent. They will be placed in clinical training sites in the United States, the United Kingdom and or other countries with SGUSOM clinical sites that do not require passage of the USMLE Step 1. SGUSOM will not require these students to sit for the CBSE.

Although students are not required to sit for or pass the CBSE after successful completion of all third-year core clinical rotations in order to be certified with ECFMG and take USMLE Step 1, SGUSOM strongly encourages students to use the CBSE as a formative tool to assess their readiness for USMLE Step 1.

In the event that a student wishes to take the USMLE Step exams after graduation, SGUSOM will certify them with ECFMG upon request after graduation.

CBSE Administration and Prometric Centers

The CBSE is offered at Prometric sites only, and a very limited number of test spots are available in Grenada for students who can demonstrate that they have no access to a Prometric site (i.e. their citizenship status does not allow access to Prometric centers outside of Grenada that administer the CBSE). In these circumstances, students must contact the SGU Office of Student Affairs and provide documentation if they intend to sit for the CBSE in Grenada.

The CBSE is offered in January, February, April, June, August, October, and December. Exam administration dates can be found on the Office of the University Registrar (OUR) portal page, under the student information tab, which contains scheduling information for courses, terms and CBSE examinations. The CBSE results are made available to SGUSOM from the NBME five business days after

the examination window closing date, and SGUSOM generally processes, grades and posts results within 48 hours of receipt through the document download center on the OUR portal self-service banner. In addition, the NBME publishes results 2-3 days after they are made available to the SGUSOM through the NBME portal (<https://www.mynbme.org/s/login/>), which students can access through their own accounts with the NBME.

CBSE Schedule and Clinical Placement Deadlines (Pathway 1)

The NBME limits the number of CBSE attempts to a lifetime maximum of five per student, and SGUSOM limits the maximum number of CBSE attempts prior to clinical placement in accordance with the timeline in the table that follows. The CBSE must be taken on the published scheduled windows, and failure to complete on that date for any reason will be counted as an attempt.

The table below shows the timeline post-Term 5 for CBSE and clinical placement for those students who intend to apply for a residency in the United States. An explanation for each column and row is provided after the table.

Post Term 5 CBSE Schedule and Clinical Placement Deadlines

Row	Delays	End BS Phase	Clin Placement Deadline	CBSE1	CBSE2	CBSE3	CBSE4	Step 1 Latest	Last Placement Date
1	None	Dec	Following Dec	Jan or Feb	April	June	Aug	Sept	Nov
2		May	Following May	June	Aug	Oct	Dec	Jan	March
3	1 Full Term delay	Dec	Following July	Feb	April	June		July	Aug*
4		May	Nov	June	Aug	Oct		Nov	Jan
5	2 Full Term delays	Dec	Following April	Feb				March	May
6		May	Sept	June					Aug
7	T3 delay only	Feb	Dec	April	June	Aug	Oct	Nov	Jan
8		July	Following May	Oct	Dec	Feb	April	May	May
9	1 Full Term + T3 delay	Feb	June	April				May	June*
10		July	Nov	Oct				Nov	Jan*
11	>2 delays	Dec	Immediate placement at non-Step site						
12		May	Immediate placement at non-Step site						

*Please note that from Oct 2024, the mandatory CBSE attempts between basic sciences and clinical placement is set at 3 attempts, and for those students with timeline available a 4th elective attempt is optional based on student preference (see rows 1, 2 and 7, 8).

In the table above, the end date for the basic sciences phase of the curriculum is shown in column titled “End BS Phase” and indicates the date at which a student finishes their second year or Term 5. Timeline delays may be due to fails/repeats, leaves of absence or credit remediation (CR). The mandatory CBSE attempts are shown (CBSE1, CBSE2, and CBSE3), along with an optional fourth CBSE (CBSE4), with the corresponding deadline for a USMLE Step 1 score to be provided to SGUSOM (Step 1 latest) and the latest date on which the clinical placement process can begin (Last Placement Date).

Students without timeline delays (rows 1 and 2): For students who finish the basic sciences phase in two years with no timeline delays, then row 1 of the table applies for December finishers and row 2 applies for May finishers. Students who pass the CBSE on any of the first three attempts can complete USMLE Step 1 and initiate clinical placement at any time before the respective deadlines in the final two columns. If a “fail” is registered on the third attempt, then placement at a site not requiring the USMLE Step 1 will proceed immediately by the deadline in the last column, even if the student elects to take the CBSE an optional fourth time.

Students with a one term delay (rows 3 and 4): For students with a one term delay in a full term of 18 weeks (i.e. Terms 1, 2, 4 or 5 but not Term 3), then the relevant CBSE dates are shown in row 3 for December finishers and row 4 for May finishers. Students passing the CBSE in January/February or April (for December finishers) or June or August (for May finishers) will proceed to take the USMLE Step 1 and need a score before the specified date in the second to last column, otherwise they will be placed at a clinical site that does not require USMLE Step 1. Please note that if a student fails the third CBSE attempt in June (for December finishers) or October (for May finishers), they will be placed in August and November because no December or July placements are possible. Those who pass CBSE and aim to have a USMLE Step 1 score prior to clinical placement should be aware of the deadlines for USMLE Step 1 indicated in the last two columns, i.e. July and November in rows 3 and 4, respectively, for placements in August and November, respectively.

Students with a Term 3 delay only (rows 7 and 8): For students who have delayed in Term 3 only, and no other term, finishing basic sciences in February or July, they will have the opportunity to attempt the CBSE up to three times, in addition to a fourth optional attempt. Students who pass the CBSE on any of the first three attempts can complete USMLE Step 1 and initiate clinical placement at any time before the respective deadlines in the final two columns. If a failing score is registered on the third attempt or optional fourth attempt, then placement at a clinical site not requiring USMLE Step 1 will proceed by the deadline as shown in the last column. Please note that, for December finishers (row 7), the USMLE Step 1 deadline is November, but placement will be in January because there is no December placement. USMLE Step 1 scores are required to be reported by November; otherwise, clinical placement at a site not requiring USMLE Step 1 will proceed.

Students with one full term delay and a Term 3 delay (rows 9 and 10): For students that have both a full-term delay and Term 3 delay, finishing basic sciences in February or July, rows 9 and 10 indicate the dates on which the CBSE can be taken, respectively. In this case, there is only sufficient timeline for a single attempt at the CBSE, and USMLE Step 1 scores will need to be available to SGUSOM in May or November for placement in June or January, respectively. For a student who does not pass the first CBSE attempt or passes the CBSE and fails USMLE Step 1 attempt, placement will proceed to a site that does not require USMLE Step 1 on the dates indicated in the last column.

Two full term delays (rows 5 and 6): For students with two full term delays, finishing basic sciences in December and May, rows 5 and 6 indicate the dates on which the CBSE can be taken, respectively. In this case, there is only sufficient timeline for a single attempt at the CBSE, and USMLE Step 1 scores will need to be available to SGUSOM in March or July for placement in May or August, respectively. For a student who does not pass the first CBSE attempt or passes the CBSE and then fails USMLE Step 1 attempt, placement will proceed to a site that does not require USMLE Step 1 on the dates indicated in the last column.

Greater than two full term delays (rows 11 and 12): Students with more than two full term delays are recommended for dismissal. If a student successfully appeals to the CAPPS Committee, they will be placed at a site that does not require USMLE Step 1 immediately after the successful completion of the basic sciences curriculum in accordance with timeline rules for academic progress.

CBSE Academic Assistance

Faculty. All basic sciences faculty are available during office hours to assist students with content-related questions as they prepare for the CBSE and USMLE Step 1 examinations.

Academic Advising, Development and Support (AADS). Students are encouraged to engage with the AADS team throughout all phases of the curriculum and are strongly recommended to seek AADS guidance starting in Term 5 and beyond for advice specific to preparation for the CBSE and the USMLE Step 1 licensure examination. Students who have not completed the program within the standard timeline for academic progress are advised to contact AADS to clarify their timeline requirements and plan accordingly.

Department of Education Services (DES). Learning strategists in DES are also available to support students with issues such as time management, test taking strategy and related skills.

Office of Student Affairs. For non-academic concerns related to CBSE and USMLE Step 1 preparation, students should contact the Office of Student Affairs.

USMLE Tutoring. For students who have failed the CBSE three or more times and have successfully completed all third-year core rotations, SGUSOM offers additional tutoring resources through the AADS office to help students prepare for USMLE Step 1. Participation in this tutoring opportunity is optional and voluntary, but if a student wishes to participate, SGUSOM will assign students to the program at the student's request.

Accommodations

Students who have time accommodations for SGUSOM exams in Term 5 will automatically receive time accommodations for CBSE. If a student's accommodations status changes during the CBSE attempts, the accommodation can only be honored if the NBME exam rosters have not yet been set. If any upcoming CBSE roster has been set at the time SGUSOM is alerted about a student's accommodations status, the accommodation may not be offered for the next immediate examination but will be offered at a subsequent CBSE examination.

Criminal Background Check

The University conducts criminal background checks on all students prior to placement in the clinical program. The cost of the criminal background check shall be paid by students.

Clinical Terms

Students are required to be at the hospital/clinic daily, Monday through Friday, as well as evenings and weekends if scheduled by the site. During clinical rotations, no unexcused absences are permitted.

Missing a lecture or failing to fulfill a clinical assignment will call into question students' ability to accept the necessary responsibilities required of a physician. If a student must be absent for a period of a few hours, or a day or two, the student must obtain permission from the clerkship director before leaving. If a student is absent without permission from a scheduled rotation (including electives), the absenteeism could result in a lower or failing grade, and/or disciplinary action.

Bridge Time for Students

Clinical rotations are scheduled year-round. Clinical students who need to schedule a few weeks off between rotations may do so. This is referred to as bridge time. Students must notify their clinical student administrator in the Office of Clinical Education Operations and receive approval prior to taking bridge time. The amount of bridge time available to students depends upon when the clinical period

begins. Students are allowed up to 20 weeks of bridge time within a rolling 12-month period. Liberal use of bridge time may negatively impact satisfactory academic progress and ultimate graduation date.

Clinical Examinations

Examination policies and procedures during the clinical terms are described in the [Clinical Training Manual](#).

Clinical Placement in the USA

After successfully completing the basic sciences, all students who intend to go to the USA for their third year (or part thereof) are required to sit a clinical placement examination, the National Board of Medical Examiner's Comprehensive Basic Sciences Examination (NBME CBSE). The CBSE is a clinical placement examination for all US sites and is not reflected on a student's transcript or MSPE.

Upon successful completion of the basic sciences all students requesting US placement are required to pass the CBSE examination, and be certified for the USMLE Step 1 examination via ECFMG. Once certified, the USMLE Step 1 examination can be booked.

The CBSE, a scheduled examination will be offered after successful completion of the basic sciences phase and students have met standards for promotion to the clinical phase. If a student fails the first attempt and timeline permits, further attempts as outlined in the published schedule are required. A passing grade is required in the CBSE before ECFMG certification is granted for the Step 1 examination. Students who pass the CBSE and Step 1 can proceed to any SGU affiliated clinical site in the USA based on availability at the time of their qualification.

Students not passing the CBSE will proceed to a UK clinical site or an SGU affiliated US clinical site in a state that does not require Step 1.

If a student later wishes to participate in clinical rotations at a US clinical site in a state that does require Step 1, they will be required to pass the CBSE and USMLE Step 1 at the end of their third year.

NBME Comprehensive Basic Sciences Examination

The NBME offers two comprehensive examinations: the Comprehensive Basic Sciences Examination (CBSE) and the Comprehensive Clinical Sciences Examination (CCSE). The CBSE assesses material typically covered during the first two years (Basic Sciences Years) of the Medical School Curriculum, while the CCSE covers topics from the 3rd (Clinical) Year.

St. George's University School of Medicine (SGUSOM) uses the CBSE as a placement examination into clinical years. Passing the CBSE is necessary for students to be certified for the United States medical licensing examination (USMLE step 1). However, there's a limit to the number of attempts allowed by the NBME for the CBSE. Students are permitted a maximum of 5 attempts. If a student fails to pass the CBSE within these attempts, SGU cannot certify them for the USMLE. Students who have 5 failed attempts will receive additional information from APRC and/or AADS on their student status.

The passing grade for the CBSE is determined based on student curricular performance and CBSE performance metrics. SGU reserves the right to review and adjust the passing grade with each iteration of the examination to stay in line with changes in these metrics.

The CBSE is offered in January, February, April, June, August, October, and December. The schedule for dates can be found on the SGU Portal at the Office of the University Registrar (OUR) page, under the student information tab, which contains scheduling information for courses, terms and CBSE examinations. The CBSE results are made available to SGUSOM from the NBME 5 days after the examination closing date. We aim to process, grade and post results within 48 hours of receiving them.

Students are encouraged to engage with the Academic Advising Development and Support (AADS) team throughout all phases of the curriculum but are strongly encouraged to engage with AADS in term 5 and beyond for advice relating to CBSE preparation and the USMLE Step 1 licensure examination.

The number of attempts of the CBSE and eligibility for the CBSE depends upon a student's individual timeline. For any student who has not completed the program in the standard timeline, they are encouraged to engage with AADS and be clear on their timeline requirements. Please refer to the student manual on the timeline requirements for the program and the timeline for being in clinical placements.

More information on the CBSE can be found at the following site [Comprehensive Basic Science Subject Exam - Content Outline | NBME](#)

The United States Medical Licensing Examination (USMLE)

Students who are seeking a residency in the United States must take the United States Medical Licensing Examination (USMLE). The Office of the University Registrar will certify students to sit the USMLE Step 1 if they have successfully completed all basic sciences requirements and the CBSE placement examination. Students may be certified for Step 1 after successfully completing the CBSE following term 5, at the end of year 3 following core clerkships or at the end of year 4. Students who pass USMLE Step 1 should immediately contact their Clinical Student Administrator. Students who fail the USMLE Step 1 must also notify their Clinical Student Administrator and the AADS academic advisors at USMLE@sgu.edu.

Students who fail the USMLE Step 1 may retake the examination but must stay within academic progress guidelines. USMLE step 2 is typically taken at the conclusion of your Clerkships. Students should discuss with your clinical academic advisors about the best timing for it.

USMLE Application

The USMLE information is available [online](#). Before completing the online part of the application, all students must read, in its entirety, the information booklet for pertinent USMLE instructions.

The Application for ECFMG Certification consists of an on-line application available through ECFMG's Interactive Web Applications (IWA) and the Certification of Identification Form (Form 186) that must be completed and notarized using NotaryCam. Please contact the Office of the University Registrar at ECFMGVerify@sgu.edu for any questions.

USMLE Step 1 information or assistance can be obtained from emailing regmail@sgu.edu or by visiting the [ECFMG](#) website.

IMPORTANT NOTE: It is the responsibility of the students to maintain a timely progression through the curriculum, which includes being able to start the Clinical Sciences and complete the MD program

within 6 years of matriculation. Students who have difficulty passing any USMLE examination should not let repeated leaves of absence to study for and retake these examinations interfere with their overall academic progress. (See [Satisfactory Academic Progress Standards](#)).

Licensure

The Office of the University Registrar–Licensing and Credentialing team works with students to assist in the preparation and submission of applications for medical licensing.

Applicants for a medical license are responsible to see that applications are properly processed in accordance with the requirements of the particular authority from which a license is sought. The Office of the University Registrar maintains some information on the requirements for licensure; however, the University is not an agent of any licensing authority.

For precise information, it is the responsibility of students and graduates to seek that information from the licensing agency in the region, state, or country where licensure is being sought. The Office of the University Registrar, during the paperwork process of licensure, will advise individuals on the role of the University in the process. Students may contact the Office of the University Registrar – Licensing and Credentialing at LCV@sgu.edu.

Clinical Terms - Guidance Resources and Schedules

Clinical Terms- Guidance Resources and Schedules

During the clinical years, the school has extensive student support services to provide academic counseling, career counseling and psychological services. The Office of Career Guidance and Student Development should be consulted for advice on career opportunities and preparing for postgraduate training. The Office of the Dean, Office of Senior Associate Dean of Clinical Studies, and the Office of Student Affairs are available for guidance on other issues. The Directors of Medical Education, clerkship directors, preceptors, medical education coordinators and clinical faculty at clinical sites are also available for advice.

A Three-Year Clinical Schedule

Most students complete their clinical training and graduate in two or two and one-half calendar years after completing the basic science program. For students wishing to practice in United States, usually take Step 2 CK once all Year 3 requirements are completed. However, students have the option to choose a three-year clinical studies schedule (a fifth year in the Four-Year MD program).

These students can take Step 2 CK after four years of medical school, allowing them more time to prepare for Step 2 CK. During this period, students also have the option to participate in individually tailored program of electives and/or conduct research.

The Office of Career Guidance (OCG) may advise students to consider a fifth year if they meet one or more of the criteria below which are predictors of poor performance on Step 2 CK.

1. Academic difficulties in the basic science terms

2. Failing Step 1
3. Negative comments or a C in the Clinical Skills component of the clerkships
4. Deficient performance on the NBME Clinical Subject Exams, including any failure

Extended Timelines in the Clinical Program

A student may take a LOA in the clinical phase. Students who have taken excessive leaves of absence for health or other reasons should limit their bridge time and are forewarned that they must complete their program of study within the 6 year timeline requirements.

The need to take off more than one year is incompatible with satisfactory progress and can lead to dismissal from the medical school. Above all, students must remain within the satisfactory academic progress guidelines.

Students need to be aware that extending their timeline, which may be advantageous academically, may diminish their prospects in the residency match program. In addition, any disruption in a student's matriculation may affect their loan repayment status if they are receiving US federal loans.

Clerkship Grading

About Clerkship Grading Policies

The course requirements and grading policy are specified in the [Clinical Training Manual](#) for clinical rotations.

Graduation

Graduation Assessment Board

The Graduation Assessment Board (GAB), comprising of School of Medicine Faculty, reviews and approves those students for graduation who have completed the curriculum and met all program requirements. To be eligible for graduation, a student must satisfactorily complete 80 weeks of clinical training after the successful completion of the 77 weeks of Basic Sciences. Based on assessments throughout the Four-Year MD Program, the School of Medicine graduates those students that have developed the competencies articulated in the MD Program Objectives.

Requirements for Graduation

In order to qualify for graduation from the MD Program, all candidates must have achieved the following:

- Satisfactorily complete all Basic Sciences requirements of the MD Program and all requirements to enter the first year of Clinical Studies.
- Successfully complete 80 weeks of clinical studies:
 - 42 weeks of core clerkship requirements (12 weeks of Internal Medicine, 12 weeks of Surgery and 6 weeks each of Pediatrics, Obstetrics/Gynecology, and Psychiatry)

- 4-6 weeks of Family Medicine (6 weeks if Clinical Studies phase started after August 2024)
- 32-34 weeks of elective rotations: 4 weeks of a sub-internship in any core specialty, 4 weeks of a medicine elective and 22-24 weeks of electives of student choice (this number depends on how many weeks of Family Medicine have been completed).
- Beginning August 2024, all students starting year 3 rotations (core clerkships) will be required to complete 6 weeks of family medicine or general practice.
- Successfully complete any required remediation of a course, or for any failed component of a clinical rotation (including retaking and passing the NBME exam of a failed clerkship knowledge component.)
- Pass all 6 required NBME clinical subject examinations.
- Successfully complete Pain Management Module.
- Successfully complete Communication Skills Modules.
- Maintain acceptable professional behavior and standards.
- Be discharged of all indebtedness to the University.
- Comply with the requirements for admission.
- Be approved for graduation by the Graduate Assessment Board.

Honors Designations

Summa Cum Laude (with highest honors)

- Students graduating with a cumulative WMPG of 95%+

Magna Cum Laude (with great honor)

- Students graduating with a cumulative WMPG between 92%–94.99%

Cum Laude (with honors)

- Students graduating with a cumulative WMPG between 90%–91.99%

Please note that there is no rounding of WMPGs. No exceptions are made.

Teacher-Learner Expectations

Teacher Learning Expectations

(Corresponds to LCME Standards thru Academic Year 2020 – 2021 AAMC Publication Date June 4, 2015)

The school holds in high regard professional behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn.

Guiding Principles

- **Duty:** Medical educators have a duty to convey the knowledge and skills required for delivering the profession's standard of care and also to instill the values and attitudes required for preserving the medical profession's social contract with its patients.
- **Integrity:** Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.
- **Respect:** Respect for every individual is fundamental to the ethic of medicine. Mutual respect is essential for nurturing that ethic. Teachers have a special obligation to ensure that students and residents are always treated respectfully.

Responsibilities of Teachers and Learners

Teachers should:

- Treat students fairly and respectfully
- Maintain high professional standards in all interactions
- Be prepared and on time
- Provide relevant and timely information
- Provide explicit learning and behavioral expectations early in a course or clerkship
- Provide timely, focused, accurate and constructive feedback on a regular basis and thoughtful and timely evaluations at the end of a course or clerkship
- Display honesty, integrity and compassion
- Practice insightful (Socratic) questioning, which stimulates learning and self-discovery, and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive
- Solicit feedback from students regarding their perception of their educational experiences
- Encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately

Students should:

- Be courteous of teachers and fellow students
- Be prepared and on time
- Be active, enthusiastic, curious learners
- Demonstrate professional behavior in all settings
- Recognize that not all learning stems from formal and structured activities
- Recognize their responsibility to establish learning objectives and to participate as an active learner
- Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine
- Recognize personal limitations and seek help as needed
- Display honesty, integrity and compassion
- Recognize the privileges and responsibilities coming from the opportunity to work with patients in clinical settings
- Recognize the duty to place patient welfare above their own
- Recognize and respect patients' rights to privacy
- Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse"

Relationships Between Teachers and Students

Students and teachers should recognize the special nature of the teacher-learner relationship which is in part defined by professional role modeling, mentorship, and supervision.

Because of the special nature of this relationship, students and teachers should strive to develop their relationship to one characterized by mutual trust, acceptance and confidence. They should both recognize the potential for conflict of interest and respect appropriate boundaries.

Policy on Non-Fraternization Relationships

St. George's University Policy on Non-Fraternization Relationships between individuals in inherently unequal positions may undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. It is the policy of the University that respect for the individual in the University community requires that amorous or sexual relationships not be conducted by persons in unequal positions. The University considers it inappropriate for any member of the faculty (including clinical instructors), administration, or staff to establish an intimate relationship with a student, subordinate, or colleague upon whose academic or work performance he or she will be required to make professional judgments or who may have real or perceived authority over the student. The University considers it a violation of this policy for any member of the faculty, administration, or staff to offer or request sexual favors, make sexual advances, or engage in sexual conduct, consensual or otherwise, with a person who is:

- Enrolled in a class taught by the faculty member or administrator
- Receiving academic advising or mentoring from the faculty member or administrator
- Working for the faculty member, administrator or staff
- Subject to any form of evaluation by the faculty member, administrator or staff.

Please note that the list above is not exhaustive and other situations of fraternization may also result in a violation of this policy. In all such circumstances, consent may not be considered a defense against a charge or fraternization in any proceeding conducted under this policy. The determination of what constitutes sexual harassment depends on the specific facts and the context within which the conduct occurs. Teaching and research fellows, doctoral and graduate assistants, tutors, interns, and any other students who perform work-related functions for the University are also subject to this policy. In the case of a pre-existing relationship between a faculty member and a student or subordinate, the faculty member has an affirmative duty to disclose this relationship to the Dean's Office so that any potential conflicts of interest can be resolved.

Learning Environment Policy

In the SOM program at SGU, students learn in a variety of social, didactic, small-group, and clinical settings. The learning environment, which includes the physical, social, psychological, and cultural environment surrounding learning, is a core component of students' educational experiences. The learning environment has an important influence on the effectiveness of SGU's medical program and as such, SGU values a positive learning environment and works to identify, prevent, and remove negative influences on the learning environment. SGU does not tolerate student mistreatment, retaliation, or other negative behaviors that are prohibited in other policies (such as discrimination).

The learning environment is assessed and monitored by SGU's Learning Environment Committee (LEC). The LEC reviews anonymous, aggregate-level data on the learning environment obtained from student surveys and other sources (e.g., summative reports from Judicial Affairs) and makes

recommendations to mitigate negative influences and enhance positive influences on the learning environment. The LEC reports its findings and recommendations to the Dean of the School of Medicine and shares a report of its activities with the Curriculum Committee on an annual basis.

Diversity and Inclusion Policy

At St. George's University School of Medicine (SGUSOM), diversity is a foundational core value that is reflected in our campus community. We recognize that the educational environment is enhanced and enriched by a true blend of voices and knowledge from varied backgrounds and attributes. The University is committed not only to the recruitment of students, faculty, and staff from varied backgrounds and experiences, but also to developing initiatives designed to create an equitable and inclusive campus environment. We embrace the belief that a diverse, equitable, and inclusive environment is pivotal in the provision of the highest quality education, research, and health care delivery.

SGUSOM prioritizes quality, positive student experiences irrespective of background. SGUSOM aims to create an environment where all students, faculty and staff, regardless of background, feel safe and free to contribute to the development of the SGUSOM community. SGUSOM aims to establish a culture of diversity, equality and inclusion.

SGUSOM is committed to anti-discrimination and does not discriminate on any basis prohibited by the applicable local laws of the country where the educational programme is being provided.

SGUSOM utilizes a variety of strategies to achieve its mission through a commitment to diversity, equity, and inclusion in its students, faculty, and staff.

Definitions

Diversity is defined as a community that appreciates, values, and seeks individuals from a variety of backgrounds and characteristics, such as race, ethnicity, gender, socio-economic status, and religious beliefs.

Equity is defined as all individuals having equal access to opportunity regardless of race, ethnicity, gender, socio-economic status, or religious beliefs.

Inclusion is defined as creating a supportive environment so that all individuals have an opportunity to succeed.

Responsibilities

1. Leadership – SGUSOM will demonstrate its commitment to diversity, equity, and inclusion (DEI) through leadership, policies, and practices, including:
 - a. Appointing an Assistant Dean of Multicultural Affairs (ADMA) who is responsible for the planning and oversight of diversity, equity and inclusion activities. The ADMA reports directly to the Dean of the School of Medicine. The ADMA:
 - i. Actively promotes a diverse, inclusive, and equitable environment within the School of Medicine.
 - ii. Collaborates with the leadership of SGUSOM to establish an environment free of discriminatory behavior and harassment of all students and free of retaliation for filing complaints of discrimination.

- iii. Develops programs/activities designed to raise awareness of and educate the SGUSOM community about topics and issues related to diversity, equity, and inclusion.
 - b. Adopting this Diversity and Inclusion Policy to guide all efforts to promote diversity, equity, and inclusion.
 - c. Establishing a Diversity, Equity, and Inclusion Advisory Council to advise the ADMA on DEI practices and developments.
- 2. Recruitment Strategies – In recruiting students, faculty and staff at SGUSOM, diversity, equity and inclusion should be a significant component and be reflected in recruitment strategies. These strategies may include:
 - a. Utilizing pipeline programs to recruit students to become physicians, focusing on specific target groups that will enhance SGUSOM's ability to meet its mission, including students from these groups historically underrepresented in medicine:
 - i. Country of origin
 - ii. Female gender
 - b. Utilizing recruitment pathways to ensure a diverse pool of applicants for faculty and staff positions, with special consideration on recruiting the following groups:
 - i. Country of origin
 - ii. Female gender
 - c. Assessing current recruitment efforts and developing an analysis so that DEI can be further integrated into recruiting students, faculty and staff.
- 3. Ensuring SGU's website reflects diversity, equity and inclusion in SGUSOM.
- 4. Education – Inclusion in SGUSOM curriculum on diversity, equity, and inclusion issues, such as:
 - a. Cultural Competency
 - b. Social Determinants of Health/Health Inequities/Population Health
 - c. Effective Communication with Diverse Patients
- 5. Retention of students, faculty, and staff – The SGUSOM will utilize strategies to retain students, faculty, and staff in diversity categories designated in Section 2 through initiatives such as:
 - a. Student support services and advising that cater to the needs of a diverse student body
 - b. Training and development opportunities for faculty and staff
- 6. Awareness – SGUSOM will ensure that applicants, students, faculty, and staff have exposure to its commitment to diversity, equity, and inclusion through statements and policies that will be widely distributed through appropriate channels.
- 7. Evaluation – SGUSOM will track evaluation and assessment of its activities to promote diversity, equity, and inclusion through the development of goals, objectives, outcomes, and monitoring through a continuous quality improvement process.

Nondiscrimination Policy

Policy Statement

It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. The University prohibits discrimination, including discriminatory harassment, on any basis prohibited by the applicable local laws of the country where the educational programme is being provided.

Sexual misconduct/harassment is governed by the Sexual Misconduct policy which can be found at: [Sexual Misconduct Policy – St. George's University Student Manual](#).

Therefore, reports of sexual misconduct/harassment as defined by that policy should be brought pursuant to that policy.

This policy applies to visitors, contractors, officers, administrators, faculty, staff, students, and employees of the University on University property and/or involved in University associated activities.

Definitions (specific to this Policy)

Discrimination:

Unjust unequal treatment of an individual or a group based on a personal characteristic or status that is protected under the local laws of the country where the educational programme is being provided.

Discriminatory Harassment:

Unjust and unwelcome conduct directed at an individual or a group based on a personal characteristic or status that is protected under the local laws of the country where the educational programme is being provided when one or more of the following are present:

- Submission to such conduct is unreasonably used as the basis of decisions affecting the individual with regard to employment, education or University activities or opportunities and/or becomes a condition of continued employment, education, or access to University activities or opportunities; or
- Such conduct is so severe and/or pervasive that a reasonable person would consider it to be so intimidating, hostile and/or abusive that it would have the effect of interfering with a reasonable person's educational or job performance or access to University activities or opportunities.

Discrimination and Discriminatory harassment are not limited to face-to-face occurrence and can be verbal, physical, written, or electronic.

Petty slights, annoyances, and isolated incidents (unless repeated/severe/persistent/extreme) may not rise to the level to constitute discriminatory harassment.

In determining whether the alleged conduct constitutes discrimination or discriminatory harassment, the record as a whole, will be considered, as well as the totality of the circumstances, such as the nature of the alleged conduct, the power differential between the parties, and the context in which the alleged conduct occurred, whether the alleged conduct is severe and pervasive and will be judged using a reasonable person standard, not the subjective feelings of the individual(s) allegedly subjected to the conduct. Any assessment or investigation will be guided by the principles of fairness.

Inquiries by students regarding this policy may be directed to the Office of Student Affairs at studentaffairs@sgu.edu.

A person who believes that they have been subjected to discrimination or harassment in violation of this policy may make a report of the incident to the contacts listed below. Incidents should be reported as soon as possible after the time of occurrence. Upon receipt of a report, the University will review the report in accordance with the relevant policies and procedures.

Contacts

REPORTER	CONTACT	PHONE NUMBER	EMAIL ADDRESS
Students	Office of Student Affairs	473-439-3000 ext. 3779	studentaffairs@sgu.edu
Students	Office of Judicial Affairs	473-439-4175 ext. 3137 or 3456 473-439-4256	judicial@sgu.edu

Faculty	Office of Human Resources	473-439-3000 ext. 3762	FacultyHR@sgu.edu
Staff	Office of Human Resources	473-439-3000 ext. 3380	hr@sgu.edu
Vendors	Office of Vice President of Business Administration	473-439-2000 ext. 4031	dbuckmire@sgu.edu
All Reporters	Ethics Point	1-844-423-5100	https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html

Procedures for Reporting

All reports will be taken seriously. Upon receipt of a report, the University will review the report and the allegations and conduct the applicable investigation, which will typically involve speaking with the reporter and the individual(s) involved in the alleged conduct and providing them with the opportunity to tell their side of the story. At the conclusion of investigation, the reporter and the individual alleged to have engaged in the conduct will be advised of the determination and general outcome. The resolution of complaints may involve informal and/or formal measures as appropriate, consistent with policy, procedure and processes governing complaints, resolution and discipline as set forth in the Student Manual, Faculty Handbook and Staff policies, as applicable.

The purpose of this policy is to address and prevent prohibited conduct and therefore, while an individual engaged in prohibited conduct in violation of this policy may be subject to discipline, not all conduct will ultimately result in discipline and other resolutions may be determined to be appropriate under the totality of the circumstances.

All members of the University community are expected to cooperate with and participate in any inquiries and investigation conducted.

The University may provide interim measures as necessary, appropriate and available, to an individual involved a report made pursuant to this policy. Interim measures may be put in place prior to or while an investigation is pending and/or ongoing. It may be appropriate for the University to take interim measures during the investigation of a complaint absent a request by either party. Interim measures must be coordinated with and approved by the appropriate University departments, including, but not limited to, the Office of Student Affairs, Human Resources, Department of Public Safety and Security, or Judicial Affairs.

Intentionally False Reports

The University takes reports under this policy very seriously, as it may result in serious consequences. A good-faith complaint that results in a finding that a violation did not occur is not considered to be false. However, individuals are found to have made a report, intentionally false or misleading or dishonest, or made maliciously and without regard for truth may be subject to disciplinary action.

Retaliation is an adverse action taken against a person for making a good faith report of or participating in any investigation or proceeding under this Policy. Adverse action includes direct or indirect conduct that threatens, intimidates, harasses, coerces or in any other way seeks to discourage a reasonable person from engaging in activity protected under this Policy. Retaliation can be committed by or against any individual or group of individuals. Retaliation is prohibited and may constitute grounds for disciplinary action. An individual who believes they have experienced retaliation is strongly encouraged to make a report to the University using the reporting procedures set forth above. The University will take appropriate responsive action to any report of retaliation.

Resources

- **Office of Student Affairs**
 - studentaffairs@sgu.edu
 - <https://myuniversity.sgu.edu/pages/dean-of-students>
- **Human Resources:**
 - FacultyHR@sgu.edu
 - hr@sgu.edu
- **Ethics Point:**
 - <https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html>
- **University Ombuds:**
 - ombuds@sgu.edu
 - 473-405-4204
- **PSC Counseling:**
 - pscsccheduling@sgu.edu
 - 473-439-2277
- **BCS Counseling:**
 - [SGU-BCS Counseling \(bcs-talk.com\)](http://SGU-BCS Counseling (bcs-talk.com))
 - **In an emergency, please call: 877-328-0993**
- **University Health Services:**
 - clinic@sgu.edu
 - 473- 407-2791
- **Campus Security:**
 - Call **777** from any cell or landline phone for emergency response
- **Non-emergency response from Department of Public Safety:**
 - Call **(473) 444-3898**
- **Student Manual Link:**
 - [Sexual Misconduct Policy – St. George's University Student Manual](#)
- **SGU Faculty and Staff HR Page:**
 - <https://myuniversity.sgu.edu/dashboard>
- **Psychological Services Center:**
 - <https://myuniversity.sgu.edu/pages/psc>

Student Mistreatment Policy

Policy Statement and Purpose

As set forth in the Learning Environment Policy of the School of Medicine, SGU does not tolerate student mistreatment. Students who experience mistreatment are expected and encouraged to report the mistreatment.

There are several mechanisms for such reporting:

1. Direct Reporting To The Office of Student Affairs

Students are encouraged to report incidents of mistreatment to the immediate attention of the Office of Student Affairs (studentaffairs@sgu.edu), which will treat such reports with discretion.

2. Reporting Through Ethicspoint

Students can report mistreatment anonymously using EthicsPoint, which is a confidential 24/7 reporting tool. Reports can be made online at <https://secure.ethicspoint.com/domain/media/en/gui/>

[57112/index.html](#) or by phone (1-844-423-5100). This reporting portal allows students to report misconduct to an outsourced third party, which then confidentially directs reports to the appropriate office at SGU.

3. Reporting After Courses/Clerkships

Students can provide feedback about mistreatment through SGU surveys. Questions about the learning environment, including any experience of mistreatment, are on the end-of-course/ clerkship evaluations and on the SGU learning environment survey. Feedback from surveys is reviewed at an aggregate and de-identified level by the Learning Environment Committee (LEC). The LEC monitors the learning environment for observable trends and makes recommendations to the dean of the school of medicine on how to enhance positive influences and mitigate negative influences.

Student feedback through surveys is important in helping SGU maintain a positive learning environment for students in all phases of the MD program. However, this post-hoc mechanism of reporting mistreatment is likely to result in a delay in interventions; thus, students are encouraged to also report their mistreatment immediately to the Office of Student Affairs so that a real-time intervention, if warranted, can be enacted.

Procedures for Reporting

As set forth in the Learning Environment Policy of the School of Medicine, SGU does not tolerate student mistreatment. Students who experience mistreatment are expected and encouraged to report the mistreatment.

There are several mechanisms for such reporting:

1. Direct Reporting To The Office of Student Affairs

Students are encouraged to report incidents of mistreatment to the immediate attention of the Office of Student Affairs (studentaffairs@sgu.edu), which will treat such reports with discretion.

2. Reporting Through Ethicspoint

Students can report mistreatment anonymously using EthicsPoint, which is a confidential 24/7 reporting tool. Reports can be made online at <https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html> or by phone (1-844-423-5100). This reporting portal allows students to report misconduct to an outsourced third party, which then confidentially directs reports to the appropriate office at SGU.

3. Reporting After Courses/Clerkships

Students can provide feedback about mistreatment through SGU surveys. Questions about the learning environment, including any experience of mistreatment, are on the end-of-course/clerkship evaluations and on the SGU learning environment survey. Feedback from surveys is reviewed at an aggregate and de-identified level by the Learning Environment Committee (LEC). The LEC monitors the learning environment for observable trends and makes recommendations to the dean of the school of medicine on how to enhance positive influences and mitigate negative influences.

Student feedback through surveys is important in helping SGU maintain a positive learning environment for students in all phases of the MD program. However, this post-hoc mechanism of reporting mistreatment is likely to result in a delay in interventions; thus, students are encouraged to also report their mistreatment immediately to the Office of Student Affairs so that a real-time intervention, if warranted, can be enacted.

Processing of Mistreatment

Reported incidents of mistreatment are treated seriously and responded to appropriately, fairly, and expeditiously as described in general below:

- Non-anonymous Reports: Non-anonymous reports of student mistreatment are channeled to the Office of Student Affairs, directly or indirectly. Upon receipt of a report of mistreatment, determination is made whether the conduct as reported may fall under this policy and if so an investigation pursuant to the policy will be commenced. A member from the Office of Student Affairs conducts the initial intake interview with the student. The Office of Student Affairs and/or its designees may conduct additional interviews with the student and initiate additional investigatory actions with the student (e.g., interviews by a department of public safety officer). The Office of Student Affairs may refer a matter to and/or consult with an appropriate department/office for purposes of an investigation involving non-students, such as faculty or staff. If the mistreatment complaint is against another student, then the Office of Student Affairs will follow relevant procedures pursuant to the Code of Conduct, and the matter may be referred to the Office of Judicial Affairs.
 - Reports through EthicsPoint (anonymous or non-anonymous): If a report is made through EthicsPoint, it is shared with the compliance team, using a process overseen by the chief compliance officer. The team is responsible for reviewing all allegations, and taking the appropriate course of action, including but not limited to designating an investigator for investigation and consultation/coordination with the applicable department as appropriate. This platform specifically allows the University and the reporter to interact and enables follow-up communication on reports. An individual who files an EthicsPoint report is assigned a unique code and creates a personal password at the time of their initial report. The individual may then return to the EthicsPoint hotline (via internet or phone) to re-access their case. Through this mechanism, the individual can provide more details, ask questions, answer questions, and be provided general feedback while maintaining anonymity (if anonymity is desired).

All members of the University community are expected to cooperate with and participate in any inquiries and investigation conducted.

In a case where mistreatment is found, appropriate and prompt action will be taken. At the conclusion of the investigation, the student will be notified that the investigation has been completed and generally of the conclusion; however, for reasons of privacy, specific details regarding the conclusion and/or resulting actions may not be shared with the student. The resolution of complaints may involve informal and/or formal measures and may include remedial action, as appropriate, to help prevent the occurrence of similar behavior by other faculty, staff, and/or students, which could include relevant training and education.

Non-Tolerance for Retaliation

The University does not tolerate retaliation of any kind against anyone for raising in good faith, concerns or reporting possible mistreatment or for assisting in the investigation of possible mistreatment. Retaliation for filing a good faith report and/or good faith and honest participation in the investigation of any such report is expressly prohibited and may constitute grounds for disciplinary action. SGU will take appropriate action in response to any report of retaliation.

Awareness

The goal is to prevent student mistreatment through education and the continuing development of a sense of community. Faculty, staff, and students will be informed about this student mistreatment

policy, including the reporting and support mechanisms that are in place for students. The Office for Faculty Affairs will provide training opportunities for faculty regarding mistreatment, including the reporting and support mechanisms that are in place for students.

Contacts

Contact	Phone Number	Email	Website
Office of Student Affairs	473-439-3000 ext. 3779	studentaffairs@sgu.edu	Visit Site
EthicsPoint	1-844-423-5100		Visit Site

Additional Support	Phone Number	Email	Website
Office of the Ombuds	473-405-4204	ombuds@sgu.edu	Visit Site
Psychological Services Center (Grenada)	473-439-2277	psc scheduling@sgu.edu	Visit Site
BCS Counseling	Emergencies: 877- 328-0993		Visit Site
University Health Services (Grenada)	473-407-2791	clinic@sgu.edu	Visit Site
Department of Public Safety (Grenada Campus Security)	Emergencies: 777 Non-Emergencies: 473-444-3898		Visit Site Visit Site

Cross References

Policies (as found in the Student Manual and Clinical Training Manual)

- Diversity, Equity, and Inclusion Policy: <https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/diversity-and-inclusion-policy>
- Learning Environment Policy: <https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/learning-environment-policy>
- Nondiscrimination Policy: <https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual/nondiscrimination-policy>
- Sexual Misconduct Policy: <https://catalog.sgu.edu/university-student-manual/sexual-misconduct-policy>
- Student Code of Conduct: <https://catalog.sgu.edu/university-student-manual/university-code-of-conduct>
- Clinical Training Manual: <https://catalog.sgu.edu/school-of-medicine-clinical-training-student-manual>

Initiatives

- Website of Student Mistreatment Policy: <https://myuniversity.sgu.edu/pages/student-affairs-student-resources>

Nondiscrimination Statement and Title IX Information

SGU Nondiscrimination Statement Publication

The following language is the full nondiscrimination statement that should be published in the locations listed below, as required by OCR.

It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. To the extent applicable, the University prohibits discrimination, including discrimination against persons in the United States on the basis of race, color, national origin, religion, sex, disability, or age. In accordance with Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex in its education programs and activities against a person in the United States, including with respect to admissions and employment.

The following person has been designated to handle inquiries regarding discrimination prohibited under Title IX against persons in the United States:

Toni Johnson Liggins M.D.

Associate Dean, Clinical Studies (US)

Title IX Coordinator

Address: 3500 Sunrise Highway, Bldg 300, Great River, NY 11739

Telephone No.: +1 (631)665-8500 X1634

E-mail: Title-IX-Coordinator@sgu.edu

Perspectives and Viewpoints Expressed by Students or Student Groups/Organizations

The perspectives and viewpoints expressed by individual students, past or present, or student groups/organizations (including but not limited to social media posts, presentations, panel discussions or chats) are solely representative of the personal perspectives and viewpoints of that specific individual or group/organization. Such expressions do not reflect the views of the administration of SGU-SOM and are not to be construed as representative of the school or its curriculum. The SGU-SOM student handbook, clinical training manual and course syllabi remain as the definitive guides to school policies, academic requirements, curriculum and resources.

GMDC Complaints Policy

St. George's University School of Medicine (SGUSOM) is accredited by the Grenada Medical and Dental Council (GMDC). Individuals who have concerns about SGUSOM's compliance with GMDC accreditation standards are expected to first attempt to resolve their concerns directly with the School. If the matter cannot be resolved at the School level, a formal complaint may be submitted directly to the GMDC in accordance with the [GMDC Complaint Policy](#) using the [GMDC Complaint Form](#).