

Table of Contents

Administrative Policies and Process	3
Matriculated Students	3
Non-Matriculated Students	3
Semester Credit Load	3
Declaration of Major	4
Change of Major	4
Placement Tests	4
Registration Check-In	4
Late Registration Check-In	5
Add/Drop Policy	5
Course Withdrawal Policy	5
Leave of Absence (LOA)	5
Return from Leave of Absence (LOA)	6
Student Advising	6
Academic Coach	6
Learning Strategies Advice	6
Academic Mentor	7
Wellness Advice	7
Center for Academic Excellence (CAE)	7
Academic Policies	8
Institutional Policy on Program and Course Review	8
Course Structure Policy	8
Course Syllabi Policy	9
Participation and Engagement Policy	9
Academic Professionalism Panels Policy	10
Honors Letters, Academic Distinctions, and Graduation Honors Policy	12
Provision of Administrative Letters for Students Policy	13
Enrollment Requirements for Matriculated Students	13
Transfer and Award of Academic Credit	13
Award of Credit	14
Advanced Standing/Transfer Credit	14
Exemption	14
Religious Observance Policy	14
Challenge Examinations	15
Waiver of Course Requirements	16
Course Substitution	16
Transient Credit	16
Faculty Advisors	16

Academic Events	17
Assessing Student Attendance	17
Attendance	17
Absence & Non-Medical Excuse	17
Definition	18
Procedures	19
The Three Pillars	19
Penalties	19
Letter Grades	20
Other Transcript Notations	20
University Incomplete Policy	21
End-of-Term Grades and Academic Progression Policy	22
Satisfactory Academic Progress Standards and Process	25
Full Time Student Status	25
Academic Progress Standards	25
Quantitative Standard	25
Qualitative Standard	26
Academic Progress Review Committee (APRC)	26
Monitored Academic Status (MAS)	26
Quantitative Deficiency	27
Qualitative Deficiency	27
Appeal Process	27
Graduation Eligibility	28
Application for Graduation	28
Graduation Ceremony	29
Honors Designations	29
Pre-Clinical Program	29
Promotion Policy from Pre-Clinical Program to the 4 Year MD Program	29
Pre-Clinical Program Assessment Rules and Regulations Policy	31
Pre-Clinical Grading Policy	34
Charter Foundation Pathway (CFP) Policy	36
Post-Baccalaureate Program (PB) Policy	40
MDReady Pathway Policy	44
Course and Instructor Critique Policy	46
Policy Statement	46
SAS Graduate Degree Programs	47

All students registered in the School of Arts and Sciences undergraduate programs are subject to the policies and regulations of both the School of Arts and Sciences and St. George's University.

Administrative Policies and Process

Admission

Matriculated Students

All applicants to St. George's University who meet established admission criteria for degree programs in the School of Arts and Sciences are matriculated into the specific degree program as stated in their Letter of Acceptance. Matriculation status assures students that the requirements for a particular degree will remain in effect until they graduate.

Matriculated students may attend classes on a full-time (12 or more credits) or part-time (9 or fewer credits) basis.

Students are responsible for being fully aware of their academic program structure and enrolling in courses that will satisfy their graduation requirements.

Non-Matriculated Students

Non-matriculated status is granted to students who wish to take classes at the University and are not seeking a degree or those who do not meet the admission requirements for their chosen degree program. Students can continue to take courses for a variety of educational, occupational, and/or recreational reasons for as long as they wish.

Non-matriculated individuals who are not currently admissible to a degree program and wish to earn acceptance as a matriculated student must successfully complete at least 15 credit hours of university level General Education requirements, including the Oral and Written Communication requirement.

It is essential that such non-matriculated students carefully select courses in consultation with a Faculty Advisor to assure that the courses taken will be applicable to the degree program desired. If students pass courses and earn an overall GPA of 2.00 or better, they should submit an application to the Office of Admission for full matriculation.

Semester Credit Load

Normal credit loads of Full-time students are 12-15 credits per regular semester. Full-time, matriculated students are limited to a maximum of 18 credits per semester; however, with the permission of the Department Chair and the Dean of the School of Arts and Sciences, matriculated students with a grade point average of 3.50 or higher in the preceding semester may be allowed to enroll for more than 18 credits in the following semester.

Working and/or busy students are advised to adjust their credit load according to the time they have available for studying.

Non-matriculated students may take a maximum of 11 credits in any semester.

Students may not complete more than 12 credits during a Summer session.

Declaration of Major

Students are responsible for being fully aware of their academic program structure and for enrolling in courses that will satisfy graduation requirements. Students should review the degree audit (available from their respective department), the description of the degree program and course descriptions published by the School of Arts and Sciences.

In addition, students should meet with their assigned Faculty Advisor to discuss their academic plans and career goals. The degree audits should be reviewed by students, in consultation with the Faculty Advisor throughout matriculation to ensure that they are progressing in a timely fashion toward their degree. Any additional queries should be directed to the [Office of the University Registrar](#).

Change of Major

Students may change major with permission of both their original and new Department Chairs to ensure the proper credits can be met within the necessary time frame. Students wanting to switch into the Biology major or into the Nursing Program, must also submit a new Application for Matriculation to the Office of Admission. In order to effect a change of major, students must submit a [Declaration/Change of Major Form](#), signed and approved by their current Faculty Advisor and the Department Chair of the students current and new major, to the [Office of the University Registrar](#).

If students wish to be considered for admission into the Pre-Clinical or Pre-Veterinary medical program, they must submit an application to the School of Medicine or School of Veterinary Medicine respectively, through the Office of Admission. They must receive a recommendation from the Dean of the School of Arts and Sciences in order to process the application. An interview conducted by the SGU Faculty Student Selection may be required.

Placement Tests

The School of Arts and Sciences requires students to take English and Math Placement Tests. Placement Tests are offered once per semester in the week before teaching begins.

The English Placement Test is designed to assess the level of reading and writing skills of students who have not been assigned potential transfer credits for College English I (ENGL 107), so that they can be placed in appropriate courses.

The Math Placement Test is designed to assess the levels of computation, data analysis, and problem-solving skills of students who have not been assigned potential transfer credits for College Math (MATH 120).

Registration

Registration Check-In

All students are required to register prior to the first day of the semester. New students will obtain registration materials from the Office of the University Registrar and determine their academic program under the guidance of the Department Chair and/or an assigned faculty advisor. For returning students, this is generally done during pre-registration with their Faculty Advisor.

The registration process is not final until the Office of the University Registrar has verification of financial clearance.

Students may not register for classes unless their tuition and fees are paid in full.

Late Registration Check-In

The Late Registration period starts the second day of classes and continues throughout the first teaching week, until the following Monday at 5:00 pm. Returning students who register during that time will be charged a late fee according to the schedule below:

Tuesday	EC	\$25.00
Wednesday	EC	\$50.00
Thursday	EC	\$75.00
Friday	EC	\$100.00
Monday (2nd week of classes)	EC	\$125.00

Students should note that if they register and begin classes late, they will miss important academic concepts and their grades may suffer. Responsibility for catching up with missed material lies with the student. Late registration will not be considered an excuse for poor academic performance.

Add/Drop Policy

Students are permitted to add or drop courses until Monday at 5:00 pm of the second week of classes. Dropping courses does not result in any transcript notation. Students should consult with their Department Chair or Faculty Advisor prior to adding or dropping courses.

To add or drop a course, students and Faculty Advisors must complete the [Add/Drop Form](#) available from the Office of the University Registrar. It is the responsibility of students to submit this form with all required signatures by the add/drop deadline. Non-attendance does not constitute dropping a course. The only way a students' registration may be adjusted is for them to file a completed [Add/Drop Form](#) with the Office of the University Registrar.

Students are not allowed to add or drop courses after the end of the add/drop period. No refund or credit will be granted for any courses that are not officially dropped by the appropriate deadline.

Course Withdrawal Policy

After the add/drop period has closed, students may [withdraw from a course](#) and receive a "W" on their transcript, provided the request is made by **5:00 p.m. on the Friday of the 9th week** of a 16-week semester.

After this point, students may apply for a Leave of Absence (LOA) through the Office of Student Affairs, which, if granted, will result in a "W" in all courses for that semester.

Students are only allowed a maximum of **two (2) withdrawals per course**. Please note that students on Monitored Academic Status (MAS) are **not** permitted to withdraw from the course(s) that they are repeating.

Leave of Absence (LOA)

Leave of Absence (LOA) Application

Students in the School of Arts and Sciences may apply for a [Leave of Absence](#) (LOA) prior to the start of the semester or after the semester has started until 5:00 p.m. on Friday of Week 15 of the semester. All LOA requests are reviewed by the Office of Student Affairs. If the LOA is requested for medical reasons,

documentation will be required, and the Office of Student Affairs may consult with the Director of the University Health Services. Once approved, the LOA will be granted for one semester. Students are permitted up to four (4) LOAs throughout the duration of their studies.

If a student submits an LOA request on the last day of the semester (week of scheduled final exams), the LOA will not be approved.

Any student who misses their final examination(s) and/or any scheduled completion exam and was not approved for an LOA or a medical excuse, will receive a grade of '0' on the missed examination(s).

Returning from LOA

Students returning from LOA must meet with a Dean in the Office of Student Affairs one month prior to the end of the leave expiration date, email, studentaffairs@sgu.edu.

Students on the Medical Leave of Absence will be required to submit a health clearance to University Health Services, clinic mail-in clinic@sgu.edu to registration check-in.

In some cases, the Director of Health services may require an Independent Medical Evaluation (IME) prior to returning for the subsequent semester.

If a student requires an extension to their LOA, request must be sent to studentaffairs@sgu.edu.
[Extensions of Leave of Absences](#)

Return from Leave of Absence (LOA)

Students wishing to return to their studies after taking an LOA for medical reasons must contact the [Office of Student Affairs](#) for clearance prior to semester start.

Student Advising

The School of Arts and Sciences utilizes a four-tiered advising system for its students:

Academic Coach

Each student in the School of Arts and Sciences is assigned to an academic coach who is available to provide academic advice to students. These faculty provide advice regarding academic options (e.g., withdrawing from the program, taking a Leave of Absence, and improving academic performance, program expectations).

Learning Strategies Advice

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

Academic Mentor

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

Wellness Advice

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

Center for Academic Excellence (CAE)

CAE's mission is to improve student persistence, academic performance, and career readiness through coordinated academic support, advising, and career development services.

Support offered:

Math & Communication: - Tutoring and Academic Support is offered in Mathematics and oral and written Communication through the Math Support Services (MSS) and Communication Support Services (CSS) units. MSS supports the development of mathematical competence required for coursework and overall quantitative literacy, while CSS strengthens written and oral communication skills and functional academic literacy.

Advising Mechanisms:

Open Door "Self-Service" Advising

Students may take advantage of the many resources available to support their learning and wellbeing in School of Arts & Sciences. Students do not need an advisor to refer them for support; they may seek out their own support from a variety of sources:

- Office Hours with Academic Faculty
- Academic Program Advising Appointments
- Academic Professional Development Advising Appointments
- Learning Strategies Appointments (DES)
- Office of Student Affairs Appointments
- University Health and Wellbeing Center Appointments

Following SAS exam performance reviews:

Students identified as having performance below School of Arts and Sciences standards are required to attend post-exam advising meetings. Academic Advisors provide advice specific to the student's

academic program and identify factors influencing performance in order to develop a personalized plan for improvement. These advisors may recommend learning strategies advising or content expert advising from the faculty. Students facing more complex learning or personal difficulties will be referred to the Center, University Health and Wellbeing Center, or the Office of Student Affairs as appropriate.

Following Dismissal and Reinstatement as a result of a successful appeal:

Students who are reinstated following below standard performance are assigned to an Academic Advisor. At the beginning of the term, students are required to meet with their academic advisor to discuss and action the requirements from their reinstatement letter. During this term of academic focus, the advisor meets regularly with the student to assess their progress in achieving their personal learning plan, and to ensure the student is taking advantage of available support and on track for improvement. Students are referred to other advisors and services as necessary.

Following successful progress, but an “at-risk” status due to borderline performance:

Students with weak performance who need to make significant performance improvement within an academic term are assigned to an Academic Advisor. During this term of academic focus, the advisor meets regularly with the student to ensure he/she has a solid plan for improvement and is taking advantage of available support and on track for improvement. Students are referred to other advisors and services as necessary.

Academic Policies

Institutional Policy on Program and Course Review

Purpose and Scope

SGU is committed to continuous quality improvement across all its academic programs

This policy establishes a formal process for the periodic review of programs and their constituent courses, or phases, to ensure that instructional content, teaching methodologies, and assessment strategies remain academically sound, mission-aligned, and consistent with institutional learning outcomes and accreditation standards.

II. Guiding Principles

- i. Evidence-Informed: All decisions and recommendations are evidence based utilizing data such as internal assessment results, external assessment performance, completion and progression rates, and reflection from course and program leadership, faculty and student groups.

V. Review Components

Course/clerkships review will typically include:

- i. Assessment methods and outcome analysis.
- ii. Student performance and progression data.
- iii. Student and faculty feedback and reflection.
- iv. Review of previous improvement plans and evidence of progress.

Course Structure Policy

Definition of a Course

- i. Defined methods of student assessment and grading.

Structural Requirements

Balance of Instruction and Assessment: Instructional activities must be complemented by valid, reliable assessments of learning outcomes.

- ii. Course Schedules: The course schedule should be planned and published ahead of the start of term; this includes the dates for completion examinations and make-up examinations (for SGS). All course grades need to be finalized as soon as possible after the end of the course; but cannot be later than 30 days after the course/term ends. Completion examinations should be scheduled within 7 days of the end of term. Make-up examinations must be scheduled with end of term promotion and appeals in mind and so as a guideline should be within 7-14 days after the end of term and give time for finalization of grades; promotions committee consideration and time for appeal.
- iii. Any substantive changes in modality, workload, assessment or delivery method require prior review by the program or School curriculum committee.
- iv. Student Experience Safeguards
To ensure fairness and educational integrity:
 - i. Course and assessment expectations must be transparent, consistent, and communicated to students at the outset.

Course Syllabi Policy

- i. Course Description: A brief overview of course content, purpose, and scope of the content and the assessment system for the course.
- ii. Learning Outcomes: Clearly stated, measurable outcomes aligned with course, program and institutional goals.
- iii. Course Schedule: Major topics and activities by week, including examination dates, assignment deadlines, and holidays, or a link to such information.
- iv. Assessment and Grading: Explanation of how students will be evaluated, including weight of exams, assignments, participation, projects, and grading scale.
- v. Course and Instructor Evaluation: Statement that student participation in SGU's Course and Instructor Critique Program is required.
- vi. Course Directors and Department Chairs are responsible for ensuring that syllabi are prepared and distributed in compliance with this policy.

Participation and Engagement Policy

All professional and pre-professional programs and undergraduate programs apply the same expectations for participation and engagement.

IV. Expectations

- i. Students are expected to engage as learners, dedicating the time and commitment required for their program of study and for the feedback and evaluation of those courses in which they participate.
- ii. Students are expected to be engaged in courses, and check the LMS and SGU e-mail daily while enrolled in a program or an active course.
- iii. Students must be present to actively participate in all required scheduled activities, including but not limited to: lectures, laboratories, tutorials, clinical skills sessions, community engagement activities, clinical rotations, and other scheduled course related activities.
- iv. Presence and Participation is both a professional responsibility and an academic requirement; failure to meet participation expectations may result in academic or professionalism consequences.

- v. Some academic sessions may outline restrictions on electronic devices during the session; this will be outlined in the course syllabus.

V. Monitoring of Participation and Engagement

- i. SGU uses various systems (e.g., audience response systems, scan/sign-in procedures, lab/clinical attendance logs) to verify student presence and engagement.
- ii. Students must use their own identity and credentials when registering participation; proxy or fraudulent participation is considered academic dishonesty and a breach of the honor code.
- iii. Course directors and faculty are responsible for collecting participation data and each school defines the threshold and consequences of inadequate participation; the details are outlined in each course syllabus. Each school's Student Manual will outline the details of grace
- iv. for academic activities but shall not set that lower than 80% for the course.

VI. Regulatory and Accreditation Compliance

- i. Participation records may be used as part of student assessment, academic progression decisions, and external reporting to regulatory authorities.

VII. Consequences of Non-Compliance

- i. A failure to participate and engage in academic activities may result in:
 - i. Referral to the Office of Student Affairs.
 - ii. Academic penalties as defined in the course syllabi or School Student Manual.
 - iii. Professionalism notations in the student's record.
- ii. In cases of misrepresentation of attendance (e.g., using another student's clicker, signing in for another), students may face disciplinary action up to and including dismissal.
- iii. For each School's specific participation policy please refer to the relevant Student Manual.

VIII. Extenuating Circumstances

- i. If, due to a catastrophic event or emergency, students are unable to attend any mandatory activity, they must immediately notify the [Office of Student Affairs](#) by email providing relevant information.
 - 1. The relevant Associate/Assistant Dean of Student Affairs from the appropriate School will make a determination on the validity of the absence based on information provided and communicate to the course directors, requesting that they make arrangements for completion of the missed activity.
- ii. Where a school/course has fractional participation requirements (i.e. 80% of activities in a category) then absence from a course event within the allowance permitted does not require notification to the Office of Student Affairs.
- iii. If a student is in doubt, they should refer to their course syllabus or reach out to their Course Director, who defines which activities and participation thresholds are required for each course element.
- iv. Absence from examinations always requires notification to Student Affairs in the absence of being able to utilize the medical excuse system.

Academic Professionalism Panels Policy

I. Purpose

The Faculty Panel on Academic Professionalism FPAP provides a school-based mechanism for addressing academic course-related compliance and professionalism issues. Their mandate is limited to academic matters that do not require investigative authority but deal with de facto non-compliance with course/assessment policy. They are not judicial bodies, but they are the sole authority for imposing academic penalties/sanctions related to professionalism lapses in coursework and/or assessments. The FPAP determines and imposes the appropriate academic penalty within the confines of those established in the course syllabus.

II. Scope

- i. Applies to all students enrolled in the School of Medicine (SOM) and the School of Veterinary Medicine (SVM) and the School of Arts and Sciences professional programs (SAS).
- ii. Covers issues directly tied to non-compliance with academic courses and assessments, including but not limited to:
- iii. Examination compliance (lateness, unexcused absence, ID issues, technical requirements, misconduct)
- iv. Academic integrity violations (cheating, plagiarism, misrepresentation of participation)
- v. Professional behavior during academic sessions, assessments, simulations, and patient/client interactions, such as unsafe behavior with patients
- vi. Completion and remediation of course-required assessments
- vii. Excludes: Behavioral or conduct matters not directly related to coursework (e.g., harassment, campus misconduct). These are under the authority of the Office of Student Affairs and the Judicial Office. Any issues that require investigative due process must be handled by Office of Student Affairs.

IV. Panel Structure

- i. Each school maintains its own Faculty Panel of Academic Professionalism:
- ii. Membership:
- iii. School-specific faculty (SAS → faculty as appropriate for Program)
- iv. Optional cross-representation: one external faculty member from another school may be invited to serve as a non-voting member to enhance transparency and consistency across schools.
- v. Quorum: The membership of the FPAP must be at least 3 voting members.

V. Process

- i. Referral: Complaints or concerns may be submitted by course directors, faculty, staff, or Student Affairs directly to Faculty Panels where non-compliance with courses/assessment policies is indicated. All cases of suspected cheating, plagiarism, academic misrepresentation issues must first go to the Office of Student Affairs for investigation; these may be referred back to FPAP from Student Affairs for determination of academic penalty/remediation.
- ii. Review: The Panel reviews the case, confirms jurisdiction, and proceeds with action as necessary.
- iii. Determinations may include:
 1. Dismiss complaint with no action
 2. Refer student to academic support, mentoring, counselling, other offices or resources, or appropriate intervention
 3. Impose academic penalties as defined in the relevant course syllabus and school policy (grade deductions, zero for assessment, remediation, probation)
- iv. Documentation: All cases and outcomes are documented and filed with the appropriate Dean's office and the Office of Student Affairs.

VI. Appeals

- i. A student sanctioned by academic penalties may appeal in writing within 2 business days of notification of the penalty.
- ii. Appeals are directed to the Dean of the respective school (or their delegate), who may:
- iii. Uphold the panel's decision
- iv. Modify the penalty
- v. Dismiss the panel's decision and recommend an alternative course of action.

VII. Limitations

- i. Panels cannot exceed penalties published in the syllabus.
- ii. The course syllabus must outline the infractions by category and the type of penalties or sanctions that may be applied.

- iii. Panels do not adjudicate non-academic behavior and should not be investigatory, i.e. should not be collecting testimony, statements, etc. They have limited powers to confirm non-compliance with the course administration only.
- iv. Panels cannot dismiss or suspend a student independently; such actions require Dean-level or Student Affairs-level action.
- v. Panels have no authority to request information from Student Affairs or the Judicial office. Their role is limited to action directly related to coursework/assessment.
- vi. Bylaws for each school panel and its operation must be outlined in detail in the respective School Student Manual and must align with this policy.

Honors Letters, Academic Distinctions, and Graduation Honors Policy

This policy applies to all students enrolled in degree-granting programs at SGU. Where applicable, specific programs such as the Doctor of Medicine (MD) program, may have Weighted Mean Percent Grade (WMPG) rather than GPA data. All thresholds and criteria are applied without rounding.

III. Dean's Letters

Term-Based Academic Honors

Dean's Letter of Recognition

Awarded each academic term to students who demonstrate high academic achievement.

Eligibility:

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

No rounding is permitted in calculating GPA or WMPG.

Award Process:

The Office of the Dean identifies eligible students at the close of each term.

Official Deans Letters are issued by the Provost with the Office of the University Registrar.

IV. Chancellor's letters

Chancellor's Letter of Recognition

Awarded each term to students who achieve the highest possible academic distinction.

Eligibility:

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

No rounding of GPA or WMPG values.

Award Process:

Recipients are verified by the Dean's Office.

Official Chancellor's Letters are issued by the Provost with the Office of the University Registrar

Provision of Administrative Letters for Students Policy

III.III Dean's and Chancellors Letters

- i. Purpose: To provide official academic/professional documentation specific to a student's program or stage of training.
- ii. Issuing Authority:
 - i. School of Medicine: Dean, School of Medicine
 - ii. School of Veterinary Medicine: Dean, School of Veterinary Medicine
 - iii. School of Arts and Sciences: Dean, School of Arts and Sciences
 - iv. Graduate Studies Program: Dean, Graduate Studies Program
- iii. These letters are Provided by the Provost, and administered by the Office of the University Registrar, and sent to each student within 4 weeks of the end of each term. No request is necessary for Deans and Chancellors letters. Please contact the Office of the University Registrar if you believe you should be in receipt of such a letter but cannot see it within 4 weeks of the start of the following term in which conditions were met. Please note that WMPG requirements for qualification must be met fully (no rounding) for valid issuance of letters.

III. School-Specific Guidelines

- i. School of Arts and Sciences
 - i. Students may apply for an LOA before the start of a term or during the term, up to 4:00 p.m. AST on the day before the course's scheduled final examination (excluding completion examinations) OR to the day before the first examination of final examinations week in academic terms that contain multiple courses with multiple final examinations in the last week.
 1. Term dates and final examination schedules are published on the Office of the University Registrar webpage on the SGU Portal.
 - ii. A student who misses the final or re-sit/completion examination without an approved LOA will receive a grade of "0" for the missed examination(s) and a final course grade of F.

Enrollment Requirements for Matriculated Students

Students must complete a minimum of 60 credits at St. George's University to earn an undergraduate degree from the University. Of these 60 credits, the number of credits required in the major field of study is determined by each department. The total number of credits students may accrue via transfer or other types of awarded credit is 60. Once students reach this maximum, no further transfer credit will be accepted.

Transfer and Award of Academic Credit

The transfer or award of credit for learning achieved outside of St. George's University (SGU) comes in several forms. The evaluation of such credit involves comparability of the nature, content, and level of credit offered at SGU, prior learning, and the appropriateness and applicability of the credit earned.

Award of Credit

Students may receive specific course credit (for example, ACCT 204: Financial Accounting – 3 credits) or general electives for prior coursework performed at a tertiary educational level, such as Advanced Levels/CAPE, Advanced Placement, and International Baccalaureate, or other coursework performed at a previously-attended post-secondary institution.

A notation of the advanced standing/transfer credit, the course or category, denoted by “T,” and the credit hours received, will appear on the SGU transcript. The credit hours may be utilized to fulfill graduation requirements; however, no grade is earned. Thus, such credit does not impact the SGU Grade Point Average (GPA). Students should direct questions relating to transfer credits to the [Office of the University Registrar](#).

Advanced Standing/Transfer Credit

Advanced standing/transfer credit will be evaluated on an individual basis in accordance with the advanced standing/transfer credit policy. Only courses with a grade of C or III or better will be considered for transfer credit. Advanced Level or CAPE courses may also be considered for transfer credit as determined by the Office of the University Registrar. . Transfer credit is not awarded for 300 and 400 level courses in the School of Arts and Sciences.

Each applicant is responsible for ensuring that all related documentation, including official transcripts, grading policy, and official course descriptions are sent directly to the Office of the University Registrar. If these documents are not in English, they must be accompanied by a certified English translation. Required documentation should be submitted to the [Office of the University Registrar](#) prior to the start of the semester and no later than two weeks into the semester.

Following receipt of the official documentation and course descriptions from a secondary institution, the credit will be evaluated by the Office of the University Registrar.

Transfer credit from our academic partner, T. A. Marryshow Community College, will follow a similar albeit streamlined process due to the inter-institutional collaboration.

Exemption

Under rare circumstances, students who have significant prior learning acquired through academic or non-academic experience may wish to be considered for Exemptions/Waivers .

Following consultation and approval of the Faculty Advisor and Department Chair of the degree program, students may be granted Exemptions/Waivers for the semester. A maximum of 18 credit hours may be received via exemption.

Religious Observance Policy

I. Purpose

SGU is committed to fostering an inclusive academic environment that respects the religious practices of its diverse student body. This policy outlines the process by which students may request alternative timing for examinations or single mandatory academic events due to religious observance.

II. Scope

This policy applies to all students enrolled in any program across the university, including those in the School of Medicine, School of Veterinary Medicine, School of Arts & Sciences, and at satellite teaching sites. The Religious Observance Policy applies to examinations and mandatory academic events that are unique and limited in scope, e.g. mandatory meetings that are only offered in single instances. All other recurring academic course activity is not covered by the Religious Observance Policy. Students should refer to the School's policy on course participation for regularly scheduled course activity.

III. Request Process

- i. A student who wishes to request a completion examination or accommodation/rescheduling for a one-off mandatory academic session for the purpose of religious observance must:
 - i. Complete and submit the Religious Observance Request Form to the Office of Student Affairs.
 - ii. Submit the form no later than 30 days after the start of the academic term in which the request applies.
 - iii. Late submissions are allowed when schedules published at the start of term did not include dates for the examination/mandatory academic event.
 - iv. For students participating in practical examinations that may be scheduled over multiple dates, the Religious Observance Request Form should be submitted to alert the course director to any possible need for accommodation.
- ii. The Office of Student Affairs will review the request and inform the relevant Course Directors of approved accommodations as soon as practicable.

IV. Responsibilities

- i. Students: Responsible for submitting requests on time and providing complete information on the Religious Observance Form.
- ii. Office of Student Affairs: Responsible for reviewing requests, determining eligibility, and notifying Course Directors promptly.
- iii. Course Directors: Responsible for working with the Office of Student Affairs to arrange appropriate alternative examination/event times consistent with program requirements and academic integrity.

V. Program and School Participation Rules

- i. Some Schools or programs may have additional participation/attendance rules, policies, or requirements that intersect with religious observance requests.
- ii. Students are responsible for reviewing the relevant section of the Student Manual for their School or program and complying with all participation expectations.

VI. Limitations

1. Requests submitted after the 30-day deadline may not be accommodated in the event that the scheduled activity was published in the academic/course calendar at the start of the academic term.
2. This policy does not obligate SGU to waive essential academic requirements; accommodations will be made where reasonable and appropriate while maintaining academic standards/requirements.

Challenge Examinations

Students with prior knowledge equivalent to an SGU course may apply to sit a challenge examination. Challenge exams are not available for all courses.

The Challenge Exam application, must be submitted by the student and approved by the Course Instructor/ Director, the Department Chair, and the Dean of the School of Arts and Sciences, in the semester prior, to taking the Challenge Exam.

The [challenge examination](#) is prepared by the Course Instructor/Director and is equivalent to a comprehensive examination for that course.

Students will not be allowed to take more than three challenge examinations in a semester. Challenge exams are to be sat ONLY within the first week of the semester. A non-refundable \$100.00 USD administrative fee will be charged for each challenge examination.

The grade earned for a challenge examination is recorded on the transcript; both credit hours and grades are awarded. Students are only allowed to take a challenge examination once for each course. Students cannot take a challenge exam after failing the course.

In the event that students fail a challenge examination, they will be allowed to register for the course in the current (or subsequent) semester. Taking a challenge examination counts as one attempt at a course.

Waiver of Course Requirements

Students with prior knowledge equivalent to an SGU course may request that a waiver be granted. Generally, this applies to courses for which no challenge examination is offered. The Course Instructor/Director, with consultation of the Department Chair, performs this evaluation on a case-by-case basis using evaluative tools, which may include examinations or other diagnostics.

[Waiver of course forms](#) must be approved by the Faculty Advisor, Department Chair and the Dean of the School of Arts and Sciences. Forms must then be submitted to the Office of the University Registrar. A notation will appear on the transcript; however, neither credit hours nor a grade is awarded. A waiver fulfills a prerequisite or a degree requirement.

[Waiver of Course forms](#) must be submitted by the student and approved by the instructor, by the 2nd week of classes.

Course Substitution

In exceptional circumstances, a student may be granted approval for a course to be substituted with another course. Approval for course substitution must be granted by the students Faculty Advisor, the relevant Department Chair, the Dean of the School of Arts and Sciences, and the Associate Registrar using the Waiver & Substitution form.

Transient Credit

In exceptional circumstances, following matriculation at SGU, students may request approval to take coursework at another university.

Approval must be received prior to registration or attendance at another university. Students must submit a completed [Transient Credit Approval Form](#) accompanied by the course description(s) of the course(s) they wish to take to the [Office of the University Registrar](#).

Evaluation of the request will include not only credibility and equivalency of course content, but also justification for taking the course(s) at another university. Students must have an official transcript sent from the host university to the SGU Office of the University Registrar. Students must receive a grade of "C" (or equivalent score) or better in the course(s).

A transient course, denoted by "T," and the credit hours received, will appear on the SGU transcript. The credit hours may be utilized to fulfill SGU graduation requirements; however, no grade is earned. Thus, such credit does not impact the SGU GPA. Students may not receive more than 18 credit hours of transient credit.

Faculty Advisors

Matriculated students will be assigned a Faculty Advisor by the Office of Student Affairs. Faculty Advisors provide support and guidance to students. Further information on the role of a Faculty Advisor can be found in the [Office of Student Affairs](#) pages of the SGU Portal.

Students who wish to change their Faculty Advisor should follow the instructions posted at [this link](#) on the Office of Student Affairs SGU Portal page.

Students must submit completed and fully signed forms requesting this change of advisor by 5:00 pm on the Friday of week 10 of the semester.

SAS Attendance Policy

Academic Events

Academic Events refer to virtual and face-to-face teaching/learning activities, such as class sessions and exercises, labs, internships, asynchronous online forums, quizzes, exams, field trips and other class projects, and viewing and reviewing of handouts, readings, and recordings. Students are expected to attend all academic events assigned to them by their Course Directors/Course Instructors. If absence from a particular required academic event is anticipated or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed by students (outlined below).

- The Office of Student Affairs must be notified by students applying for a Medical Excuse from exam(s) using the following online [Medical Excuse link](#). (Please see [Examination Attendance](#) for further details).
- Course Directors and/or Course Instructors should be notified by students via email regarding Non-Medical Excuse for absence from exams and absence from all other academic events. The [Office of Student Affairs](#) should be notified by students via email if multiple absences from academic events occur, or are anticipated.
-

Assessing Student Attendance

Students are permitted two (2) unexcused absences. More than two (2) unexcused absences may adversely affect a student's grade, as specified in the particular course syllabus. Instructors may also award a specific percentage of their course grade to attendance, provided that a clear written statement on this aspect of the course and its impact on grading is described in the course syllabus.

Attendance

Attendance refers to a quantitative (numeric) measure of how long a student has been present at a required, synchronous class session, whether that session is in-person or online. Although attendance includes both frequency and duration, only frequency is captured in this policy. Students are, however, expected to attend every class, for the duration of the class.

Absence & Non-Medical Excuse

A student is considered absent from a class if the instructor/facilitator (by whatever means he/she selects) is unable to confirm that student's presence when attendance is taken. If absence from a particular session is anticipated or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed.

SAS Non-Medical Excuse

In extraordinary circumstances, a student within the School of Arts and Sciences may be granted an excused absence (non-medical excuse) from required course activities, excluding examinations. A non-medical excuse is categorized as a catastrophic event, religious observance, scholarly/ administrative activity, and visa appointment.

The non-medical excuse may be granted for one to five (5) business days.

To apply for a non-medical excuse, students should follow the procedures described below.

- **Catastrophic Events:** Unforeseen and extraordinary events (e.g., funerals, hospitalization of a family member (beyond 2 days), family emergency) may be considered for an excused absence. The student must inform the Office of Student Affairs. Students and provide proof of the incident to studentaffairs@sgu.edu.
- **Religious Observances:** A student who wishes to observe a religious holiday may receive an excused absence if the appropriate protocol is followed for seeking the excused absence. Specifically, the student must inform the Office of Student Affairs of the dates of the religious holidays within the first month of each academic term in order for these absences to be approved. Any dates of travel associated with the religious observance beyond the actual holiday are NOT covered by excused absences.
- **Scholarly/Administrative Activities:** Activities that enhance a student's scholarly achievement and/ or contribute toward the administrative activities of SGU's School of Arts and Sciences may be eligible for an excused absence. Examples may include presenting at a national conference or attending required meetings with officials of SGU. The student must inform the Office of Student Affairs and provide proof of scholarly/administrative activities (conference and travel itinerary) to studentaffairs@sgu.edu at a minimum of two weeks before travel.
- **Visa Appointments and Jury Service:** In exceptional instances, students may be granted permission to attend visa appointments and jury service during the semester. The student must inform the Office of Student Affairs. Students and provide proof of visa appointment and travel itinerary and/or an official letter of jury service to studentaffairs@sgu.edu at minimum one week prior.

Examination Policies

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

Plagiarism Policy

Definition

The Oxford Concise Dictionary, 9 ed., (1995: 1043) defines plagiarism as 'the act or instance of plagiarizing, something plagiarized.' The dictionary then defines plagiarize as 'take and use (the thoughts, writings, inventions, and so forth of another person) as one's own; pass off the thoughts, and so forth of (another person) as one's own.'

This includes but is not limited to, copying text from published sources, paraphrasing or summarizing without proper citation, submitting work done by someone else or generated by AI tools as one's own, and submitting work that has been previously submitted for credit.

Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated.

Procedures

To aid in adhering to the University's Plagiarism Policy (which can be found in the [General Section of the Student Manual](#)), the School of Arts and Sciences has adopted "The Three Pillars":

1. Honor Code
2. Avoidance
3. Detection

Students are instructed in protocols for the conduct of research and styles of referencing to ensure that every statement that is NOT the product of students' original thought is appropriately and accurately cited. The University offers means by which faculty members might seek confirmation of suspicion that students' work is plagiarized.

The Three Pillars

i. Honor Code: All New students are asked to sign an Honor Code upon admission to the University (this includes part-time students as well). Integral to the Honor Code is a promise by the students that they will not engage in any act of plagiarism.

ii. Avoidance: Students will be taught correct citation in all ENGL Prefix courses, as well as in the course, 'Introduction to University Life'. These classes will emphasize the following procedures:

- Quotations must be placed properly within quotation marks and must be cited fully
- All paraphrased material must be acknowledged completely
- In instances where ideas or facts are derived from students' reading and research, or from students' own writings, the sources must be clearly indicated. The responsibility for learning the proper forms of citation lies with the student. Styles of writing are department-specific and will be covered by faculty in respective departments.

iii. Detection: School of Arts and Sciences faculty members utilize a number of methods of ensuring that materials submitted are not plagiarized. These include the use of search engines, websites and software dedicated to identifying plagiarized work. Faculty members also act as blind markers and second markers for colleagues.

Penalties

Transparent procedures will be followed where plagiarism is confirmed by the faculty member and verified by colleagues. Penalties are intended to protect the integrity of the work of students and faculty, and the good name of the University. Faculty members reserve the right to award a grade of "F" for confirmed plagiarism, in addition to referring the matter to the Office of Judicial Affairs for disciplinary action.

In addition, the growing use of artificial intelligence (AI) in academic settings is acknowledged and SAS strives to ensure that students submit work that they have produced themselves. As such, the submission of work generated or significantly assisted by AI tools will also be considered a form of plagiarism.

In the event that a student has plagiarized, the following actions will be taken:

First offense: The student will receive a grade of zero on the assignment, and will be required to meet with the instructor to discuss the incident and review proper citation methods. The instructor reserves the right to refer such instances immediately to the Office of Student Affairs.

Second offense: The student will be reported to the Office of Student Affairs, who will then decide whether the case will be taken on by the Office of Judicial Affairs, which is responsible for determining the outcome of such cases, including possible suspension or expulsion.

It is the responsibility of each student to ensure that their work is their own and that proper citation practices are followed. SAS will continue to uphold these values of academic integrity and expects all students to do the same.

Plagiarism is a serious offense and will not be tolerated by St. George's University.

Undergraduate Grading Policy

Letter Grades

The School of Arts and Sciences uses the following letter grades to indicate the record of achievement in courses completed:

Letter Grade	Grade Point	Score (Percent)
A+	4.00	100
A	4.00	90-99
B+	3.50	85-89
B	3.00	80-84
C+	2.50	75-79
C	2.00	70-74
D	1.00	65-69
F	0.00	<65

Other Transcript Notations

I – Incomplete

Students who are unable to complete the semester's work due to serious mitigating circumstances, such as illness or family emergency may receive an "I" as an interim grade. The Office of Student Affairs must approve the reason supporting the receipt of the "I" grade.

NOTE: The Course Instructor/Director must file a Change of Grade form upon students' completion of course requirements within 30 days of the start of the regular subsequent semester or the "I" will be changed to an "F."

W – Withdrawal

After the add/drop period has closed, students may withdraw from courses any time up to the point when two-thirds of the semester (week 11) has been completed and receive a "W" on their audit and academic transcript. After this point, students will be allocated the grade they earn or they may choose to take a leave of absence, in which case they will receive a "W" in all courses.

AU – Audit

Students wishing to audit courses must register at the onset as an audit student. For those courses and grades, "AU" will automatically be recorded on the grade rosters.

S/U – Satisfactory/Unsatisfactory

These grades are to be used only for special courses as stipulated in course syllabi .

CC – Continuing Course

The CC grade is issued only for courses that extend beyond one semester. The earned grade will appear on the transcript in the final semester of course participation/completion.

NG – No Grade

No grade reported by the Course Instructor/Director for registered courses.

University Incomplete Policy

III. Policy Statement

An "Incomplete" grade is a temporary grade indicating that a student has completed the majority of the course requirements but, due to legitimate and unforeseen circumstances, cannot complete the remaining requirements by the end of the term. The decision to grant an "Incomplete" ("I") rests with the instructor, subject to the conditions outlined in this policy.

IV. Eligibility Criteria

IV.I A student may be eligible for an Incomplete grade (SAS/SGS) if:

- i. At least 75% of the coursework has been satisfactorily completed.
- ii. The student's performance in the completed portion of the course is at a passing level.
- iii. The student is unable to complete the remaining work due to extenuating circumstances, such as:
 - i. Serious illness or medical emergency
 - ii. Family emergency or death in the immediate family
 - iii. Military service obligations
 - iv. Other circumstances deemed appropriate by the instructor and Office of Student Affairs in consultation with the relevant Dean

IV.II Procedure

- i. Student Request
 - i. The student must contact the instructor/course director before the final examination period begins (or as soon as possible in the event of an emergency) to request an Incomplete.
 - ii. The request must include documentation of the extenuating circumstance.
- ii. Instructor Decision
 - i. The instructor evaluates the request and determines whether an Incomplete is appropriate.
- iii. If approved, the instructor and student must complete an Incomplete Grade Agreement Form, which specifies:
 - i. The coursework to be completed
 - ii. The completion deadline
- iv. Submission and Approval
 - i. The completed agreement must be submitted to the department chair or academic dean/designee for final approval before the end of the grading period.

V. Completion Deadline

- i. All coursework must be completed within 30 days of the term ending and in a timeframe that allows all end-of-term processes to occur.

- ii. Failure to complete the required work by the deadline will result in the automatic conversion of the "I" grade to the default grade listed on the Incomplete Agreement Form, typically an "F."

VI. Responsibilities

- i. Student: Responsible for initiating the request, completing outstanding work, and meeting established deadlines.
- ii. Instructor: Responsible for documenting the agreement, grading completed work, and submitting the final grade by the established deadline.
- iii. Office of the University Registrar: Responsible for maintaining records of Incomplete grades and enforcing deadline conversions.

Extensions beyond the stated deadline may only be granted under extraordinary circumstances with written approval from the Dean. Official communication from the Dean must be sent to the Office of the University Registrar for any exception.

End-of-Term Grades and Academic Progression Policy

I. Purpose

This policy ensures the timely and transparent communication of final course grades to students, establishes a fair and evidence-based mechanism for grade appeals, and defines the procedures and timelines governing end-of-term academic promotion/progression decisions. It applies to all promotions and appellant bodies responsible for student progression, promotion, dismissal, and remediation pathways within SGU and across its non-clinical teaching programs at satellite institutions.

The timelines specified in this policy are not target recommendations but defined windows within which schools must establish their own deadlines and outline them within their school specific policies. All processes should be optimized to minimize the time between the end of the course and the appeals process for students affected, but guarantee time for students to engage in each stage of the process. Each school will set specific timelines appropriate to its programs, provided they fall within the minimum and maximum bounds indicated herein and that all processes are carried out in a linear, sequential manner with no overlap between phases. Schools are not required to use the full duration of any given window but should define appropriate timelines consistent with their curricular needs, the program schedule and term start and stop dates.

II. Scope

Applies to students of all Schools in SGU.

III. Final Grade Provision

- i. Course directors must ensure that final course grades, fully constituted of all required assessments, are posted to the Learning Management System (LMS) within 5 business days from the date of the last regularly scheduled examination of the course (or exam window for programs with multiple exams in the final week) and that an appropriate announcement is made to all students.
- ii. Posted grades must be available to students on the LMS and an opportunity given to query the grade.
- iii. Final grades must be complete, accurate, and represent the sum of all components of a course as defined in its course syllabus, and made available to students as a complete and final grade on the Learning Management Site.
- iv. Promotion decisions cannot be made on Incomplete grades and therefore promotion bodies should be notified of all Incomplete grades.

IV. Grade Query

- i. If students believe there is a factual error (e.g. missing score, calculation error, weighting error) in their final grade they may lodge a grade query.
- ii. Students querying a grade they believe is inaccurate must provide evidence of the factual error, such as:
 - i. Discrepancies between ExamSoft mastery reports and gradebook entries,
 - ii. Incorrect summation of scores in the gradebook,
 - iii. Other verifiable clerical or recording errors.
- iii. Queries must be submitted within 48 hours of final grade posting; or earlier when defined by the school and course policy documents. A minimum of 24 h should be provided.
- iv. Queries must include documentary evidence of the alleged error or some verifiable basis for the query.
- v. Queries that lack evidence, or that are based on personal or extenuating circumstances (e.g., illness, anxiety, family issues, inability to meet course requirements), do not constitute a valid grade query.
- vi. The course director, in consultation with other course leadership, will review properly filed grade appeals and provide a determination within 2 business days of the appeal deadline.
- vii. Courses must announce the mechanism to lodge the grade query, the timeline, and have an appropriate communication in place for students to comply; all should be published within the course syllabus.

V. Academic Progression/Promotion bodies (e.g. APRC)

- i. The academic progression/promotion body, or its equivalent, is a duly appointed faculty group responsible for reviewing finalized end-of-term academic records and making recommendations regarding student progression, remediation, repeat, or dismissal.
- ii. The body will only review students with finalized grades; however, Incomplete grades will be reported to the promotions body for monitoring. If a grade is unresolved/invalid or otherwise unexplained, the case will be referred to the respective Dean's Office for resolution with the course director and will not form part of the regularly scheduled promotions process. The Deans office will define the new promotions schedule for such cases.
- iii. If there are valid academic reasons for CC/I grades (multiple elements over multiple subsequent terms) and the courses are not required for progression a student can progress to the following term of the program.
- iv. If the CC/I grades are required for progression, then the grades must be resolved no later than 30 days of the last date of the term the course ended.
- v. The progression/promotion body must be convened within 10 business days of the last regularly scheduled examination of the term/course.
- vi. The progression/promotion body must provide students with written outcomes and conditions within 5 business days of the progression/promotion body's decision.
- vii. In the event that a student will not progress to the next academic phase a written communication will take the form of a formal letter outlining:
 - i. The decision,
 - ii. The reasoning for the decision (referencing the student's academic record and the appropriate Student Manual),
 - iii. Any conditions attached to progression, remediation, or repeat, e.g. ITI, DES referral etc.
 - iv. The letter should provide a mechanism for the student to attest to the acceptance of the stipulations associated with the promotion decision or indicate their wish to withdraw instead.
 - v. For students who are recommended for dismissal the letter will include details on the process, timeline and mechanism to file an appeal to the appellant body or indicate their wish to withdraw instead.
 - vi. The Deans Office or its appropriate delegated office should retain records of all activity; all letters to students must be copied to the University Registrar.

VI. Appellant Bodies (e.g. CAPPS)

- i. Students recommended for dismissal by the respective school promotions committee have the right to appeal.

- ii. Appeals will be reviewed by an appellant body, e.g. Committee on Academic Progress and Professional Standards (CAPPS) or its equivalent, a faculty body empowered to consider extenuating circumstances and the student's potential for improvement and academic success. Where possible there should be no overlap between promotions bodies and appellant bodies voting members.
- iii. Students must have 3 business days to form and file an appeal, that window should start at a defined time after notification of the promotions outcome and be detailed in the promotions letter. All students should have the same window of opportunity e.g. completions students should have the same timeline opportunity as main cohort students.
- iv. Schools should refer students to the Office of Student Affairs for guidance on the appeals process.
- v. Appeals meetings will be convened within 10 business days of the promotion decision being communicated to students.
- vi. Appellant bodies will issue their written decision to the student's appeal within 3 business days of its meeting. The decision letter will:
 - i. State the committee's ruling,
 - ii. Outline any conditions of reinstatement (if applicable), e.g. courses to be repeated, timelines to be applied, standards to be met,
 - iii. Specify any timeline limitations or required benchmarks.
 - iv. In the case of dismissal upheld, the letter will outline withdrawn procedures and student support structures.
 - v. Students must accept stipulations within the timeline specified or may face dismissal.
- vii. The Deans Office or its appropriate delegated office should retain records of all activity, all decisions must be communicated to the student, and a copy sent to the Office of the University Registrar, student enrolment, office of student affairs and any other administrative offices that need to monitor student status.

VII. Overarching Principles

- i. All promotions bodies / appellant bodies will have detailed bylaws / operating procedures that comply with those outlined within this policy and published within the appropriate school's student manual / faculty Handbook.
- ii. Dates and the schedule for all promotions and appeals meetings should be published and available to students.
- iii. Each school's end-of-term processes must operate in a sequential manner to avoid overlap between phases.
- iv. Grade finalization and grade queries must be completed before promotions committees are convened.
- v. The dates of promotion committee meetings and appeal committee meetings must be scheduled and published within the first month of term.
- vi. Promotions committees (e.g. APRC) must issue determinations and communicate outcomes to students in writing in a timely manner, ensuring adequate opportunity for students to file an appeal.
- vii. Appeals committees (e.g. CAPPS) must convene within a clearly defined timeframe and must communicate their outcomes to students in writing within an equally defined and timely period.
- viii. Final authority on appeals: CAPPS decisions represent the final level of academic appeal.
- ix. Letters communicating promotion or appeal decisions should not be sent on Friday as support services are not available to students.

VIII. Definitions

Completion exam – a completion exam is an assessment opportunity for students that have a valid registered excuse for an examination and occurs on a pre-published date that should be indicated in the course syllabus or Academic School Schedule posted by the Registrar on the SGU Portal.

Make-up – some Schools offer a make-up exams for students that have failed a course (SGS). Make-up exams are typically restricted to low credit courses and are typical only in courses that have single assessments for the determination of course outcome.

Remediation Assessment – some schools may offer remediation assessments for a limited number of clinical/practical examinations for which a student has received a failing grade and where that competency is a mandatory requirement for progression. Remediation assessments are only offered if explicitly stated in the syllabus, and must occur during regularly scheduled course dates/times. Remediation examinations cannot be offered after the last regular day of the course/term.

Satisfactory Academic Progress Standards and Process

Full Time Student Status

A full-time undergraduate student is one who is registered for a minimum of 12 credits in the current semester.

Students who were registered for the previous two semesters as full-time students, but have not successfully completed 24 credits in the previous 12 months are not eligible to:

1. Participate in recognized student activities, including University-sponsored athletics.
2. Hold office in recognized student organizations.
3. Work in student employment.

The Dean of the School of Arts and Sciences may waive any or all of these conditions if a student's failure to complete the 24 credits in the previous 12 months was due to extenuating circumstances, such as medical conditions, family emergencies, or other circumstances beyond the student's control. The Dean's waiver is to be accompanied by a written agreement between the student and the Dean outlining the course of action to be taken by the student to remedy the deficiency.

The Dean shall review the student's progress with his/her Department Chair and may also consult with other appropriate persons. The Dean shall communicate the resulting decision to the student in writing.

Academic Progress Standards

All students accepted to baccalaureate programs are expected to maintain the qualitative and quantitative standards of the School of Arts and Sciences. Students who do not meet the minimum standards may be placed on monitored academic status. While on monitored academic status, students' academic performance must improve, or they risk dismissal.

Quantitative Standard

The quantitative standard refers to students' progression toward their degree to be within an appropriate time frame and the percentage of coursework successfully completed. These standards do not exempt students from meeting any additional or more specific course requirements set by their department, as outlined in the degree audit.

Full-time undergraduate students are expected to complete their degree requirements within **four (4) years**, but they have a maximum of **eight (8) years** to finish. Part-time students are also expected to complete their degree within **eight (8) years**.

Some programs or majors may require specific coursework during the final years of matriculation to ensure that students stay current with their field of study.

The expected schedule for full-time students is:

- **First Year (Freshman):** Students who have completed fewer than 30 credits.

- **Second Year (Sophomore):** Students who have completed at least 30 but fewer than 60 credits.
- **Third Year (Junior):** Students who have completed at least 60 but fewer than 90 credits.
- **Fourth Year (Senior):** Students who have completed 90 or more credits.

Students are eligible for graduation if they have satisfactorily completed the General Education course requirements, the core course requirements for their major, double major, and minor, when applicable, and adequate electives to equal a total of 121 credits or more of satisfactorily passed coursework.

Qualitative Standard

The qualitative standard refers to the percentage of satisfactorily completed coursework, the satisfactory completion of specific course requirements for students' major, General Education, and elective coursework, as well as students' overall Grade Point Average (GPA).

1. Students are in good academic standing if their cumulative GPA is 2.00 or greater at the end of each semester.
2. Students must pass with a grade of "C" or better in ALL courses, including Department Cores, General Education and Electives. Students who receive a "D" or "F" in any course will be required to repeat the course at its next offering.
3. School of Arts and Sciences students are prohibited from repeating a course that they have completed with a "C" grade or better.
4. Students are prohibited from repeating a course more than two times (students may take a course a total of three times). To be eligible to repeat a course a second time, in addition to demonstrating appropriate use of DES resources (review groups, learning strategies groups, etc.), a student must petition their Department Chair in writing for permission.

Academic Progress Review and Prescribed Policies

Academic Progress Review Committee (APRC)

The academic progress of all students will be reviewed at the end of each semester by the Academic Progress Review Committee (APRC) in consultation with the Department Chair of the department and program in which students are enrolled.

Based on the results of this review, students may be recognized for academic excellence as follows:

- Students with a semester GPA of 4.00 are placed on the Chancellor's List.
- Students with a semester GPA of 3.50-3.99 are placed on the Dean's List.

Only students who take a full credit load per semester (15 university credits or more per term) qualify for the Provost's and Dean's Lists. Credits from foundation courses such as Math's and English are not used in calculating these 15 credits or more load.

Monitored Academic Status (MAS)

Monitored Academic Status (MAS) is an internal designation placed in student's academic record by the Academic Progress Review Committee (APRC) in consultation with the relevant Department Chair. It allows students who do not meet satisfactory progress guidelines to continue under this status, in accordance with the policies outlined below. The APRC will notify students of the outcome of its end-of-semester review and, where applicable, provide specific conditions to remedy their MAS.

Students on MAS may not:

- Register for more than 12 credits in a semester.
- Participate in recognized extracurricular activities, including athletics.

- Hold office in recognized student organizations.
- Work in student employment.
- Withdraw from the course(s) which are being repeated.

Quantitative Deficiency

Full- and part-time students who are not progressing satisfactorily toward their degree, according to the quantitative standard will receive a warning when it is apparent that they cannot graduate within the allocated time frame at their current pace. Students may petition the Office of Student Affairs for an extension if medical problems, family obligations, change in program, or other significant factors make it impossible to complete their degree within the applicable time frame.

Qualitative Deficiency

- Students with a cumulative Grade Point Average (GPA) of less than 2.00 at the end of a given semester will be placed on monitored academic status.
- Students may be dismissed if their Cumulative GPA:
 - falls below 1.00 after their second semester in the School of Arts and Sciences
 - falls below 2.00 for three subsequent semesters (not including their first semester in the School of Arts and Sciences).
- Students must remedy all “F” and “D” grades earned. The CAPPS will mandate students to repeat the course when it is next offered. Students failing to remedy deficient grades may be dismissed.
- Students must repeat or replace all “D” and “F” grades in core courses, required General Education and elective coursework. Should the option be to replace a course, the failing grade earned in the first course remains on the transcript but is not incorporated into the overall GPA. No credit from “D” or “F” grades can be considered to meet graduation requirements.

In making their decision regarding how to remedy deficient grades, students should be aware that should they repeat a course, they will receive whatever grade is earned, and only the higher grade will be used to compute the cumulative GPA; however, all grades for a course will appear on the transcript.

- Students who have been on monitored academic status for two consecutive semesters, or on monitored academic status for four non- consecutive semesters, are at risk of being recommended for dismissal.

Appeal Process

There is no appeal from placement on Monitored Academic Status.

Students who are recommended for dismissal may request an appeal of this decision. Students who wish to exercise this option **must submit an Appeals Form using the link** provided in the dismissal letter by the **specified deadline**. Appeals must be filed within **three (3) days** of the date of the dismissal letter. Students are encouraged to seek assistance from the Office of Student Affairs for guidance on the appeals process.

This request should describe the grounds for consideration of this appeal. The Committee on Academic Progress and Professional Standards (CAPPS) will issue their written decision to the student within three (3) business days of the of its meeting.

Requirements for Graduation

Graduation Eligibility

Effective **January 1, 2026**, students in the School of Arts and Sciences will be eligible to participate in commencement ceremonies only if the following conditions are met:

Enrollment Status

- The student must be enrolled in their final term of study, with **all degree requirements** scheduled to be completed by the end of that term.

Academic Standing

- The student must have no outstanding or incomplete courses required for their degree at the time of commencement.
- Participation will be revoked if the student fails any required course during their final term.

Verification Process for Graduation

- Degree audits will be conducted by the Office of the University Registrar to confirm that all requirements are scheduled for completion by the end of the term.
- Final eligibility for participation will be provisionally confirmed at the beginning of the final term and reconfirmed after final grades are posted.

Failing a Required Course

- If a student fails a required course in their final term, thereby not completing their degree, they will be removed from the list of commencement participants, even if the ceremony occurs before final grades are posted.
- This may include revoking access to the ceremony or exclusion from being called or listed during the event.

Appeals

- Students may not appeal participation based on pending grades or anticipated future enrollment.

Exceptions

- No exceptions will be granted for students with remaining coursework, including internships, theses, independent studies, or unresolved transfer credits.
- Students completing degrees in Summer must participate in the following Spring commencement if eligible at that time.

Application for Graduation

During registration for their final year, students are required to report to the Office of the University Registrar to file an [Application for Graduation form](#). Students will receive a current official copy of the degree audit and should discuss any questions they may have concerning the completion of the degree and graduation with their Faculty Advisor and/or Department Chair. Students should use their degree audit as a guide, in conjunction with the advice from the Department Chair and/or Faculty Advisor, for course selection, to ensure that all degree requirements are met by the anticipated graduation date.

Graduation Ceremony

Participation in the commencement ceremony is restricted to those students whom the Office of the University Registrar determines to be eligible for a degree, in accordance with the requirements defined by the department.

Honors Designations

- **Valedictorian:** The student with the highest-grade point average in the graduating class, with the Graduation Committee's approval, shall be granted Valedictorian status.**
- **Salutatorian:** The student graduating with the second highest grade point average relative to the Valedictorian, with the Graduation Committee's approval, shall be granted Salutatorian status. The Salutatorian shall assume the responsibilities of the Valedictorian under extraordinary circumstances. **
- **Chancellor's List:** Students will be placed on the Provost's List once they have achieved a cumulative grade point average of 4.00.*
- **Dean's List:** Students will be placed on the Dean's List having achieved a minimum cumulative grade point average of 3.50 to 3.99.*
- **Summa Cum Laude** (with highest honors): Students graduating with a grade point average ranging from 3.90 to 4.00.
- **Magna Cum Laude** (with high honors): Students graduating with a grade point average ranging from 3.70 to 3.89.
- **Cum Laude** (with honors): Students graduating with a grade point average ranging from 3.50 to 3.69.

***NOTE: Only students who take a full credit load per semester (15 university credits or more per term) qualify for the Chancellor's and Dean's Lists. Credits from foundation courses, such as Math and English, are not used in calculating this credit load.**

****These awards assume students have completed 11 credits or more each semester.**

Pre-Clinical Program

Promotion Policy from Pre-Clinical Program to the 4 Year MD Program

I. Purpose

This policy outlines the academic and nonacademic requirements for promotion from the Pre-Clinical Program to the Basic Sciences phase of the 4-year Doctor of Medicine (MD) program, and defines the review process and outcomes for students who do not meet required standards.

II. Scope

This policy applies to all students enrolled in Year 3 of the Pre-Clinical Program seeking promotion to the 4-Year MD program.

III. Definitions

The Pre-Clinical Program consists of three years of study prior to entry into the 4-Year MD program.

Students may be admitted at different entry points based on qualifications:

- Entry to year 1: completion of 3 years of the pre-clinical program (7 year MD track).
- Entry to year 2: completion of 2 years of the pre-clinical program (6 year MD track).
- Entry to year 3: completion of 1 year of the pre-clinical program (5 year MD track).

IV. Promotion Requirements from pre-clinical to 4 MD

Pre-Clinical students must meet both academic and nonacademic standards to be eligible for promotion to the 4-Year MD program. All students are reviewed by the Academic Performance Review Committee (APRC).

1. Students must achieve the following minimum academic thresholds:
 - Year 3 Weighted Mean Percentage Grade (Science WMPG) $\geq 80\%$
 - Year 3 Cumulative GPA ≥ 3.2
 - Year 3 Science GPA ≥ 2.75
2. Students must successfully pass the Pre-clinical Science Comprehensive Examination (PCSCE).

V. Failure to Meet Academic Requirements

The APRC evaluates students who do not meet promotion thresholds.

Students who have:

- Year 3 WMPG $< 80\%$
- Cumulative GPA < 3.2
- Science GPA < 2.75

The APRC may permit such students to repeat one or more courses to achieve required thresholds.

Course repeat policy:

- A course may be repeated only once
- The highest grade for a repeated course will be used for cumulative grading calculations
- The CAPPs may permit the repeat of previously passed courses to improve cumulative WMPG/GPA
- Students must enroll in a minimum of 15 credits and a maximum of 20 credits during repeat coursework
- Students repeating coursework will be placed on Monitored Academic Status (MAS).
- A student who fails any repeated course will be recommended for dismissal and may appeal in accordance with institutional appeal procedures (CAPPs).

VI. Pre-Clinical Science Comprehensive Examination (PCSCE)

1. Students must pass both components of the PCSCE to be eligible for promotion (MCQ + written (essay)).
2. Students may sit the PCSCE a maximum of two times.
3. The PCSCE is administered only on scheduled, published examination dates.
4. Failure on the second attempt will result in a recommendation for dismissal.

VII. Nonacademic and Professional Standards

Students are expected to maintain professionalism standards consistent with the expectations of the medical profession and the School of Medicine.

Students not in good standing due to:

- Non-compliance with course or program policies
- Unprofessional behavior
- Any upheld judicial or disciplinary action

The APRC may determine outcomes including:

- Dismissal
- Denial of promotion to the 4-Year MD program
- Promotion to the 4-Year MD program on Monitored Academic Status (MAS)

VIII. Authority

Office of the Senior Associate Dean of Basic Sciences for the School of Medicine; reviewed every 3 years.

IX. Version History

0426001

Pre-Clinical Program Assessment Rules and Regulations Policy

I. Purpose

This policy defines the structure, requirements, and regulations governing assessment within the Pre-Clinical Program. It establishes standards for examination administration, grading, excused absences, and the role of assessment outcomes in academic progression and review.

II. Scope

This policy applies to all students enrolled in the Pre-Clinical Program and to all assessments administered as part of the program, including course-based examinations and program-level comprehensive examinations.

III. Definitions

1. **Pre-Clinical Program:** The preparatory phase of study preceding entry into the 4-Year MD program.
2. **Completion Examination:** An examination administered to students who were unable to sit a scheduled examination due to an approved excused absence.
3. **Medical Excuse (ME):** A formally submitted and approved request for absence from one or more examinations due to medical reasons.
4. **CAPPS:** Committee for Academic Progress and Professional Standards, responsible for review of academic standing and progression decisions.

5. **PCSCE:** Pre-Clinical Science Comprehensive Examination.
6. **PBSCE:** Postbaccalaureate Science Comprehensive Examination

IV. Structure of Assessment in the Pre-Clinical Program

Assessment consists of:

- Course-based assessments (including quizzes, block exams, midterms, and final examinations as appropriate per course)
- Program-level comprehensive examinations (PCSCE and, where applicable, PBSCE)

All assessments are designed to evaluate achievement of course and program learning outcomes.

Assessment outcomes contribute to:

- Course grades and GPA
- Academic standing
- Eligibility for progression and promotion

V. Course-Based Examinations

Students are required to sit all scheduled examinations. Failure to attend a scheduled examination without an approved excuse will result in a grade of zero (0). Examination schedules, formats, and grading criteria will be communicated in advance by Course Directors.

VI. Completion Examinations

Completion examinations are assessments that are administered only to students with an approved excused absence. Students granted an approved Medical Excuse or other approved excused absence must sit the designated completion examination.

Completion examinations are scheduled and administered by the Course Director. Failure to sit a scheduled completion examination will result in a grade of zero (0).

VII. Pre-Clinical Science Comprehensive Examination (PCSCE)

The PCSCE is a mandatory examination for students in the Pre-Clinical Program as defined in Promotion Policy (0426001).

The PCSCE is comprehensive and assesses:

- Core pre-clinical science coursework
- Communication for Health Professionals I and II

The PCSCE consists of:

- A Multiple Choice Question (MCQ) component
- A written (essay) component

Passing Standard:

- Students must achieve a minimum score of 70% in each component of the examination.

The PCSCE is administered only on scheduled, published examination dates. Students may attempt the PCSCE a maximum of two times. A student who does not achieve a passing standard on the first

attempt must sit the next available scheduled examination. Failure to achieve a passing standard after two attempts will result in referral for academic review and recommendation for dismissal in accordance with Promotion Policy (0426001).

VIII. Postbaccalaureate Science Comprehensive Examination (PBSCE)

The PBSCE applies to students enrolled in the Postbaccalaureate pathway.

The PBSCE consists of two components:

- PBSCE I, administered at the end of Term 1 (40% weighted for aggregate)
- PBSCE II, administered at the end of Term 2 (60% weighted for aggregate)

The examination is conducted in a Multiple Choice Question (MCQ) format.

Passing Standard:

- Students must achieve a minimum aggregate score of 75% across PBSCE I and PBSCE II. *Please note the weighting between PBSCEI and PBSCEII – VIII.ii

Students may attempt each component a maximum of two times. A student who does not achieve the required aggregate passing standard first time must sit the next available scheduled examination(s). Failure to achieve the required passing standard within the permitted attempts will result in referral to CAPPS and may lead to dismissal in accordance with Promotion Policy (0426001).

IX. Excused Absences from Examinations

General Principles

1. Excused absences are granted only under limited and documented circumstances.
2. Approval of an excused absence results in eligibility to sit a completion examination.

Medical Excuse (ME)

1. Students must submit an ME through the official system prior to the first missed examination.
2. An approved ME applies to examinations within a defined period as determined by program policy.
3. Students may submit one ME within a 12-month period.
4. A second ME request within 12 months will not normally be approved.
5. Students unable to meet examination requirements due to ongoing medical conditions will be advised to consider a Medical Leave of Absence.

Non-Medical Excused Absences

Excused absences may be granted under the following circumstances:

1. Religious Observance
 - Must be declared within the first 30 days of the academic term
 - Applies only to official observance dates
2. Scholarly or Institutional Activities
 - Includes approved academic presentations or official university activities
3. Catastrophic or Exceptional Events
 - Includes bereavement or significant personal emergencies

Requests must be submitted in writing to the Office of Student Affairs. Approved absences will be communicated to relevant academic leadership.

X. Failure to Attend Examinations

Failure to attend a scheduled examination without an approved excuse results in a grade of zero (0).

Failure to attend a scheduled completion examination results in a grade of zero (0).

XI. Role of Assessment in Academic Review

Assessment outcomes are reviewed in determining academic standing.

Students who meet GPA/WMPG requirements but have first time D and F grades will be directed by APRC.

Students who fail to meet GPA/WMPG academic thresholds, or who have F and D upon repeat will be referred to CAPPS.

CAPPS may determine outcomes including:

- Course repetition
- Monitored Academic Status
- Dismissal
- Other actions consistent with institutional policy

XII. Academic Integrity

All assessments are subject to the University's Academic Integrity and Professional Conduct policies. Violations may result in academic penalties and/or disciplinary action.

XIII. Authority

Dean of the School of Arts and Sciences; reviewed every 3 years.

XIV. Version History

0426002

Pre-Clinical Grading Policy

I. Purpose

This policy defines the principles, structure, and processes by which student performance is assessed, graded, recorded, and reviewed within the pre-clinical sciences program. It ensures that grading is fair, transparent, standardized, and aligned with program learning outcomes.

II. Scope

This policy applies to all students enrolled in the pre-clinical sciences program; 7, 6 and 5 year tracks at all sites. The grading policy also applies to students in the post-baccalaureate program and the Charter Foundation Program.

This policy applies to all courses delivered within these programs.

III. Definitions

- Summative Assessment: An assessment contributing to the final course grade.
- Formative Assessment: An assessment designed to provide feedback and support learning; may contribute minimally or not at all to the final grade.
- Standardized Examination: A written assessment administered uniformly across the cohort.
- Grade Point: Numeric value assigned to a letter grade for GPA calculation.
- Grade Query: A formal request by a student to review a recorded score or final grade based on a documented error.

IV. Grading Framework

Components of Assessment

Each course may comprise standardized summative written examinations aligned to module content, practical and clinical skills assessments where applicable, professionalism and participation in scheduled class activities and formative assessments, and assignments or other course-specific evaluation components.

A sequence of summative written assessments is administered in each course and contributes substantially to the final grade.

Weighting and Course-Specific Requirements

Each assessment contributes defined points toward the final course grade.

The course syllabus specifies the assessment types, the weighting of each component, and any minimum performance requirements for specific components.

Scoring and Standardization

Assessment scoring is conducted across the cohort using standardized scoring approaches. Score distributions are analyzed to ensure consistency and comparability across the cohort. Final grades are derived from the cumulative performance across all weighted assessment components.

V. Grading Scale

The pre-clinical sciences program uses the following grading scale to indicate achievement in completed courses:

Letter Grade	Grade Point	Percent Range
A+	4.00	100
A	4.00	90–99
B+	3.50	85–89
B	3.00	80–84
C+	2.50	75–79
C	2.00	70–74
D	1.00	65–69
F	0.00	<65

A minimum passing grade is 65% (D) unless otherwise specified in the course syllabus. *Please see the conditions for promotion and progression as they relate to D grades (See Progression Policy for Pre-Clinical Program). Courses may define non-compensatory requirements, including required passing of specific assessment components such as practical or clinical skills assessments.

VI. Academic Standing and Responsibility

Students are responsible for monitoring their academic performance, knowing whether course requirements have been met, and complying with all examination schedules. Determinations regarding remediation, progression, academic standing, or program continuation are made by the Academic Progress Review Committee (APRC) and the Committee on Academic Progress and Professional Standards (CAPPS).

VII. Grade Reporting and Transparency

Student transcripts reflect achievement of course requirements and overall academic performance. Students have continuous access to gradebooks within the learning management system to review recorded scores, verify completeness of grading, and review participation records.

VIII. Grade Query Process

Students who wish to query an assessment score must submit a request within 24 hours of score release as defined in the syllabus by the Course Director. Students who wish to query a final course grade must submit a request, as defined by the syllabus, within 24 hours of final grade posting. All queries must clearly state the basis for the request, such as a calculation error or missing points. The Course Director will review the query and provide a response prior to grade finalization. Grade queries are limited to verification of accuracy and completeness and do not constitute a re-evaluation of academic judgment.

IX. Governance and Oversight

Course Directors are responsible for implementation of grading policies within their courses and for ensuring the accuracy of grade calculations and reporting. Oversight is provided through program-level and school-level curriculum and assessment committees, as well as institutional academic governance structures.

X. Alignment and Compliance

This policy aligns with institutional academic regulations and with principles of fairness, transparency, and consistency in assessment.

XI. Authority

Dean of the School of Arts and Sciences; reviewed every 3 years.

XII. Version History

0426003

Charter Foundation Pathway (CFP) Policy

I. Purpose

The Charter Foundation Pathway (CFP) is a one-term academic onboarding pathway designed to prepare students for entry into the 4-Year Doctor of Medicine (MD) program. The pathway is intended for students who require additional academic preparation due to:

- time away from formal education;
- deficiencies in prerequisite coursework; or
- the need to demonstrate readiness for the rigor of medical education.

The CFP provides a structured, credit-bearing curriculum through which students demonstrate academic capability, scientific readiness, and professional suitability for medical training.

II. Scope

This policy applies to all students enrolled in the Charter Foundation Pathway. Students in the CFP are not enrolled in the Pre-Clinical Program and are not subject to the Pre-Clinical Progression Policy. Successful completion of the CFP results in eligibility for promotion to the 4-Year MD program.

III. Definitions

Charter Foundation Pathway (CFP): A one-semester preparatory academic program consisting of a prescribed set of foundational biomedical science and academic skills courses.

Promotion (CFP): Successful completion of all CFP requirements resulting in eligibility for entry into the 4-Year Doctor of Medicine (MD) program.

Academic Progress Review Committee (APRC): The faculty committee responsible for reviewing student performance and determining promotion eligibility.

Committee for Academic Progress and Professional Standards (CAPPS): The committee responsible for review of appeals related to dismissal or denial of promotion.

Monitored Academic Status (MAS): An academic status applied at the discretion of the APRC where additional oversight is required.

IV. Program Structure and Course Requirements

The CFP is a one-semester program consisting of a **fixed, prescribed curriculum totaling 18 credits**.

All students must enroll in and successfully complete all courses listed below. No substitutions, exemptions, or elective variations are permitted.

The required courses are:

Course Code	Course Name	Credits
CHEM 450	Biochemistry	3 credits
PSYC 411	Introduction to Psychopathology	3 credits
PCLN 301	Learning Strategies for Pre-Professional Programs	1 credit
BIOL 321	Molecular Biology	3 credits
BIOL 460	Human Anatomy	4 credits
BIOL 441	Physiology	4 credits
Total		18 credits

All courses are credit-bearing and graded in accordance with the Pre-Clinical Grading Policy. Students must complete the full course load within the defined academic term. Partial completion does not satisfy program requirements.

V. Promotion to the 4-Year MD Program

Successful completion of the Charter Foundation Pathway (CFP) results in promotion into the 4-Year Doctor of Medicine (MD) program.

Promotion is granted only upon fulfillment of all academic and non-academic requirements defined in this policy and is subject to formal review and approval by the Academic Progress Review Committee (APRC).

VI. Promotion Requirements

Students must meet **all** of the following criteria to be eligible for promotion into the 4MD:

A. Academic Performance

1. Minimum **Weighted Mean Percentage Grade (WMPG) $\geq 80\%$**
2. Minimum science **GPA ≥ 3.0**

B. Course Performance

1. Successful completion of **all required CFP courses**
2. No grade below **C (70%)** in any course

C. Comprehensive Examination

Successful completion of the **Pre-Clinical Science Comprehensive Examination (PCSCE)** with a minimum score of **75%**

D. Professional Standards

Demonstration of professionalism consistent with institutional expectations, including:

1. adherence to academic integrity policies
2. compliance with program requirements
3. appropriate professional conduct

VII. Alternative Outcomes

Students who do not meet full promotion criteria may be considered for alternative pathways (e.g., MD Ready), where applicable.

Students with:

- WMPG between **75–79%**, and/or
- Science GPA between **2.75–2.99**

may be recommended for entry to the MDReady pathways, to the Faculty Student Selection Committee (FSSC) of the School of Medicine, at the discretion of the APRC.

Promotion to the 4-Year MD program is not granted unless all criteria in Section VI are satisfied.

VIII. Failure to Meet Promotion Requirements

Students who fail to meet CFP promotion criteria may:

- be permitted to repeat the CFP once; or
- be recommended for dismissal

A direct entry CFP student may repeat the CFP only once. Students with a prior unsuccessful attempt in a related preparatory pathway (e.g., MD Start, MDReady) are not eligible for repeat enrollment in CFP.

Eligible students repeating the CFP must meet all promotion requirements upon completion of the repeat attempt. There is no waiver of the PCSCE requirement for students repeating the CFP.

IX. Comprehensive Examination (PCSCE)

The PCSCE is a required component of the CFP and serves as a standardized assessment of readiness for entry into the MD program.

Students must achieve a minimum score of **75%**. Students may attempt the PCSCE a maximum of two times. Failure to achieve a passing score within the permitted attempts will result in a recommendation for dismissal.

X. Professional and Behavioral Standards

Students must meet all institutional expectations for professionalism, conduct, and academic integrity.

Failure to meet these standards may result in:

- denial of promotion;
- dismissal from the program; or
- other actions as determined by the APRC.

XI. Governance and Decision-Making

The APRC is responsible for:

- reviewing student performance;
- determining promotion eligibility; and
- recommending outcomes.

Promotion decisions are final.

XII. Relationship to Other Policies

The CFP is governed by:

- Pre-Clinical Program Assessment Policy (0426002)
- Grading Policy (0426003)
- Institutional Academic Integrity and Conduct policies

The Charter Foundation Pathway represents an alternative pathway to promotion into the 4-Year MD program and operates independently of the Pre-Clinical Progression Policy.

The Pre-Clinical Promotion Policy (0426001) does not apply to students enrolled in the CFP.

XIII. Maximum Attempt and Timeframe

The CFP must be completed within one academic term. A maximum of two attempts is permitted for students with direct entry to CFP.

Note: any student enrolled in CFP with a prior unsuccessful onboarding pathway attempt, e.g. MD Ready, MDStart, only has one opportunity at the CFP program.

Failure to successfully complete the program within the permitted attempts will result in dismissal.

XIV. Authority

Dean of the School of Arts and Sciences; reviewed every 3 years.

XV. Version History

0426005

Post-Baccalaureate Program (PB) Policy

I. Purpose

The Post-Baccalaureate Program is a two-semester academic pathway designed to provide students with the foundational scientific knowledge and academic preparation required for entry into the 4-Year Doctor of Medicine (MD) program.

The program is intended for students who:

- require completion or strengthening of prerequisite sciences; or
- need to demonstrate readiness for the academic rigor of medical education.

The program delivers a structured, credit-bearing curriculum with integrated assessment and comprehensive examinations to evaluate readiness for promotion to the MD program.

II. Scope

This policy applies to all students enrolled in the Post-Baccalaureate Program. Students in the Post-Baccalaureate Program are not enrolled in the Pre-Clinical Program and are not subject to the Pre-Clinical Progression Policy.

Successful completion of the Post-Baccalaureate Program results in eligibility for promotion to the 4-Year MD program in accordance with this policy.

III. Definitions

Post-Baccalaureate Program (PB): A two-semester preparatory academic program consisting of prescribed foundational science coursework.

Promotion (PB): Successful completion of all program requirements resulting in eligibility for entry into the 4-Year Doctor of Medicine (MD) program.

Academic Progress Review Committee (APRC): The faculty committee responsible for reviewing academic performance and determining progression and promotion outcomes.

Committee for Academic Progress and Professional Standards (CAPPS): The committee responsible for review of appeals.

PBSCE:

Post-Baccalaureate Science Comprehensive Examination consisting of two components:

- PBSCE I (end of Semester 1)
- PBSCE II (end of Semester 2)

IV. Program Structure and Course Requirements

The Post-Baccalaureate Program consists of **two sequential semesters**, both of which must be completed in order.

Students must successfully complete Semester 1 before progressing to Semester 2.

The program consists of a **fixed, prescribed curriculum**. All students must complete all required courses. No substitutions or exemptions are permitted.

Semester 1 Courses

Course Name	Credits
General Biology Year 1 & Lab	4 credits
Math for Physical Sciences	3 credits
Concepts in Organic Chemistry	4 credits
Concepts in General Chemistry I	4 credits
Anatomy & Physiology I	4 credits
Learning Strategies for Pre-Professional Programs	1 credit

Semester 2 Courses

Course Name	Credits
Physics for Life Sciences	4 credits
Anatomy & Physiology II	4 credits
Concepts in Organic Chemistry II	3 credits
Concepts in General Chemistry II	3 credits
Biochemistry for Life Sciences	3 credits
Introduction to Psychopathology	3 credits

All courses are credit-bearing and graded in accordance with the Pre-Clinical Grading Policy. Students must complete all required coursework across both semesters. Partial completion does not satisfy program requirements.

V. Progression Within the Program

Progression from Semester 1 to Semester 2 requires:

- successful completion of all Semester 1 courses;
- no grades below **C (70%)**; and
- GPA ≥ 3.2
- satisfactory academic standing as determined by the APRC.

Students who do not meet progression requirements will be reviewed by the APRC and may be required to repeat any first time F or D grades. Students not meeting GPA/WMPG standards, or scoring D or F on repeat, will be recommended for dismissal and appeal to CAPPS, who may require:

- uphold the recommendation for dismissal.
- repeat coursework;
- repeat the semester; or

Students may not carry deficiencies from Semester 1 into Semester 2.

VI. Promotion to the 4-Year MD Program

Successful completion of the Post-Baccalaureate Program results in promotion into the 4-Year Doctor of Medicine (MD) program.

Promotion is granted only upon fulfillment of all academic and nonacademic requirements defined in this policy and is subject to formal review and approval by the APRC.

VII. Promotion Requirements

Students must meet **all** of the following criteria:

A. Academic Performance

1. Minimum **GPA ≥ 3.2**
2. **Science GPA ≥ 2.75**

B. Course Performance

1. Successful completion of all required coursework across both semesters
2. No grade below **C (70%)**

C. Comprehensive Examination

1. Completion of both PBSCE components:
 1. PBSCE I (end of Semester 1)
 1. PBSCE II (end of Semester 2)
2. Achievement of a **minimum aggregate score of 75% across PBSCE I and PBSCE II**

D. Professional Standards

1. Demonstration of professionalism consistent with institutional expectations

VIII. Comprehensive Examination (PBSCE)

The PBSCE is a required component of the program and serves as a standardized measure of readiness for entry into the MD program.

The PBSCE consists of two components administered at the end of each semester. Students must achieve a **minimum aggregate score of 75% across both components**.

Students may attempt each component a maximum of **two times**. Failure to meet the required aggregate score within permitted attempts will result in recommendation for dismissal.

IX. Failure to Meet Requirements

Students who do not meet progression requirements will be reviewed by the APRC and may be required to repeat any first time F or D grades. Students not meeting GPA/WMPG standards, or score a D or F on repeat, will be recommended for dismissal and appeal to CAPPS, who may require:

- uphold the recommendation for dismissal.
- repeat coursework;
- repeat the semester; or

Students may not exceed defined limits for repetition and must complete the program within allowable timeline.

X. Maximum Timeline

The program is designed to be completed in **two semesters**.

The APRC may permit 1 semester extension for remediation of first time D or F grades. Students who are unable to complete the program within the permitted timeframe will be recommended for dismissal.

Only CAPPS may grant continuation beyond the defined timeframe following appeal.

XI. Governance and Decision-Making

The APRC is responsible for:

- progression decisions between semesters;
- determination of promotion eligibility;
- assignment of academic status;
- recommendations for dismissal.

CAPPS is responsible for appeals. Decisions are final unless overturned on appeal.

XII. Relationship to Other Policies

This program is governed by:

- Pre-Clinical Program Assessment Policy (0426002)
- Grading Policy (0426003)
- Institutional Academic Integrity policies

The Post-Baccalaureate Program represents an alternative pathway to promotion into the 4-Year MD program.

The Pre-Clinical Promotion Policy (0426001) does not apply to students enrolled in this program.

XIII. Authority

Dean of the School of Arts and Sciences; reviewed every 3 years.

XIV. Version History

0426006

MDReady Pathway Policy

I. Purpose

The MDReady Pathway is a conditional, performance-based entry pathway that allows selected students to demonstrate readiness for the 4-Year Doctor of Medicine (MD) program through direct participation in the first semester of the MD curriculum.

The pathway is designed for students who have demonstrated sufficient academic performance but require validation of readiness for the rigor of the MD program through real-time academic performance.

II. Scope

This policy applies to students approved to participate in the MDReady Pathway.

Students in MDReady are **not formally enrolled in the 4-Year MD program** unless and until conversion criteria are met. Participation in MDReady does not guarantee promotion or continued enrollment in the MD program.

III. Eligibility

Students may elect or be invited to participate in MDReady if they meet one of the following conditions:

A. Pre-Clinical Program

- Achieved required GPA thresholds for promotion
- Did not achieve a passing score on the PCSCE

B. Post-Baccalaureate Program

- Achieved required GPA thresholds for promotion
- Did not achieve the required aggregate PBSCE score

C. Charter Foundation Pathway (CFP)

- Achieved GPA thresholds of 2.75-2.99 and WMPG 75%-79.50%
- Met or did not meet PCSCE requirements

IV. Program Structure

MDReady consists of participation in **Semester 1 of the 4-Year MD program**. Students complete the same curriculum and sit the same assessments as enrolled MD students. The semester includes **five (5) modular examinations**. MDReady students are evaluated after the completion of **Module Examination 4 (of 5)**.

V. Status of Students

MDReady students are considered **provisionally enrolled** for the purposes of instruction and assessment only. MDReady students do not hold full matriculated status in the MD program unless conversion criteria are met. MDReady students are subject to all applicable academic integrity, professionalism, and conduct standards.

VI. Conversion to Full MD Enrollment

Students may elect to convert to full enrollment in the 4-Year MD program after completion of Module Examination 4.

Conversion Criteria

Students must meet **all** of the following:

1. Achieve a **minimum average score of 71.50% across the first four (4) module examinations**
2. Be in good academic and professional standing
3. Receive confirmation of eligibility by the APRC

Upon conversion:

- The student is formally enrolled in the MD program
- The student must complete the remainder of the semester, including Module Examination 5
- The student becomes subject to all MD program policies

VII. Failure to Meet Conversion Requirements

Students with an average score of **<71.50% across the first four module examinations** are **not eligible to continue** in the MD program. Such students will be withdrawn from the MDReady pathway at that point.

Students may elect to enroll in the Charter Foundation Pathway (CFP), subject to the following:

- CFP may be attempted **once only** under this provision
- Students must meet all CFP requirements for subsequent promotion

VIII. Attempt Limits

MDReady may be attempted **once only**. Students who do not meet MD enrollment criteria are not eligible to re-enter MDReady.

IX. Governance and Decision-Making

The APRC is responsible for:

- determining eligibility for MDReady participation of pre-clinical, CFP and post-bac students
- confirming conversion eligibility
- determining outcomes for students who do not meet requirements

CAPPS is responsible for appeals. All decisions of CAPPS are final unless overturned on appeal.

X. Relationship to Other Pathways

MDReady is an alternative pathway to entry into the 4-Year MD program. It operates alongside:

- Pre-Clinical Promotion Pathway
- Post-Baccalaureate Pathway
- Charter Foundation Pathway (CFP)

MDReady is intended for students who have demonstrated academic capability but require performance validation within the MD curriculum.

XI. Key Principles

- Entry into the MD program must be based on demonstrated readiness as determined by the FSSC
- MDReady provides a **performance-based validation mechanism**
- Conversion is based solely on objective academic performance and professional standing
- There is **no conditional continuation** without meeting defined criteria

XII. Authority

Dean of the School of Arts and Sciences; reviewed every 3 years.

XIII. Version History

0426007

Course and Instructor Critique Policy

Policy Statement

Participation in the Course and Instructor Critique Program is a mandatory component of all credit bearing degree courses offered at SGU. Completion of required evaluations is considered an academic responsibility equivalent to participation, examinations, and other mandatory course activities.

III. Student Responsibilities

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

IV. Faculty and Course Leadership Responsibilities

- Course directors should ensure that all instructors teaching on a module/course are evaluated through the SGU system.
- Provide accurate lists of courses, faculty names and contribution, and departments.
- Encourage student participation in the critique process and provide course announcements.
- Inform incoming students of previous terms feedback and any changes to the course.

VI. Use of Evaluation Results

- i. Course directors will summarize the results of the prior term's course and instructor critiques for their curriculum committee.
- ii. The summary will include:
 - i. Areas that received high ratings and positive student feedback; and
 - ii. Areas that received low ratings or constructive criticism.
- iii. For areas identified as needing improvement, the course director will describe specific changes planned and implementation dates to address student concerns.
- iv. This closing-the-loop process ensures that student feedback directly informs course design, instructional methods, and assessment strategies.
- v. Course directors or department chairs should also meet with Student Government Representative once a term for each course to discuss student feedback.

VII. Evaluation Content

- i. Each evaluation instrument must solicit student feedback on course delivery, teaching effectiveness, and assessment practices within the course.
- ii. Surveys should include items related to:
 - i. Instructor clarity, engagement, and accessibility.
 - ii. Course organization, relevance, and workload.
 - iii. Quality, fairness, and alignment of assessments with learning objectives.
 - iv. Overall learning experience and recommendations for improvement.
 - v. Each school and program will utilize a common core survey with common rating categories so that cross school comparisons can be made.
 - vi. Schools and programs can add to the common survey questions as appropriate to their needs.

SAS Graduate Degree Programs

Please refer to the [Standalone Degrees Offered in the SGS](#) and [Dual Degrees Offered in SGS](#) sections of the School of Graduate Studies (SGS) Student Manual for more information on SAS Graduate Degrees.