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Doctor of Medicine Program - 4 Year MD

Introduction to Four-Year MD Program

The St. George's University School of Medicine (SGUSOM) Four-Year MD Student Manual describes the curriculum, student support services, and requirements for the Doctor of Medicine (MD) degree. It serves as a resource for both incoming and current students enrolled in the Four-Year MD program. Additional policies and procedures for individual basic sciences courses (years one and two) are provided in the respective course syllabi. Information regarding the clinical phase (years three and four) is available in the Clinical Training Manual, which is accessible on the SGU website.

Students enrolled in the Four-Year MD program are subject to the policies and regulations of both the School of Medicine and St. George's University. The General Policies for All Students and Student Standards, Policies and Nonacademic Procedures are available on the SGU website in the University Manual. In the event of a conflict between School of Medicine and University policies, the School of Medicine policies shall prevail.

This Student Manual is subject to revision during any academic year. SGUSOM reserves the right to revise, amend, or modify these policies and regulations at any time, with or without prior notice, and such changes may take effect immediately or on a specified date. The information contained in this Manual supersedes all previously published versions.

Students are responsible for reviewing this Manual periodically to remain informed of current policies and program requirements. This Manual is provided for informational purposes only and should not be construed as a contract.

Unless otherwise specified, references to "the first year," "year two," and similar terms refer to the corresponding years within the Four-Year MD program and do not include any prior premedical or preclinical education.

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 features a dynamic and innovative curriculum consisting of 157 weeks divided into 10 terms. The School of Medicine offers students the flexibility to choose from different program schedules.

Students may complete the program in four years or extend their studies to a maximum of six years to pursue research, allow additional study time, or complete additional clinical rotations. During the first two years, students complete the Basic Principles of Medicine (BPM) and Principles of Clinical Medicine (PCM) curricula on the Chancellor Charles Modica Campus in Grenada.

Students also have the option to enroll in the St. George's University School of Medicine/Northumbria University Four-Year MD Program (SGU/NU Program). Under this option, students complete their first year at Northumbria University in the United Kingdom, following the same curriculum as students on the Grenada campus.

During the final two clinical years, students may complete their clinical training 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

SGUSOM 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 SGUSOM Four-Year MD Program offered in conjunction with Northumbria University (NU) complete the first academic year (Terms 1 and 2) at NU in Newcastle, United Kingdom.

Upon successfully meeting the required standards for Terms 1 and 2, students proceed to their second academic year at SGUSOM in Grenada. This requirement also applies to students who take a leave of absence (LOA) or repeat coursework. Accordingly, students remain in the United Kingdom (or return there if on an LOA) until they are promoted to the second academic year and 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 perform tasks in which these senses are employed, and the ability to integrate information acquired through these senses. Compensation through technology for deficiencies in any of these areas may be acceptable; however, such compensation must not preclude candidates' ability to function reasonably and independently. The use of a trained intermediary is not acceptable because it requires a candidate's judgment to be mediated by another person's selection and observation.

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 and 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 and medical students should possess.

Computer Literacy

In the 21st-century practice of medicine, basic computer literacy is an essential skill. Students and graduate physicians must understand and be able to use, without assistance, the technology required for medical education, electronic medical records, and the transmission of data and information between patients and throughout the healthcare 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 that all medical students must meet to progress through and successfully complete the Four-Year MD Program. The School of Medicine (SOM) reserves the right to issue a warning, place a student on probation, suspend, or dismiss a student whose conduct demonstrates an inability to meet these standards.

All Terms 1–5 courses include professional behavior standards. Failure to meet these standards may result in a penalty of up to 15% of the total available course points and may also result in a grade of F in the course.

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 the SGU website. Serious breaches of the SGU Code of Conduct may result in immediate administrative or disciplinary action, including suspension, in accordance with University policies and procedures.

In addition to the professional standards outlined in the MD Program Outcomes relating to professional behavior, each course syllabus and learning pathway specifies additional expectations. Where these expectations are not explicitly stated, students are expected to comply with SOM policies and to demonstrate a conscientious, good-faith effort to participate fully in the program, its activities, and its assessments with honesty and integrity.

The 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 Examination Services and can fully participate in this course, including devices for the audience response system (clickers) and course assessments (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 the 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 in 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 understand that my course notification settings must be set to "immediately" to ensure timely receipt of all announcements and emails, and I am responsible for staying up to date with all course communications delivered through these channels.
17. I am aware of the progression requirements for the SOM MD program and the passing grades required for each term.
18. I have read and understood the SOM mistreatment policy, including the Non-Tolerance for Retaliation statement.
19. 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.
20. I have read and understood the sections of the course syllabus on course policy, compliance, and the associated penalties for non-compliance.
21. I understand that I must register my devices on the SGU network.
22. I have registered my clicker, and I am able to participate fully in course activities.
23. 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.
24. I understand that I can only use the clicker that I have registered to my account for participation in course activities.
25. 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.
26. 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.
27. 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 as authorized by my supervisors.
28. 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 SGUSOM
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 and complete the instructor, end-of-module and end-of- course 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 valid and current 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 professionally 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 the 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 may be recommended for dismissal.

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

Faculty Panel on Academic Professionalism (FPAP)

The FPAP reviews professional behavior issues arising as part of student activity in a course or clerkship, including missed examinations, examination compliance issues, cheating, plagiarism, and other behavior contrary to the outcome objectives and expectations described in the Student Manual and the applicable course or clerkship syllabus.

When appropriate, course, clerkship, and examination noncompliance issues may be referred to the FPAP for a hearing.

FPAP hearings are administered by the Office of the Senior Associate Dean responsible for the student's phase of the curriculum. An associate dean or assistant dean chairs the hearing. The panel includes at least two additional SOM faculty members appointed by the senior associate dean. 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 consists of the chair and at least 2 additional panel members. Decisions are reached by simple majority. In the event of a tie, the chair casts the deciding vote.

The panel may recommend referral of the student to an appropriate support service, application of an academic penalty, or completion of a specified or customized remediation pathway for infractions

involving lapses in professional behavior. In the Basic Sciences phase, the panel may recommend a penalty that is less than, but may not exceed, the penalty published in the course syllabus. The panel may also recommend that a course or clerkship grade be held as Incomplete (I) until the student demonstrates the required remediation outcomes.

The panel's recommendations are submitted to the appropriate senior associate dean for action and communicated to the student by the appropriate Office of the Senior Associate Dean.

Appeal Process

A student may appeal the outcome of the FPAP process. The appeal must be submitted in writing and clearly outline the sequence of events and circumstances relevant to the matter considered by the panel.

Appeals must be submitted within 5 business days of the date the outcome is communicated to the student:

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

The appropriate senior associate dean reviews the appeal, and the decision is communicated to the student by the corresponding office.

Communication Requirements for 4 yr MD Program

Communication Requirements

Students are responsible for ensuring that SGU can contact them at all times. Students must notify the Office of the University Registrar of any change in contact information as soon as possible. Throughout their enrollment at the University, students are required to monitor their SGU email and respond to all University communications in a timely manner (within 1–2 business days). This requirement applies during academic terms, between academic terms, while on clinical rotations, at affiliated hospitals, during vacation periods, while on a leave of absence, during clinical bridge time, and while awaiting graduation.

Failure to monitor SGU email, respond to University communications, act on information contained in those communications, or attend mandatory meetings as directed by the Dean of the School of Medicine, the Office of Student Affairs, the senior associate dean of basic sciences, the Office of the Senior Associate Dean of Clinical Studies, Academic Advising Development and Support Division, Course and Clerkship Directors, Directors of Medical Education, or any other authorized administrative office or official constitutes unprofessional behavior.

Such unprofessional behavior may adversely affect academic performance and course grades and may result in a recommendation for dismissal from the University or administrative withdrawal by the Office of the University Registrar.

Participation in Continuous Quality Improvement

Course and Instructor Critique Program

Student feedback is essential to the continued improvement of the School of Medicine curriculum and the educational experiences of future students. Through the Course and Instructor Critique Program, the School evaluates instructional effectiveness, course design, the quality and alignment of assessments, and the overall academic experience. Course and instructor evaluations provide students with opportunities to comment on both instruction and assessment.

Comprehensive and candid student feedback supports academic quality assurance by helping the School maintain consistent instructional standards across sites and identify opportunities to improve curriculum delivery. Just as students expect a fair and accurate assessment of their academic performance, the School relies on students to provide thoughtful evaluations of their courses and instructors.

Participation in the Course and Instructor Critique Program is mandatory for all courses and clerkships and is considered a professional and academic responsibility comparable to all other required course activities, including examinations.

Student Participation

- Students must complete all required course and instructor evaluations within the designated evaluation period when notified by the Critiques Coordinator or Course Director.
- Failure to complete required evaluations constitutes noncompliance and may result in disciplinary action as determined by the relevant school or program.
- Student feedback must be professional, constructive, and respectful.

Administration of Evaluations

- The Critiques Coordinator will notify students when evaluation periods open and issue periodic reminders before the submission deadline.
- Evaluations must be completed within the announced time frame. Late submissions will not be accepted.
- Individual responses are kept confidential to encourage candid and thoughtful feedback.

Use of Evaluation Results

Survey results are disseminated to the appropriate instructors, course directors, department chairs, deans, and the Provost.

The Curriculum Committee and its subcommittees regularly review comprehensive evaluation results to support quality assurance, monitor comparability across courses, and identify areas requiring further analysis or action.

Course directors review and summarize course and instructor evaluation results from the previous term for the Curriculum Committee. The summary identifies areas receiving high ratings and positive feedback, as well as areas receiving lower ratings or constructive criticism. For areas requiring improvement, the course director describes planned changes and anticipated implementation dates.

At the beginning of each term, course directors communicate relevant findings from the previous term's evaluations and describe any changes made or planned in response. This communication closes the feedback loop by showing how student feedback has been considered and addressed.

Ongoing Student Feedback

In addition to the formal course and instructor evaluation process, course directors meet with Student Government representatives during each term to discuss current student feedback and concerns.

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 Office of the Senior Associate Dean of Basic Sciences. A similar process exists during the clinical years, whereby students may raise academic concerns through their SGA representatives, who may then bring such matters to the attention of the Office of the Senior Associate Dean of Clinical Studies for review and appropriate action. This route ensures that issues impacting the class/cohort are efficiently dealt with in a timely manner.

The Senior Associate Dean of Basic Sciences or their delegate meets with students during "Meet the Deans" sessions and separately with the SGA representatives for each term.

Registration

SOM Registration Requirements

All students in Terms 1–5 are 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

Program Timeline

The MD program is designed to be completed in 4 or 4.5 years, depending on the matriculation term, with 2 years spent in the Basic Sciences phase (Year 1 and Year 2) and 2 years spent in the Clinical Studies phase (Year 3 and Year 4). Students may require additional time for course remediation, standardized examination preparation, or an approved leave of absence. Regardless of individual circumstances, students must complete the Basic Sciences curriculum within 3 years of matriculation and the full MD curriculum within 6 years.

Transition to Clinical Studies

Students beginning Clinical Studies in the US typically use the interval between Basic Sciences and Clinical Studies to prepare for and take the CBSE and USMLE Step 1.

Students who complete the Basic Sciences in 2 years may take up to 1 year before beginning Clinical Studies, while those who complete the Basic Sciences in 2.5 years may take up to 6 months. However, students are encouraged to begin Clinical Studies within 3–5 months to maintain optimal clerkship scheduling, USMLE Step 2 timing, and ERAS/NRMP application timelines. Additional time between phases is discouraged unless required for content remediation of NBME Clinical Subject Examinations or for Step 1 preparation.

Students who complete the Basic Sciences in the maximum 3 years must begin Clinical Studies in the US or the UK within 6 months of completing the Basic Sciences.

In rare instances in which an extension to the Basic Sciences timeline may be granted by the Committee on Academic Progress and Professional Standards (CAPPS), students must progress from the Basic Sciences phase directly to the Clinical Studies phase at the next available clerkship start date.

CBSE and USMLE Step 1 Requirements for Clinical Placement

While USMLE Step 1 is not a mandatory component of the curriculum, certain states such as New York, New Jersey, and Florida require students to pass the examination before beginning clinical rotations. This presents a challenge for students who do not complete the Basic Sciences phase within 2 or 2.5 years of matriculation, as they have limited time remaining for CBSE and USMLE Step 1 preparation.

As of May 2023, students who have taken 3 years to complete the Basic Sciences phase are permitted one attempt to pass the CBSE. Upon passing the CBSE, students are certified to take USMLE Step 1. After passing USMLE Step 1, they are placed in clinical rotations.

Students who do not pass the CBSE are scheduled to begin Year 3 of the Clinical Studies phase in states where USMLE Step 1 is not required. This enables students to complete their core rotations within the allocated timeframe while providing additional time to prepare for and take both USMLE Step 1 and Step 2 before beginning Year 4 of the MD curriculum, an approach followed by numerous US medical schools. This policy is intended to improve outcomes for students whose available time has been reduced by delays in completing the Basic Sciences phase.

During its interim and end-of-phase reviews, the Academic Promotion Review Committee (APRC) identifies students to whom this policy applies. The Office of Clinical Education Operations subsequently provides these students with the information necessary to progress to clinical rotations.

Completion of the MD Program

Regardless of when Clinical Studies begin (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 Clinical Studies, students with less than 2 years remaining on their timeline who have not yet started Clinical Studies, or students whose progress during Clinical Studies makes completion within 6 years 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 can complete the MD program in four years, assuming no timeline extension.

1. Basic Sciences: Students complete the Basic Sciences courses in May of the second year after matriculation.
2. Start of the clerkship year: Students starting clinical training in the US take USMLE Step 1 in July after passing the CBSE, and begin their first clinical term in August or September. Students who do not pass the CBSE after completing Term 5 will typically have an extended timeline before beginning Clinical Studies, as described in the [Promotion to Clinical Phase—CBSE and Pathways for Clinical Training](#) section of this Manual. Students starting clinical training in the UK are not required to take USMLE Step 1 and may begin Clinical Studies at the next available start date after clearance.
3. End of Year 4: Students complete the 80-week clinical curriculum by May or June of the second year after beginning Clinical Studies (e.g., if clinical training begins in July, August, or September 2024, then graduation is in June 2026). This is four years or less after matriculation. Students interested in US residency should, if possible, aim to complete their curriculum by the end of April to allow sufficient time for ECFMG certification and state licensing requirements before residency orientation.

Terms 6–10 (Years 3 and 4) represent an intensive educational period. Students who begin Clinical Studies in September have less than 90 weeks before the first June diploma date and must plan time off carefully to complete the 80-week curriculum. During this period, students interested in US residency also take USMLE Step 2 after completing core clerkships and apply for residencies.

Optimal Timeline for January/April Matriculants

Students who matriculate in the January and April terms generally complete the MD program in 4.5 years, assuming no timeline extension.

- Basic Sciences: Students complete the Basic Sciences courses in December of the second year after matriculation.
- Start of the clerkship year: Students starting Clinical Studies in the US take USMLE Step 1 in March after passing the CBSE, and begin their first clinical term in May or June. Students who do not pass the CBSE after completing Term 5 will typically have an extended timeline before beginning

Clinical Studies, as described in the [Promotion to Clinical Phase—CBSE and Pathways for Clinical Training](#) section of this Manual. Students starting clinical training in the UK are not required to take USMLE Step 1 and may begin Clinical Studies in January or April.

- End of Year 4: Students may graduate in December of the second year after beginning Clinical Studies; however, most graduate in May, approximately two years after starting Clinical Studies.

Terms 6–10 are an intensive educational period. Students who begin Clinical Studies in May have approximately 100 weeks to complete the 80-week curriculum and graduate in June. During this period, students interested in US residency also take USMLE Step 2 after completing 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) division and provided with guidance on preparing for the CBSE and USMLE Step 1. Students are required to remain in communication with AADS advisors until they have taken and passed the CBSE and USMLE Step 1 or have begun clinical rotations. Failure to maintain communication is considered a breach of professional behavior standards and may result in delayed promotion to clinical rotations and/or a recommendation 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 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 April 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 June 10, 2024. The student will need to have enrolled in a clinical rotation by June 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 and become 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 **June 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.

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 the 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 the year, there are periods when hospitals do not accept students, typically from the end of July through mid-August (approximately 2-3 weeks) and during the last two weeks of December. During these periods, students must use bridge time or, if insufficient bridge time remains, will be placed on an LOA.

Grading Policies for 4 Year MD

Basic Sciences Grading Policies

Each basic sciences course comprises points from standardized written assessments, professionalism, participation in formative assessments, scheduled class activities and assignments, and practical and clinical skills assessments. Each course uses a sequence of summative written assessments aligned with the module content and administered as standardized examinations to the cohort. Each course also includes a comprehensive examination assessing all clinical knowledge delivered in the curriculum to that point. Assessment scores are calculated across the cohort using standardized scoring methods. Each assessment contributes points toward the overall course grade, and the course syllabus defines the various assessments and their respective weighting in the calculation of the final grade. Course grades are assigned in accordance with the grade designations detailed below.

Students' transcripts reflect their achievement of course requirements and academic performance. Throughout the term, students have access to their gradebooks to review their scores, ensure that all grades have been recorded, and request a review of participation records.

After each examination, students who wish to query an examination score must submit a Grade Query Form through the Learning Management System (LMS) to the course director within 24 hours of the posting of the score. The course director will review properly submitted grade queries and provide a written determination to the student within 5 business days of the query deadline.

Final Grade Provision

Course directors will post final grades to the LMS within 3 business days of the last regularly scheduled examination of the course (or the examination window for programs with multiple examinations during the final week) and make an appropriate announcement to all students. Students with completion examinations will receive an "I" grade until their completion examinations have been completed. Final grades for students with completion examinations 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, or scaling error) must submit a Grade Query Form to the course director within 24 hours of the posting of the final course grade. The Grade Query Form is accessible through the course LMS.

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; or
- Other verifiable clerical or recording errors.

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

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

Courses Offered as of Fall 2026

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

The passing grades are:

Term 1	69.50%
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	69.50 +	Y	Y
Fail	≤69.49	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

Letter Grade	Numeric Grade	Attempted Credits	Earned Credits
B+	87-89	Y	Y
B	83-86	Y	Y
B-	80-82	Y	Y
C+	76-79	Y	Y
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 recognizes participation and engagement as essential components of professional conduct. Students are required to participate in all mandatory educational activities as designated 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).

Participation is taken 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 the Clinical Training Manual for additional information related to course participation.

Participation Check Policy - Terms 1-5

PointSolutions Audience Response System

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

It is the responsibility of every student to have a registered clicker and ensure they are able to participate in formative assessment questions. Students are also responsible for ensuring their clicker is in working order and functional during course activities and for reviewing the course gradebook weekly to identify any issues 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 must use only the clicker registered in their own name and should be aware of its status (e.g., location and functionality) during all learning activities, as use of the clicker in class is considered evidence of the attendance of the student to whom it is registered. Students are required to bring their individually assigned School of Medicine (SOM) clicker, and no other, to every required class session (e.g., lectures, small-group sessions, practicals, laboratories, and IMCQs) and to respond to all formative questions presented during the session.

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

Students should only respond to PointSolutions formative assessment questions while physically present in class and using the clicker registered to them. Use of a clicker in class assumes the presence and participation of the student to whom it is registered. The use of a clicker by anyone other than the registered student, or the use of a clicker while the registered student is absent, constitutes a misrepresentation of participation records.

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 but registers participation and the student who is present and uses a

clicker to register participation on behalf of an absent student. Students who attempt to misrepresent their participation record for assigned learning activities will be subject to academic and judicial referrals and the applicable penalties described below.

Participation Checks

Random participation checks are conducted weekly throughout the term using in-person scan-out or sign-out procedures. Scan/sign-out data are used to verify student attendance and are compared with participation records from the audience response system.

Any student who leaves a learning activity early (e.g., before the full debrief following the last formative assessment question of a lecture or before completing the required scan/sign-out process) will not be considered to have fully participated. To receive participation credit for sessions in which random participation checks are conducted, students must participate in all formative assessment questions and complete the required scan/sign-out process.

Participation Policy Violations

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

- Attempts to claim participation credit but leaves prior to the required scan/sign-out process.
- Uses another person as a proxy registrant with their clicker (i.e., is registered as participating through the audience response system but is not physically present).
- Uses a clicker to register another student's presence and participation.

Students identified as potentially violating the Participation Policy will be flagged for follow-up by the course director and referred to the Office of Student Affairs and the Judicial Office. Students are required to comply with any resulting investigation. If the allegations are substantiated, students will be subject to the academic and judicial penalties described in the *Unprofessional Behavior* section of the Course Syllabus. These penalties include a 15% deduction from the course grade, loss of all course professionalism points as determined by the Faculty Panel on Academic Professionalism (FPAP), disciplinary probation until graduation, notation of non-compliance and unprofessionalism in the MSPE, and/or dismissal in egregious cases. Some of these penalties also require notification to the Educational Commission for Foreign Medical Graduates (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.

Peer-to-peer feedback

Peer-to-peer feedback during clinical skills small group sessions: Students may be assigned evaluator [roles](#) during clinical encounters and physical examination sessions. Students will use rubrics specified in the course syllabus to provide structured feedback to their peers regarding performance, interaction, participation, professional behavior, and teamwork. This promotes reflective learning, professional growth, collaboration, and the development of effective communication and teamwork skills.

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 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 to meet course requirements and earn a final course grade.

Students are expected to comply with examination policies (see Examination Policies section) 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 a subsequent section.

Other Mandatory Assessments

Other mandatory assessments are 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 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 results 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

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

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 score of zero for the entire practical examination;
2. Receive a score of zero 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.

If an interaction is terminated early, the student will not receive a score for the portion of the examination that was not completed. Any associated points are forfeited, and the student is not eligible 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.

The NBME Clinical Subject Examinations

The Clinical 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 Clinical Subject Examinations are developed by NBME committees of content experts and include score reports that deliver actionable performance feedback.

The 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, with more emphasis on second-year courses. The Comprehensive Clinical Sciences Examination (CCSE) tests on material typically taught during the core clinical clerkships.

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 and clinical assessments, a range of dates during which individual student assessments will be conducted (e.g., over the course of one week) is published in the official Academic Class Schedule. Students receive notification of their individual testing date and time from the course director, either by email or through the University's electronic course management system, approximately 3 days before the start of the examination period.

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 the NBME Clinical 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

Basic Sciences Years

Since examination rosters are formed ahead of time by Examination Services, any examination accommodations must be delivered to the Dean of Basic Sciences Office from the Office of Accommodations at least 2 weeks prior to any examination. Therefore, students must apply for accommodations early so that the accommodations notice can be received and 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.

Clinical Years

NBME Clinical Subject Examination permits are arranged before the start of each rotation to ensure timely issuance. Accommodations approved after an NBME examination permit has been issued cannot be applied to that permit and will take effect for all subsequent NBME examination permits.

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, 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 SGUSOM 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 are guided by the [Computer Based Examination Administration Guidelines of the University](#).

SGUSOM 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 SGUSOM 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 regular examinations, completion examinations, and make-up 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 the event of 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 examination.

An examination announcement is posted on the course website prior to each examination. It outlines the specific policies and procedures governing this examination and indicates when the last student is allowed into the examination venue.

After this time, no latecomers will be admitted. Students who have been denied entry because of late arrival should immediately notify their course director and contact the Office of Student Affairs (studentaffairs@sgu.edu). The [Office](#) of Student Affairs provides the students with the official Explanation for Missed Exam form. The Request Form requires a detailed written explanation for missing the examination, which is evaluated by the Faculty Panel on Academic Professionalism (FPAP). FPAP then determines 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.

A valid 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 Process of Resolution of Missed Examinations (Unapproved Absence). Photos, copies, or anything other than the original student ID card are not suitable as these cannot be scanned and verified.

The Office of Examination Services is responsible for the administration of all electronic examinations for the SGUSOM during the Basic Sciences.

All examinations at SGUSOM are sequestered and are not available subsequently for individual review. Students receive an individual Examination Mastery Report through the ExamSoft portal that identifies their strengths and areas for improvement on electronic examinations.

Written Examination Format and Item Review

Written electronic examinations are in a multiple-choice, single-best-answer format and follow the National Board of Medical Examiners (NBME) item-writing guidelines, which are also used in developing questions for the United States Medical Licensing Examination (USMLE). The USMLE is a three-step examination for medical licensure in the United States, jointly sponsored by the NBME and the Federation of State Medical Boards (FSMB).

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 are 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

Reporting an Irregularity

Any adverse testing conditions that negatively impact a student's ability to complete an examination must be reported immediately within the examination venue to the chief proctor. If the issue cannot be resolved, the student must request that the chief proctor complete an Irregularity Report at the time of the occurrence.

Immediately after the examination, the student must also notify the course director by email that an Irregularity Report was filed, so that the potentially affected grade can be sequestered pending investigation.

Late or Improperly Submitted Irregularity Reports

Requests for an Irregularity Report cannot be made after the student has left the examination venue. Reports submitted late or without following the required process described above will not be considered.

Review and Resolution of Irregularity Reports

The potentially affected examination grade is sequestered while the irregularity is investigated. If the course director, in consultation with the senior associate dean of basic sciences, determines that the irregularity may have affected the student's performance, the grade will remain sequestered, and the student may be offered a Completion Examination.

Completion Examination

If offered, the Completion Examination will be administered according to the published Completion Examination schedule for the course. Completion Examinations are offered only on the scheduled date. Students should therefore avoid making travel plans until after that date in case they are required to sit a Completion Examination 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.

Classification and Consequences of Technical Issues

Technical issues can arise and will be classified and handled as follows:

1. Resolved technical issue: A log will be kept on all technical problems that a student reports to Examination Services in the venue. For all resolved technical problems the score earned for the examination will stand.
2. Excused technical issue: Where technical help cannot be provided successfully, an Irregularity Report should be completed and students should follow the Process of Resolution of Missed Examinations (Unapproved [Absences](#)).

Appeals Process

A student who receives a score of zero on an examination because of a technical issue resulting from non-compliance with Examination Services technical requirements may appeal the score. The student must submit a written appeal to the Senior Associate Dean of Basic Sciences at studentdobs@sgu.edu outlining the sequence of events and explaining the circumstances that led to the zero score. The Office of Student Affairs (studentaffairs@sgu.edu) can assist the student with the appeals process.

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

1. The score of zero will be retained for the examination.
2. Where appropriate, a recorded score for the examination may be reinstated if the investigation confirms that the files are intact, can be uploaded, and the log files are regular.
3. The student may be required to take a completion examination at the end of term.
4. 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, a student must use the [Medical Excuse link](#) on the University Portal. This self-report form should be submitted before the end of the scheduled examination time. A Medical Excuse covers all examinations scheduled during the 7-day period starting from the date of submission of the Medical Excuse.

If the student becomes able to take some or all of examinations during the period covered by the Medical Excuse, the student may take any remaining examinations. If a student makes a second Medical Excuse request within 12 months, the student will receive an automated notification that the request is not permitted; the notification also describes the consequences of missing the examination(s).

Note: Students may not request a Medical Excuse after starting an examination. Once a student has started an examination, a score will be submitted and contributes to the student's grade, regardless of how much of the examination is completed. Students are therefore strongly discouraged from beginning an examination if they are unwell.

Missed 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/Medical Excuse: 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 Explanation for Missed Exam form. 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.

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 should notify their course director of their absence and must contact the Office of Student Affairs to complete the Explanation for Missed Exam form. Students must take a Completion Examination for a missed examination. The Completion Examination 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.

Completion Examinations

All Completion Examinations are held approximately one week after the end of the semester per the master 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 not to 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.

Student Support

Student Support Services

The Four-Year MD program is academically rigorous with a demanding classroom, small group, laboratory, clinical, and independent study requirements. Some students may benefit from an extended timeline. SGUSOM is committed to providing all students with the support needed to succeed.

Students have access to a range of services designed to support learning and promote success in medical school. These include support provided by the Academic Advising, Development, and Support (AADS) division of the Office of Student Affairs, academic departments, the Department of Educational Services (DES), the Psychological Services Center (PSC), and University Health Services.

SGUSOM utilizes a four-tiered advising system:

- [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

The Academic Advising, Development, and Support (AADS) division of the Office of Student Affairs coordinates academic advising for students in the MD Program.

During the Basic Sciences, full-time academic advisors and selected faculty advisors provide guidance on academic options, study techniques, individualized study plans, and time management, and refer students to additional support services as appropriate. In addition, all Basic Sciences teaching faculty hold weekly office hours to address content-related questions.

Upon entry into Clinical Studies, each student is assigned a clinical academic advisor through Clinical AADS. Clinical academic advisors are physicians, most of whom are based at affiliated hospitals where students rotate. Advisors review students' academic progress, identify students at risk of not meeting academic or professional standards, and develop and monitor individualized learning and remediation plans. They also assist with clinical scheduling and timelines, intervene when academic or professional behavior concerns arise, and refer students to appropriate University resources as needed.

Learning Strategies Advice

Department of Educational Services

Students seeking assistance with learning strategies, including time management, study skills, test-taking skills, and reading comprehension, may contact the Department of Educational Services (DES) directly. Students may also be referred to DES by appropriate University personnel or groups.

DES supports academic success across all SGU schools and programs by providing evidence-informed academic support, peer-assisted learning, workshops, individual consultations, and specialized programs that promote learning, academic performance, and professional development.

DES comprises four major units:

1. Learning Strategies Unit

The Learning Strategies unit helps students develop effective approaches to learning that support academic success and self-directed and lifelong learning. Services are provided through individual consultations, workshops, and presentations on topics including:

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

2. Peer Learning and Academic Enhancement Unit

The Peer Learning and Academic Enhancement unit coordinates structured peer learning opportunities, including Peer Learning Groups and small-group tutorials facilitated by eligible upper-term students trained through a standardized framework.

The unit also oversees the Academic Enhancement Programs, which provide proactive, term-based academic support through monitoring, holistic advising, and targeted interventions. In addition, it oversees student worker timesheets, supports faculty use of the student advising portal, and leads continuous process improvement initiatives within DES.

3. Supplemental Learning Unit

The Supplemental Learning unit provides faculty-led small-group review sessions for selected undergraduate senior-level science courses, including anatomy, molecular and cell biology, physiology, microbiology, and genetics. Working closely with course directors, the unit integrates learning strategies with course-specific content.

Sessions reinforce material covered during the previous week through active learning techniques. Laboratory content is not included. Attendance is voluntary and sessions are open to all students enrolled in eligible pre-clinical courses.

4. Specialized English Language Program

The Specialized English Language Program provides English language and communication support for the SGU community. The English for Medicine Pathway integrates academic and medical English instruction into the pre-clinical curriculum, allowing students to develop English proficiency while progressing through the MD curriculum with only one additional semester.

The program also delivers Communication for the Health Professions courses for the pre-clinical sciences. These courses develop academic communication skills within a healthcare context.

Additional services include the Medical Academic Communication Program, which provides individualized communication support, and the Professional Communication Program, which assists students in preparing curricula vitae and personal statements for residency applications.

DES Program Recognition

DES programs have been recognized by the National Academic Advising Association and the National Association of Student Personnel Administrators for excellence in academic advising and student success initiatives.

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., University Health Services, the Psychological Services Center, the Office of Financial Aid).

Alternative Pathways

Students in the MD program are expected to be adaptive, self-directed learners who can integrate what they know and apply their knowledge clinically. This cognitive process may occur independently during and after an academic lecture or through interactions with others.

Teaching and learning in the MD program include required activities such as academic lectures, formative and summative assessments, small group discussions, laboratory sessions, and clinical experiences. Optional activities include open laboratory hours, faculty office hours, peer-facilitated reviews, and academic support seminars. Students are encouraged to take advantage of the many opportunities available for learning and academic development.

For students who require additional support to meet performance standards, SGUSOM offers two alternative academic pathways: Interactive Team Instruction (ITI) and Credit Remediation (CR).

During post-examination academic advising meetings, students who are unlikely to meet performance standards may be offered the option of joining the ITI delivery format of the MD program or pursuing the CR option. The ITI provides additional academic support to help students meet performance standards. Students who, despite the available support, remain unlikely to meet those standards may need to consider the CR option.

Interactive Team Instruction Methods (ITI)

The ITI is an alternative delivery format for the lecture component of the MD Program. Students enrolled in ITI continue to participate with other students in the same required small-group discussions, laboratory sessions, and other course activities.

The ITI uses an instructional pedagogy that provides faculty interaction and incorporates frequent collaborative active learning based on recorded lectures. Students review the lectures in an instructor-guided small-group setting. Multiple-choice questions, discussions, and clinical cases introduced at key points during the review serve as catalysts for the clarification of concepts. Instructors ensure that students' questions about the lecture content are addressed during the ITI session.

Students are referred to the Department of Educational Services (DES) upon entering ITI and are encouraged to meet with DES learning specialists for support with their learning strategies.

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 delivery format of the MD curriculum make significant improvement in the 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 of Basic Sciences related to students who are achieving well above minimum requirements transitioning back into the Live Lecture delivery format, 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 AADS 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 the CR option 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 [Office of the University Registrar site](#).

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)

The School of Medicine established the Medical Student Research Institute (MSRI) as part of its mission to promote research as an integral component of the MD Program. The MSRI provides opportunities for academically strong students to engage in basic, clinical, translational, or social science research under faculty mentorship. Research may allow students to explore specialties of interest, clarify career goals, and develop an academic record that may support residency applications.

There are two MSRI programs offered to students:

1. Basic Sciences MSRI Selective
2. Clinical MSRI Program

Basic Sciences MSRI Selective

The Basic Sciences MSRI selective is only available to student entering Term 2 who have a minimum WMPG of 90%. If accepted, each student will be matched with a SOM faculty mentor whose expertise aligns with the student's research interests and career goals. If the collaboration results in a scholarly product, such as a paper or conference presentation, the student may apply for a Distinction in Research or a Distinction in Scholarly Activity Award, when they graduate.

Clinical MSRI Program

The Clinical MSRI program is open only to academically strong students who have completed Term 5 and rank within the top 5% of their cohort upon entry into Clinical Studies. The program has two core aims:

1. To advance the research goals reflected in the School of Medicine's mission and outcome objectives; and
2. To enhance students' professional development and competitiveness for residency programs.

Consistent with these aims, the program seeks to reinforce the School of Medicine's view that research is integral to medical education and the delivery of health care; facilitate collaboration between medical students and clinical teaching faculty in the design and implementation of clinical and basic science research; centralize clinical research activities within a single institutional framework to support the sharing of resources across clinical sites and the School of Medicine; promote, document, and track students' scholarly activities throughout the clinical years of the MD program; provide online resources to support students and clinical faculty in publishing scholarly research; and offer participating students the opportunity to graduate with a Distinction in Research or a Distinction in Scholarly Activity.

Each student admitted into the Clinical MSRI program is assigned a Clinical Faculty Mentor whose expertise and research interests align as closely as possible with the student's interests and career goals. The student may assist the faculty member with an ongoing research project or collaborate with the mentor to design a new research project of mutual interest.

If the collaboration results in a scholarly product, such as a paper or conference presentation, the student may apply for a Distinction in Research or a Distinction in Scholarly Activity Award, when they graduate.

More information about the Basic Sciences MSRI Selective and the Clinical MSRI Program MSRI, including selection criteria and required application materials, is available on the [MSRI](#) website.

Research Directors

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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 to 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 Promotion 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 thereafter, the following standards apply to all students, regardless of matriculation date:

Term 1

- Students must achieve a final passing grade of 70% (69.50% or higher)

Term 2

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

Terms 3, 4, and 5

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

Note: Students receiving US federal loans should also refer to the [US FEDERAL FINANCIAL AID ELIGIBILITY AND SATISFACTORY ACADEMIC PROGRESS STANDARDS](#) section 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 below 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. Continuation on Monitored Academic Status (MAS) with specified conditions
2. Recommendation for dismissal

1. Continuation on Monitored Academic Status (MAS)

Students will be allowed to continue in the MD program despite failing to meet satisfactory academic performance if all of 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. Recommendation for Dismissal

Students will be recommended for dismissal if they fail a course worth more than 4 credits and any one of the following conditions applies:

1. The student has two timeline delays, in any combination, consisting of:
 - Prior Credit Remediation option (CR)
 - Prior Leave of Absence (LOA)
2. The student has either of the following:
 - Previous CR in the failed course
 - Previous F grade in any course

Students will also be recommended for dismissal if they have exceeded or will exceed the 6-year maximum allowable timeline for completing the MD Program.

Students who are recommended for dismissal may appeal to the Committee for Academic Progress and Professional Standards (CAPPS). 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 students with a high cumulative Weighted Mean Percentage Grade (WMPG). These students are recognized for their achievement with either a Dean's List or Chancellor's List letter of recognition and are promoted to the next term.

Chancellor's List: Cumulative WMPG of 95.00% or higher

Dean's List: Cumulative WMPG of 90.00%–94.99%

WMPG values are not rounded for purposes of determining eligibility for recognition letters.

To qualify for either letter of recognition, a student must also:

- Complete a full academic term load, as defined by the program;
- Receive no grades of F (Fail) or I (Incomplete) for the term; and
- Remain in good academic and professional standing

Official Dean's and Chancellor's Letters of Recognition are issued by the Provost through the Office of the University Registrar two weeks after the conclusion of the term.

Review of Student Performance for Progress, Promotion and Retention

Review of Student Performance for Progress, Promotion, and Retention

Overview

During the first two years of the MD curriculum, the Performance Data Review Team (PDRT), which is composed of faculty, reviews students' academic performance following each examination. The Academic Promotion Review Committee (APRC), also composed of faculty, reviews students' academic performance at the end of each term and academic phase. Based on its review of each student's timeline and academic achievement, the APRC makes recommendations regarding student progress, promotion, and retention in accordance with established MD standards.

PDRT Reviews

During its post-examination interim reviews, the PDRT identifies students who are unlikely to meet satisfactory academic progress standards. The Office of the Senior Associate Dean of Basic Sciences refers students identified as academically deficient for academic advising, as appropriate. The Academic Advising, Development, and Support (AADS) division may recommend additional referrals to student support services. Students who are unlikely to meet performance standards by the end of the academic term may also be offered the ITI delivery format of the MD program or the CR option (see the ITI and CR sections).

APRC Reviews

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

Students may appeal any recommendation for dismissal.

Monitored Academic Status and Recommendation for Dismissal

Monitored Academic Status (MAS)

Monitored Academic Status (MAS) is an internal marker placed in a student's 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 MD program with additional academic advising.

Students are placed on MAS throughout the academic program if they meet any of the following conditions:

1. Fail a course in Terms 1–5
2. Require an additional term to complete the Basic Sciences curriculum, including through Credit Remediation (CR) or a Leave of Absences (LOA)
3. Require additional time to transition to or complete Clinical Studies

Students on MAS are assessed, supported, and monitored by the AADS for the remainder of the MD program. They are required to meet regularly with their assigned academic advisor, who assesses and monitors their progress and makes 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 academic standards may affect financial aid. Students are encouraged to contact the Financial Aid Office at faid@sgu.edu to determine how MAS or a timeline extension may affect their financial aid.

Recommendation for Dismissal During Terms 1-5 and Before Clinicals

The following criteria are 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 Sciences curriculum within 3 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 complete required pre-clerkship web-based courses and other mandatory activities such as HIPAA, OSHA, or the CR final assignment.
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.**

Master in Basic Medical Sciences

Effective January 1st, 2022, the requirements for the Master in Basic Medical Sciences degree were revised based on the recommendation of the faculty and approval of the Curriculum Committee.

To qualify for the degree, students must successfully complete the required courses listed below:

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

A student may be eligible to receive the degree under either of the following circumstances:

- The student voluntarily withdraws from the University after successfully completing all required courses listed above.
- The student is recommended for dismissal from the University in Term 5 or during the clinical years and their appeal to the Committee for Academic Progress and Professional Standards (CAPPS) is unsuccessful.

Application Requirements

To request consideration for the degree:

- Students must complete the [Master in Basic Medical Sciences Application](#)

- Students must enter their name and email address on the PowerForm signer information page before the application becomes available.
- Completed applications are submitted electronically to the Office of the University Registrar for review.
- Students must have no outstanding holds on their records.
- For students dismissed following an unsuccessful CAPPS appeal, eligibility information and a link to the application are included in the CAPPS decision letter.

Questions should be directed to 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 APRC 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 and 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 the 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. If a student does not appeal by the stipulated deadline, review of the appeal is not guaranteed. In preparing the appeal and selecting supporting documentation, students should be aware that they have only one opportunity to appeal a recommendation for dismissal. Extensions of the appeal deadline will not be granted, and additional appeals will not be permitted. Students must 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 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 SAP 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 this Manual. However, these standards are intended to be at least as rigorous as SGUSOM 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 following minimum standards 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 the 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 3 years of matriculation
- Progressing toward successful completion of 80 weeks of rotations within 3 years of starting Term 6
- Progressing to begin clinical rotations within 3 years of matriculation or 6 months of completing the Basic Sciences if the student took the maximum of 3 years to complete the Basic Sciences
- Progressing toward completion of graduation requirements within 6 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.

Repeated Courses

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

MD Repeated Coursework Tuition Policy for All Students

All students in the Four-Year MD Program who repeat a course/Term in Terms 1-5 are charged full tuition and fees for all courses/Terms, including repeated courses/Terms. This applies when coursework is repeated because of failing a course/Term, returning from a leave of absence (LOA), or choosing the Credit Remediation (CR) option.

If a student repeats a course/Term because of failure or taking a CR and is unsuccessful in the repeated course, the tuition charges for the repeated course will be reversed. The student remains responsible for administrative fees assessed in accordance with the standard refund policy. For the purposes of this policy, unsuccessful means that the student fails the repeated course or withdraws from the University.

If the student receives federal or private student loans and the tuition reversal results in an overaward, the overaward amount will be returned to the lender on the student's behalf.

Students who receive scholarships should consult the Office of Institutional Student Financial Assistance and FAIDScholarships@sgu.edu. Questions regarding the tuition refunds or repeated coursework charges should be directed to the Office of the Bursar at bursar@sgu.edu.

Effective for all MD students

Students who take a Leave of Absence within the term are charged the published tuition rates when they return to repeat the coursework.

Students who take a Leave of Absence during a term because of compelling personal circumstances beyond their control may apply for a McCord Scholarship. This partial tuition scholarship is intended to offset some of the tuition costs associated with repeating a term due to an urgent medical leave or other 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

Students will be notified in writing of any change in their 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 SAP standards are not met by the end of the warning term, students will no longer be eligible for federal financial aid unless they file 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 they file 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 Financial Aid Warning semester, or at the end of a probation semester;
- Failing to adhere to the terms of the academic plan; or
- Exceeding the maximum timeframe or when it becomes mathematically impossible for the student to complete the program within the maximum number of years.

Appeal Process

If a student loses eligibility for financial aid, 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 include all of the following information:

- The extenuating circumstances beyond the student's control that resulted in failure to meet SAP requirements (e.g., death of a family member, serious illness);
- What has changed in the student's situation to resolve the issues that led to the failure to meet SAP; and
- Why those issues are not expected to affect the student's academic performance in the future.

If all required information is included, the Director of Financial Aid will review the appeal to determine whether it is valid and reasonable and whether the student can reasonably be expected to regain SAP 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 to receive financial aid for that term. If the student needs more than one term to regain SAP standing, the student will be placed on an academic plan that specifies when SAP standards must be met.

If the appeal is denied, the student may regain financial aid eligibility by meeting all SAP standards while continuing studies at the student's own expense.

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

Academic Plan

A student on an academic plan will have modified SAP measurement requirements for the duration of the plan. To remain eligible for financial aid, the student must meet the SAP requirements specified in the Financial Aid Probation letter. Failure to meet those requirements will result in loss of eligibility for federal financial aid.

Additional Transcript Notations

I: Incomplete

Basic Sciences Phase

In Terms 1-5, an Incomplete ("I") designation is assigned when course requirements have not been completed because of serious mitigating circumstances. The "I" designation remains on the transcript until the remaining course requirements are completed and a final course grade is assigned.

If a student with an "I" does not take the scheduled Completion Examination, the Senior Associate Dean of Basic Sciences must approve any extension of the "I" designation. The "I" designation must be resolved before registration for the next term. If not resolved, the "I" designation will be converted to an "F" designation, and the APRC will review the student's academic status.

Clinical Studies Phase

In the clinical terms, an Incomplete ("I") designation is assigned when additional clinical work or remediation is required to complete the course. The "I" designation remains on the transcript until the remaining course requirements are completed and a final course grade is assigned.

If a student withdraws from or is dismissed by SGU before completing the outstanding course requirements, the "I" designation will be converted to a Withdrawal ("W") grade.

Students should consult the [Clinical Training Manual](#) for further details.

NG: No Grade (only for the Clinical years)

A No Grade ("NG") designation is assigned when a student 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/elective rotations. Once all requirements have been completed, the NG designation will convert to a final grade.

Promotion into Clinical Program (USMLE Information)

Progression Requirements – Year 2 to Year 3

To progress from Year 2 (Basic Sciences) to Year 3 (Clinical Studies) of the MD Program, students must meet the following administrative and academic requirements:

Administrative Requirements

Students must:

- 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
 - Background checks with findings are referred to the Office of Student Affairs for review.
- Affirm to reading the Clinical Training Manual

- Complete all required certification courses and documentation

Academic Requirements

Students must complete:

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

Progression Requirements for Year 3 to Year 4

To progress from Year 3 to Year 4, 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 the NBME Clinical Subject Examinations in all core clerkships
- Make progress toward completing the MD program within the 6-year maximum timeline.

Timeline Requirements

Students must:

- Complete the MD program within 6 years of matriculation.
- Complete all Basic Sciences requirements within 3 years of matriculation.
- Students who use the 3-year maximum to complete the Basic Sciences must begin their first core clerkship within 6 months of completing the Basic Sciences (3.5 years from matriculation). This 6-month period is borrowed from the 3-year maximum allowed to complete the 80 weeks of Clinical Studies.
- Students who take more than 3 years to finish the Basic Sciences must begin core clerkships immediately after completing Term 5. Students planning to take USMLE Step 1 must therefore do so after completing the core clerkships. Currently, this schedule is available only in the UK and in US states where USMLE Step 1 is not required.
- Students granted special permission by the CAPPS to exceed the maximum timeline must start their first clerkship immediately after completing the Basic Sciences.
- Students must allow no less than 2 years to complete the 80 weeks of Clinical Studies.

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

Immigration Issues: Students unable to meet the 6-year timeline because of unforeseen immigration issues 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 the 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 the 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.

The 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 the 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	CBSE Attempt 1	CBSE Attempt 2	CBSE Attempt 3	CBSE Attempt 4	Step 1 Score Reporting Deadline to SGUSOM	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 the 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 (CBSE Attempt 1, CBSE Attempt 2, and CBSE Attempt 3), along

with an optional fourth CBSE attempt (CBSE attempt 4), with the corresponding deadline for a USMLE Step 1 score to be provided to SGUSOM (Step 1 Score Reporting Deadline to SGUSOM) 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 the 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 the 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 before they enter the Clinical Studies phase of the MD curriculum. Students are responsible for the cost of the criminal background check.

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.

Failure to meet attendance, lecture, or assignment requirements will affect academic standing, professional evaluations, or clerkship performance. 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 may result in a lower or failing grade, professional citation 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 U.S.

After successfully completing the basic sciences, all students who intend to apply to a residency program in the U.S. and complete part or all of their Year 3 clinical training in the U.S. are required to sit for the National Board of Medical Examiners Comprehensive Basic Sciences Examination (NBME CBSE) in accordance with the Promotion to Clinical Phase CBSE and Pathways for Clinical Training Policy. SGUSOM uses the CBSE for U.S. clinical placement purposes only; CBSE performance is not recorded on a student's transcript or included in the MSPE.

Upon successful completion of the basic sciences, students selecting Pathway 1 as described in the Promotion to Clinical Phase CBSSE and Pathways for Clinical Training policy are required to sit for the CBSE examination. Students who pass the CBSE within the permitted attempts will be certified via ECFMG to take the USMLE Step 1 examination. Once certified, the USMLE Step 1 examination can be booked.

The CBSE is a scheduled examination and will be offered after students have successfully completed the basic sciences phase and met standards for promotion to the clinical phase. Students are permitted up to three mandatory CBSE attempts prior to clinical placement, with an optional fourth attempt where timeline permits, as outlined in the schedule in the Promotion to Clinical Phase CBSE and Pathways for Clinical Training policy. Students who pass the CBSE will be certified via ECFMG to take the USMLE 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 selecting Pathway 1 who do not pass the CBSE within the permitted attempts will be placed at an SGU affiliated US clinical site in a state that does not require USMLE Step 1.

Upon successful completion of all third-year core clinical rotations, SGUSOM will certify all students who are not already certified with ECFMG to take USMLE Steps 1 and 2, regardless of prior CBSE performance, in accordance with the Promotions to Clinical Phase CBSE and Pathways for Clinical Training policy.

The 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.

SGUSOM uses the CBSE as a placement examination into clinical years in the U.S. Prior to clinical placement, students who pass the CBSE will be certified via ECFMG to take USMLE Step 1. Upon successful completion of all third-year core clinical rotations, SGUSOM will certify all students who are not already certified with ECFMG to take USMLE Steps 1 and 2 in accordance with the Promotion to Clinical Phase CBSE and Pathways for Clinical Training policy. The NBME limits students to a maximum of 5 lifetime CBSE attempts. 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 CBSE performance analytics and its correlation with USMLE Step 1 passage rates. SGU reserves the right to review and adjust the passing grade with each new iteration of the examination to align 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. SGUSOM aims 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 depend on a student's individual timeline. Students who have not completed the program in the standard timeline are encouraged to consult with AADS and be clear on their timeline requirements. Students should refer to the timeline requirements for the program and the timeline for being in clinical placements as described in this Student Manual.

More information on the NBME 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 take USMLE Step 1 if they have successfully completed all basic sciences requirements and passed the CBSE placement examination. Students may be certified for USMLE 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 USMLE Step 1 must also notify their Clinical Student Administrator and the AADS academic advisors at clinicaltransitionaads@sgu.edu.

Students who fail USMLE Step 1 may retake the examination but must remain within academic progress guidelines. Students typically take USMLE Step 2 at the end of Year 3, following completion of the required clerkships. Students should consult their clinical academic advisors regarding the most appropriate timing.

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, Credentialing and Verification (LCV) team assists students in the preparation and submission of applications for medical licensing.

Applicants for a medical license are responsible for ensuring 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, students and graduates are responsible for consulting 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 regarding the University's role. Students may contact the LCV team at LCV@sgu.edu.

Clinical Terms - Guidance Resources and Schedules

Clinical Terms - Guidance Resources

SGUSOM offers comprehensive academic advising, career guidance, US residency application assistance, guidance for students pursuing postgraduate training outside the US, and behavioral health and wellness services.

The Clinical Academic Advising, Development, and Support division provides academic advising and support throughout the clinical curriculum. The Office of Career Guidance assists with career planning and preparation for postgraduate training. The Office of the Dean, the Office of the Senior Associate Dean of Clinical Studies, and the Office of Student Affairs are available to address other academic and personal concerns. Directors of medical education, clerkship directors, preceptors, medical education coordinators, and clinical faculty at clinical sites also provide guidance and support.

A Three-Year Clinical Schedule

Most students complete their clinical training and graduate in 2 or 2.5 years after completing the Basic Sciences. These students usually take USMLE Step 2 after completing all Year 3 requirements. However, students may choose a three-year Clinical Studies schedule (a fifth year in the Four-Year MD program).

Students following this schedule may take USMLE Step 2 after four years of medical school, allowing additional preparation time. During this period, students may also complete an individually tailored schedule 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 following criteria, which are predictors of poor performance on USMLE Step 2.

1. Academic difficulties in the Basic Science phase (including CR, LOA, or F)
2. Failing USMLE Step 1
3. Negative comments or a C/Pass in the Clinical Skills component of clerkships
4. Failure on the NBME Clinical Subject Examinations

Extended Timelines in the Clinical Studies Phase

Student may take a leave of absence (LOA) during the Clinical Studies phase. Students who take excessive LOAs for health or other reasons should limit bridge time and remain on track to complete the MD program within the 6-year timeline.

Students should be aware that extending their timeline, although academically advantageous in some circumstances, may reduce their competitiveness in obtaining a residency. In addition, interruptions in a student's enrollment may affect loan repayment status and loan eligibility for students 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

Academic Promotion Review Committee

The Academic Promotion Review Committee (APRC), comprised of School of Medicine faculty, reviews and approves those students for graduation upon successful completion of the curriculum and all program requirements. To be eligible for graduation, students must satisfactorily complete 77 weeks of Basic Sciences followed by 80 weeks of clinical training.

Based on assessments conducted throughout the Four-Year MD Program, SGUSOM graduates those students who have successfully met the School's standards for progress, promotion, and graduation, thereby demonstrating achievement of the MD Program Objectives and the competencies required for the practice of medicine.

Requirements for Graduation

To qualify for graduation from the MD Program, all candidates must achieve 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 and Gynecology, and Psychiatry
 - 6 weeks of Family Medicine
 - 32 weeks of elective rotations: 4 weeks of a sub-internship in any core specialty, 4 weeks of an Internal Medicine elective and 24 weeks of electives of student choice
 - Successfully complete any required remediation of a course, or for any failed component of a clinical rotation (including retaking and passing the NBME Clinical Subject Examination of a failed clerkship knowledge component).
- Pass all 6 required NBME Clinical Subject Examinations.
- Successfully complete the Pain Management Module.
- Successfully complete the 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 APRC.

Note: Students who started the Clinical Phase before August 1, 2024 may complete 4–6 weeks of Family Medicine and 32–34 weeks of elective rotations, depending on the number of Family Medicine weeks completed.

Honors Designations

Students who achieve exceptional academic performance during their medical education are recognized at graduation with the following Latin honors:

***Summa Cum Laude* (with Highest Honors)**

- Students graduating with a cumulative WMPG of **95.00% or higher**

***Magna Cum Laude* (with High Honors)**

- Students graduating with a cumulative WMPG of **92.00%–94.99%**

***Cum Laude* (with Honors)**

- Students graduating with a cumulative WMPG of **90.00%–91.99%**

WMPGs are not rounded, and no exceptions are made.

Teacher-Learner Expectations

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, ancillary support staff, and others from whom students learn.

The following principles and expectations are consistent with LCME Standards 3.5 (Learning Environment/Professionalism) and 3.6 (Student Mistreatment).

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

All members of this diverse community are expected to maintain a positive and respectful learning environment free of harassment, intimidation, belittlement, humiliation, and abuse. This policy defines mistreatment and provides a mechanism to allow individuals to report violations without fear of retaliation.

This **Student Mistreatment** policy is meant to address mistreatment not otherwise covered by other existing SGU policies, such as:

- Diversity and Inclusion Policy
- Learning Environment Policy
- Nondiscrimination Policy
- Sexual Misconduct Policy
- Student Code of Conduct

I. Definition of Mistreatment (specific to this policy)

According to the Liaison Committee on Medical Education (LCME), mistreatment occurs, either intentionally or unintentionally, when “behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.”

Examples of mistreatment include, but are not limited to, the following:

- Harmful, injurious, or offensive conduct
- Verbal attacks
- Insults or unjustifiably harsh language when speaking to a student or publicly about a student
- Public humiliation or belittling
- Physical attacks (e.g., being slapped, hit, or kicked)
- Requiring performance of personal services (e.g., child sitting, shopping)
- Intentional neglect (e.g., intentionally neglecting a student in a clerkship)
- Disregard for student safety
- Denigrating comments about a student's field of choice
- Assigning tasks as punishment rather than to meet educational objectives or for the objective evaluation of a student's performance
- Unreasonable and unjustifiable exclusion of a student from a usual and reasonably expected educational opportunity for any reason other than as an appropriate response to that student's performance
- Other behaviors that violate the trust between teacher and learner and/or that are contradictory to the learning atmosphere

Other behaviors that constitute mistreatment such as sexual misconduct and discrimination are covered under this and other explicit University policies.

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	pssccheduling@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

Cross References

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

- Diversity 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>

Website: Student Mistreatment Policy

<https://myuniversity.sgu.edu/pages/student-affairs-sgu-policies>

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 SGUSOM and are not to be construed as representative of the School or its curriculum. The SGUSOM Student Manual, Clinical Training Manual, and course syllabi remain as the definitive guides to school policies, academic requirements, curriculum, and resources.

GMDC Complaints Policy

GMDC Complaint 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 may submit a formal complaint directly to the GMDC in accordance with the [GMDC Complaint Policy](#) using the [GMDC Complaint Form](#).

Students should refer to the **Guidance Document for Reporting Concerns to the GMDC** in the next section for additional information on institutional reporting processes, when and how concerns may be reported to the GMDC, protections from retaliation, confidentiality, and what to expect after a concern is reported.

Guidance Document for Reporting Concerns to the GMDC

Guidance Document for Reporting Concerns to the Grenada Medical and Dental Council (GMDC)

Purpose

St. George's University School of Medicine (SGUSOM) is committed to maintaining compliance with the standards established by the Grenada Medical and Dental Council (GMDC) and to providing students with accessible processes for raising concerns regarding their educational experience.

Students are encouraged to report concerns through the University's established policies and procedures so that issues may be reviewed and addressed promptly and fairly. In most circumstances, concerns should first be addressed through the appropriate institutional processes.

Institutional Reporting Processes

Depending on the nature of the concern, students should use the applicable University process, which may include:

- Reporting concerns to the appropriate course or clerkship director, department chair, dean, or other responsible administrator.
- Using the Student Mistreatment Reporting process for concerns involving mistreatment.
- Utilizing established grievance, appeals, or complaint procedures described in University policies.
- Reporting concerns through other designated institutional reporting mechanisms, as applicable.

The University reviews reported concerns in accordance with its policies and implements corrective actions when appropriate.

Documenting Concerns

Students are encouraged to keep records of their concerns, including relevant dates, communications, and any supporting materials. Maintaining documentation can help ensure that concerns are presented clearly and completely, whether reported through University processes or to the GMDC.

Reporting Concerns to the GMDC

If a student believes that a concern relates to the School's compliance with GMDC accreditation standards or other matters within the GMDC's regulatory authority, the student may submit the concern directly to the GMDC. Students are encouraged to use the University's applicable reporting processes first so that the University has an opportunity to review and address the concern. However, use of institutional processes is not a prerequisite to submitting a concern to the GMDC.

Examples of concerns that may be appropriate for referral include allegations that the School is not complying with GMDC accreditation standards, educational requirements, or other regulatory obligations under the Council's authority.

The GMDC's regulatory authority generally relates to accreditation standards and educational requirements rather than to routine academic appeals such as individual grade disputes.

How to Contact the GMDC

Students who wish to submit a concern to the GMDC may do so in accordance with the GMDC [Complaint Policy](#) using the [GMDC Complaint Form](#). The GMDC may also be contacted at admin@gmdc.gd.

GMDC Complaint Policy:

<https://gmdc.gd/wp-content/uploads/2025/09/GMDC-Complaints-Policy-Medical-Schools-2025.pdf>

GMDC Complaint Form:

<https://gmdc.gd/complaint-form-concerning-medical-schools/>.

If a student has raised a concern through the University's institutional processes and has not received a response within a reasonable period, that may also be reported to the GMDC.

What to Expect After Reporting

When a concern is reported through the University's institutional processes, the University will acknowledge receipt and review the matter in accordance with applicable policies. Students will be informed of the outcome or status of their concern as appropriate and to the extent permitted by applicable policies.

For concerns submitted to the GMDC, the GMDC's processes and timelines will govern. Students may contact the GMDC directly for information regarding the status of any concern submitted to the Council.

Protection from Retaliation

SGUSOM prohibits retaliation against any student who, in good faith, reports a concern through University processes or directly to the GMDC. Students who believe they have experienced retaliation should report the matter promptly through the University's established reporting procedures, including through the Office of Student Affairs (studentaffairs@sgu.edu) and anonymously or non-anonymously through [EthicsPoint](https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html), the University's confidential reporting platform, available at <https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html>

Confidentiality

The University will treat reported concerns with appropriate confidentiality to the extent permitted by law and University policy. Information related to a report will be shared only with those individuals who have a legitimate need to know to review and address the concern. Students should be aware that some matters may require disclosure to comply with legal or regulatory obligations.

Effective Date: August 6, 2026

This guidance document is available through the SGUSOM Student Manual and the SGUSOM Clinical Training Manual. Questions regarding this guidance may be directed to the Office of Student Affairs at studentaffairs@sgu.edu.