

Table of Contents

Introduction	3	Repeated Courses	36
Mission Statement	3	Examination Policies	37
Accreditation Status	4	Approved Absences from Examinations	37
Degree Offerings	4	Examination Policies and Procedures for Paper-based Exams	41
Standalone Degrees Offered in the SGS	4	Examination Policies and Procedures for ExamSoft	42
Dual Degrees Offered in SGS	5	Performance Data Review Team Meeting	47
Administrative Policies and Procedures	6	Academic Promotion Review Committee	47
Acceptance	6	Monitored Academic Status	48
Admissions Criteria	6	Dismissal and Academic Appeals	48
Program Registration	7	Committee for Academic Progress and Professional Standards	49
Check-In	8	Student Rights & Conduct	50
Advisement	8	Grievance Policy	51
Important Dates	8	Use of Artificial Intelligence Tools	51
Program Level Objectives	8	Privacy & Records	54
Requirements for Graduation	21	Student Support	55
Participation in Continuous Quality Improvement	21	Appendix	56
Policies and Procedures for Master's Degrees	22	Appendix A: Introduction	56
Policies and Procedures for Doctoral Degrees	25	Appendix A: Guidelines for the Preparation of a Thesis Proposal	57
Guiding Standards for Graduate Students	29	Appendix A: Guidelines for the Preparation of the Final Thesis	58
Guiding Standards for Faculty Supervision of Graduate Students	30	Appendix A: Detailed Description of the Sections in the Final Thesis	60
Academic Policies	31	Appendix A: Thesis Appendices	64
Add/Drop	31	Appendix A: MSc and PhD Thesis Review	64
Withdrawal	31	Appendix A: Electronic and Printed Copies of Theses for Binding	65
Leave of Absence	31	Appendix B: Title Page Specimen	67
Extension Request	32	Appendix B: Supervisory Committee Signatory Page Specimen	68
Incomplete Grade	32	Appendix C: SGU Plagiarism Policy	68
Completion Assessment	33	Appendix D: SGS Guidelines on Plagiarism	69
Make-Up Assessment	33	Appendix E: SGS Generative AI Policy	72
Remediation Assessment	33	Appendix F: Nomination of External Examiner's Form	73
Auditing of Courses	33	Appendix G: External Examiner Conflict of Interest Policy ...	74
Administrative Withdrawal	34		
Participation	34		
Grading	35		
Grade Query	35		
Academic Honors	36		

Introduction

The School of Graduate Studies (SGS), established in 1996 and augmented in 1999 with the MD/MPH degree program, provides master's, doctoral, and postgraduate-level education, including award of Continuing Medical Education (CME) credits and microcredentials, stackable for master's and doctoral degrees. The SGS positions itself to deliver higher education that is responsive to industry workforce needs, including the ethical and professional positioning of artificial intelligence in practice. The SGS is cross-cutting and operates in sync with three schools at St. George's University (SGU): School of Arts and Sciences (SAS), School of Medicine (SOM), and School of Veterinary Medicine (SVM).

The SGS offers over 60 academic programs. Graduate programs are delivered virtually, directly at the university, or through community-based regional and international partners. All MSc and doctoral programs have a strong focus on community-oriented research towards generating responsive and practical solutions for the SGU stakeholder community. Since the inception of the SGS, research projects for graduate programs have been conducted in more than 40 countries and with as many universities and institutions.

The general policies, procedures, and requirements for earning a graduate degree or credentials follow those of the SGS and are also defined by established policies of the respective academic departments. This Student Manual is subject to change, and policies may be revised during the course of an academic year. The university and the SGS reserve the right to alter, change, or amend these policies and guidelines at any time, without prior notice, either with immediate effect or by a specified timeline. Information contained herein supersedes all previously published versions of SGS student manuals.

Students are required to familiarize with this SGS Student Manual to ensure they are aware of the policies and requirements in effect at the given time. This Manual is not intended and should not be construed to constitute a contract with the university of the SGS.

Mission Statement

The SGS aims to achieve and sustain excellence in all graduate programs, courses, research, and scholarly activities, to evolve its reputation as a world-class higher education program, and to empower international, national, and regional communities through the outcomes of its programs and the skills of its graduates.

The SGS mission is to:

- provide support for faculty to pursue innovative research, develop a research record, and forge close links with the wider academic world, the professions, industry, and commerce;
- promote rigorous graduate teaching opportunities which benefit from interaction with the research environment;
- facilitate exchange of ideas through seminars, small-group learning, and collaborative research to enable graduates to contribute to national and international development, including in aspects relevant to health and the environment;
- protect intellectual property rights and nurture personal development within a stimulating, multidisciplinary academic community; and
- actively pursue applications from students from diverse backgrounds to extend further the many and varied opportunities for life-long learning available through St George's University.

Accreditation Status

SGU is accredited by the Grenada National Accreditation Board (GNAB). All academic programs of the university, including the SGS programs, are recognized by GNAB. GNAB first accredited SGU in 2025. The SGU SOM is separately accredited by the Grenada Medical and Dental Council (GMDC), which is recognized by both the World Federation for Medical Education (WFME) and the US National Committee on Foreign Medical Education and Accreditation (NCFMEA). GNAB headquarters is located on First Floor, Building No. 12, Church Street, St. George, Grenada. Tel: (473) 435-1970/416-8053.

Email: gnaboffice@accreditation.gd Website: [Grenada National Accreditation Board – GNAB](#)

The MPH program was the first accredited graduate program in the SGS. The program received accreditation from the Council on Education for Public Health (CEPH), the US accreditation authority for public health programs, initially for a five-year term, beginning in 2010. The CEPH accredits all schools and programs of public health in the United States, and only a handful internationally, including in Canada, Mexico, Lebanon, Hong Kong, and, since 2010, Grenada. The MPH program was re-accredited in 2015 and in 2022 through to 2030, affirming this university's leadership position in the region. CEPH headquarters is located at 800 Street NW, Suite 4008, Washington, DC 20001. Tele: (202) 789-1050; Website: [Home - Council on Education for Public Health](#)

The Department of Business and Management Studies in SAS has been awarded the status of Candidate for Accreditation by the International Accreditation Council for Business Education (IACBE). This status has been granted for the period July 19, 2022 - July 31, 2027. The Candidacy status applies to two SGS programs in the department; MBA Multisector Health Management and MBA International Business. In granting Candidacy status, the IACBE has determined that the business programs are eligible to seek accreditation. The IACBE is located at 11960 Quivira Road in Overland Park, Kansas, USA. Website: <https://iacbe.org/member/St-georges-university/>

SGU SVM is accredited by the American Veterinary Medical Association (AVMA) Council on Education (COE). This accreditation allows graduates to qualify for licensure in the United States and Canada. The SVM was re-accredited on 9 October 2025 for seven years, confirming the School's commitment to quality education set by the AVMA COE. Website: <https://www.avma.org/>

Degree Offerings

Standalone Degrees Offered in the SGS

Graduate Degree	School	Department	Discipline
PhD	SOM	Anatomical Sciences	Anatomy
		Public Health	Bioethics
		Microbiology, Immunology, & Pharmacology	Microbiology
	SVM	Anatomy, Physiology, & Pharmacology	Anatomy
			Pharmacology
		Pathobiology	Anatomical Pathology
			Clinical Pathology
			Bacteriology
			Virology
			Parasitology
	SAS	Business and Management Studies	International Management
MSc	SOM	Anatomical Sciences	Anatomy
		Biochemistry	Biochemistry

Graduate Degree	School	Department	Discipline
		Public Health	Bioethics
		Physiology, Neuroscience, & Behavioral Science	Physiology
			Neuroscience
	SVM	Microbiology, Immunology, & Pharmacology	Microbiology
			Tropical Medicine
			Clinical Pathology
			Bacteriology
			Virology
			Parasitology
			Aquatic Animal Health
			Large Animal Clinical Sciences
			Small Animal Clinical Sciences
			Wildlife Conservation Medicine
			Animal Product, Processing, Entrepreneurship & Safety
		Anatomy, Physiology, & Pharmacology	Anatomy
			Anatomical Pathology
			Pharmacology
	SAS	Business and Management Studies	Finance
		Business and Management Studies	Healthcare Delivery
MPH	SOM	Public Health & Preventive Medicine	Public Health
MBA	SAS	Business and Management Studies	International Business
			Multisector Health Management
MPhil	SAS	Business and Management Studies	Management
MEd	SAS	Department of Educational Services	Education
MA	SAS	Humanities & Social Sciences	Clinical Community Psychology

Dual Degrees Offered in SGS

Graduate Degree	School	Department	Discipline
MD/PhD	SOM	Public Health & Preventive Medicine	Biomedical Research
MD/MSc	SOM	Anatomical Sciences	Anatomy
		Public Health & Preventive Medicine	Bioethics
		Public Health & Preventive Medicine	Biomedical Research
		Microbiology, Immunology, & Pharmacology	Microbiology
			Tropical Medicine
		Physiology, Neuroscience, & Behavioral Science	Physiology
			Neuroscience
MD/MPH		Public Health & Preventive Medicine	Preventive Medicine
MD/MBA	SOM/SAS	Business and Management Studies	Multisector Health Management
DVM / MSc	SVM	Pathobiology	Morphological and Clinical Pathology
			Bacteriology
			Virology
			Parasitology
			Aquatic Animal Health
			Wildlife Conservation Medicine

		Anatomy, Physiology, & Pharmacology	Small Animal Clinical Sciences
			Large Animal Clinical Sciences
			Anatomy
			Physiology
			Pharmacology
DVM/MPH	SVM/SOM	Public Health & Preventive Medicine	Veterinary Public Health
DVM/MBA	SVM/SAS	Business and Management Studies	Multisector Health Management

Administrative Policies and Procedures

Acceptance

Acceptance into any graduate program is according to the established policies of the SGS, which are published on the [university website](#) and available by contacting the Office of Graduate Studies (deangraduatestudies@sgu.edu).

Admissions Criteria

Master of Public Health (MPH) Admission Requirements

- North American Applicants
 - A bachelor's degree from a recognized university or college, with a minimum 3.0 GPA
 - Work experience or a strong interest in public health
 - A personal statement of interest in public health
 - Two letters of recommendation from qualified professionals (e.g. academic, professionals from relevant fields)
- British Applicants
 - A first- or second-class degree
 - Work experience or a strong interest in public health
 - Two letters of recommendation
- Other Models of Education
 - A bachelor's degree, BSc, or equivalent with a strong science background
 - Work experience or a strong interest in public health
 - Two letters of recommendation
 - If English is not the applicant's principal language, the official record of a score of at least 600 (paper-based), 250 (computer-based) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or a 7.0 overall score in the International English Language Testing System (IELTS).

Master of Science (MSc) and Doctor of Philosophy (PhD) Admission Requirements

- North American Applicants
 - A bachelor's degree or equivalent with a GPA of 3.0 and a strong science background for MSc applications
 - A master's degree or equivalent with a GPA of 3.0 and a strong science background for PhD applications
 - GRE tests are not required, but strong GRE performance enhances an application
 - Candidates for the Microbiology MSc degree must have at least a 3.0 GPA in microbiology courses

- A doctoral research proposal for PhD application
- Two letters of recommendation
- Prior research experience is a benefit, but not a requirement in MSc application
- Prior research experience is a requirement for PhD application
- British Applicants
 - Applicants in the United Kingdom system must have a first- or second-class degree
 - Candidates for the Microbiology MSc degree must have at least a 3.0 GPA in microbiology courses
 - A doctoral research proposal for PhD application
 - Two letters of recommendation
 - Prior research experience is a benefit, but not a requirement in MSc application
 - Prior research experience is a requirement for PhD application
- Other Models of Education
 - A bachelor's degree or equivalent with a GPA of 3.0 and a strong science background for MSc applications
 - A master's degree or equivalent with a GPA of 3.0 and a strong science background for PhD applications
 - Candidates for the Microbiology MSc degree must have at least a 3.0 GPA in microbiology courses
 - A doctoral research proposal for PhD application
 - Two letters of recommendation
 - Prior research experience is a benefit, but not a requirement in MSc application
 - Prior research experience is a requirement for PhD application
 - If English is not the applicant's principal language, the official record of a score of at least 600 (paper-based), 250 (computer-based) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or a 7.0 overall score in the International English Language Testing System (IELTS).
 - A bachelor's degree
 - Minimum 3.0 GPA
 - Minimum one year (but ideally at least 3-5 years) of professional experience, including teaching experience
 - Content area expertise
 - Strong writing and analytical skills
 - Commitment/passion for teaching, learning, and leadership

Master of Education (MEd) Admission Requirements:

- When applying, candidates must submit the following:
 - All official post-secondary transcripts
 - A professional resume
 - A 3-5 page academic writing sample
 - A 2-3 page personal statement
 - Two letters of recommendation (one academic, one professional)
 - Applicants must also indicate which track they are applying for (Global Education, Health Education, or Medical Education)
 - Select applicants will be invited for a virtual interview with the program director. Applicants can expect to complete a real-time writing task during the interview.

Program Registration

All students are required to register on or before the first day of classes in each term as scheduled by the Office of the University Registrar.

Students in dual degree programs should matriculate into both programs simultaneously and register for courses based on the program's dual degree schedule.

Check-In

To complete check-in, students must have financial, academic, and health insurance clearance.

New students who are not pre-registered in specific courses must meet with their Academic Advisor to determine their course schedule. Students who are automatically enrolled in first-term courses must also meet with their Academic Advisor by the end of the first week of the program to discuss the pathway to completing the program, academic advising, learner support resources, academic and non-academic challenges that may affect the student's performance in the program, and to add or drop courses as necessary.

Students should contact the Office of Student Finances before proceeding to Grenada. It is the responsibility of students to ensure they are in good financial and academic standing. Students should not proceed to Grenada without financial and academic clearance.

Questions about student accounts and billing are handled at the Office of Student Finances. Information about scholarships or loans, counseling for financial planning, budgeting and debt management are provided by the [Office of Financial Aid](#). Both offices are located at University Support Services, LLC, 3500 Sunrise Highway, Building 300, Great River, New York 11739. The phone numbers are: 631-665-8500, or 1-800-899-6337.

Advisement

All matriculated graduate students are assigned an Academic Advisor or mentor to guide and facilitate the academic journey. Supervisory Committees, consisting of 3-5 members, are established to guide and support students in all research-based activities in the MSc and doctoral programs. Advisor-advisee interview summaries are filed in Insight and with the Dean of the SGS for future reference (for example, Recommendation Letters).

Important Dates

Students should consult the registrar's site for course dates and other important schedules at [Registrar Academic Calendars - SGU University Portal](#)

Program Level Objectives

Each program has program-level objectives that specify the knowledge, skills, and behaviors students are expected to demonstrate upon completion of the degree. The courses in each program provide students with opportunities to incrementally acquire knowledge and skills in the subject area through completion of assignments, discussions, quizzes, and examinations.

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
MPH	Public Health	SOM	Public Health and Preventive Medicine	Knowledge	Profession & Science of Public Health: 1. Explain public health history, philosophy, and values; 2. Identify the core functions of public health and the 10 Essential Services; 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health; 4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.; 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.; 6. Explain the critical importance of evidence in advancing public health knowledge; Factors Related to Human Health: 7. Explain effects of environmental factors on a population's health; 8. Explain biological and genetic factors that affect a population's health; 9. Explain behavioral and psychological factors that affect a population's health; 10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities; 11. Explain how globalization affects global burdens of disease; 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).
				Competency	Evidence-based Approaches to Public Health: 1. Apply epidemiological methods to settings and situations in public health practice; 2. Select quantitative and qualitative data collection methods appropriate for a given public health context; 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate; 4. Interpret results of data analysis for public health research, policy, or practice; Public Health & Health Care Systems: 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings; 6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and systemic levels; Planning & Management to Promote Health: 7. Assess population needs, assets, and capacities that affect communities' health; 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					9. Design a population-based policy, program, project, or intervention; 10. Explain basic principles and tools of budget and resource management 11. Select methods to evaluate public health programs;
					Policy in Public Health: 12. Discuss the policy-making process, including the roles of ethics and evidence; 13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes; 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations; 15. Evaluate policies for their impact on public health and health equity; Leadership: 16. Apply leadership and/or management principles to address a relevant issue; 17. Apply negotiation and mediation skills to address organizational or community challenges; Communication: 18. Select communication strategies for different audiences and sectors; 19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy; 20. Describe the importance of cultural humility in communicating public health content; Interprofessional and/or Intersectoral Practice: 21. Integrate perspectives from other sectors and/or professions to promote and advance population health.
PhD	Anatomy	SOM	Anatomical Sciences	Knowledge	Broad knowledge of anatomy, histology and embryological processes, and the ability to apply this knowledge in an academic setting.
				Competency	1. Develop substantive knowledge in gross anatomy, histology, embryology, clinical anatomy, and radiology; 2. Master the analytical and methodological skills required to evaluate and conduct research; 3. Design and conduct original research; 4. Demonstrate the ability to communicate the results of their research in a clear and effective manner; 5. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds; 6. Demonstrate an understanding and concern for the high ethical standards in research, teaching, and clinical practice; 7. Proficient in conducting research, including data collection, analysis, and interpretation of results;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					8. Meaningful discussion of his/her findings in relation to other published research; 9. Preparation of manuscripts ready for submission to indexed peer-reviewed scientific journals.
MSc	Anatomy	SOM	Anatomical Sciences	Knowledge	1. Foster a spirit of inquiry that will ultimately lead to continued academic learning and scholarly activity; 2. Train students in all aspects of anatomy, histology, and embryological processes as well as research methodology.
				Competency	1. Develop substantive knowledge in gross anatomy, histology, embryology, clinical anatomy, and radiology; 2. Master the analytical and methodological skills required to evaluate and conduct research; 3. Design and conduct original research; 4. Demonstrate the ability to communicate the results of their research in a clear and effective manner; 5. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds; 6. Demonstrate an understanding and concern for the high ethical standards in research, teaching, and clinical practice.
PhD	Biomedical Research	SOM	Public Health and Preventive Medicine	Knowledge	Research Methods: Principles of scientific investigation, research study designs, sampling techniques, conducting surveys, clinical trials, and design of experiments; Biostatistics: 1. Descriptive Statistics: numerical descriptions of data, graphical presentations of data, data distributions, laws of probability, the central limit theorem, and confidence intervals; 2. Inferential Statistics: tests of hypothesis, types of decision errors, tests of proportions, relative risk and odds ratios, statistical and practical significance, tests of means, t-tests, ANOVA, ANCOVA, correlation, simple and multiple regression, logistic regression, Chi-Square tests of nominal and ordinal data, correspondence analysis, survival analysis, systematic reviews and meta-analyses, and nonparametric methods;
					Authorship: Research and writing, scientific writing, choosing a journal, bibliometric indicators, predatory journals, literature review and reference management, authorship and authorship issues, the writing process, manuscript preparation, the peer review process, manuscript revision, and research presentations; Bioethics: 1. Principles of ethics, issues in research ethics, human research considerations, animal research considerations, responsible conduct of research, bioethics practice and application; 2. Understand the scientific research process and become proficient in the art of asking scientific questions.
				Competency	1. Formulate a research hypothesis, select an appropriate study design, collect relevant data, test the hypothesis, and draw a conclusion based on evidence; 2. Design a research protocol and conduct a research study, including determining sample size and choosing appropriate test statistics;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					3. Complete training and obtain certification provided by the Collaborative Institutional Training Initiative (CITI); 4. Prepare applications to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) for ethical evaluation, and, if required, to a Research Oversight Committee (ROC); 5. Think scientifically, objectively, and critically in the biomedical arena; 6. Form a logical argument and present scientific evidence in written and oral formats; 7. Read, evaluate, and apply the biomedical literature; 8. Contribute to the biomedical literature by publishing in international peer-reviewed journals and by making presentations at international conferences; 9. Serve as a peer-reviewer for journals and conferences; 10. Practice evidence-based medicine, and teach and inform patients about the best practices in health based on scientific evidence; 11. Guide other clinicians in conducting research and in applying research for decision-making in clinical settings.
MSc	Bioethics	SOM	Public Health and Preventive Medicine	Knowledge	1. Know the bioethical principles stated in: Principles of human experimentation (the "Nuremberg Code"); ethical principles and guidelines for the protection of human subjects of research ("The Belmont Report") of National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; ethical principles for medical research ("Declaration of Helsinki") of World Medical Association; Federal Policy for the Protection of Human Subjects (45 CFR, "Common Rule") for all US Federal Agencies, including the Centers for Disease Control (CDC); guiding principles for ethical research of National Institutes of Health (NIH); guidelines on ethics of clinical trials of Council for International Organizations and Medical Sciences (CIOMS); 2. Understand the approaches of ethical analysis: casuistry, communitarianism, principlism, deontology, utilitarianism, social contract ethics, and virtue ethics; 3. Recognize special considerations in bioethics when conducting research in developing countries or conducting research on vulnerable populations.
				Competency	1. Construct bioethical arguments using a legal, moral, ethical framework; 2. Conduct systematic reviews of bioethical and biomedical literature; 3. Perform normative studies to formulate and defend bioethical positions; 4. Apply bioethical principles to case studies on human and animal research; 5. Critique the ethical aspects of study designs in proposed research; 6. Conduct clinical trials applying the principles for the Responsible Conduct of Research; 7. Contribute to the bioethical literature to guide resolution of ethical dilemmas in human and animal health around the world;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					8. Serve on an Institutional Review Board (IRB) and an Institutional Animal Care and Use Committee (IACUC); 9. Prepare and evaluate funding grants applications with full consideration for the bioethical issues involved.
MSc	Biomedical Research	SOM	Public Health and Preventive Medicine	Knowledge	Research Methods: Principles of scientific investigation, research study designs, sampling techniques, conducting surveys, clinical trials, and design of experiments; Biostatistics: 1. Descriptive Statistics: numerical descriptions of data, graphical presentations of data, data distributions, laws of probability, the central limit theorem, and confidence intervals; 2. Inferential Statistics: tests of hypothesis, types of decision errors, tests of proportions, relative risk and odds ratios, statistical and practical significance, tests of means, t-tests, ANOVA, ANCOVA, correlation, simple and multiple regression, logistic regression, Chi-Square tests of nominal and ordinal data, correspondence analysis, survival analysis, systematic reviews and meta-analyses, and nonparametric methods; Authorship: Research and writing, scientific writing, choosing a journal, bibliometric indicators, predatory journals, literature review and reference management, authorship and authorship issues, the writing process, manuscript preparation, the peer review process, manuscript revision, and research presentations; Bioethics: 1. Principles of ethics, issues in research ethics, human research considerations, animal research considerations, responsible conduct of research, bioethics practice and application; 2. Understand the scientific research process and become proficient in the art of asking scientific questions.
				Competency	1. Formulate a research question, select an appropriate study design, collect and analyze relevant data, and draw a conclusion; 2. Design and conduct biomedical research studies, including determining sample size and choosing appropriate test statistics; 3. Complete training and obtain certification provided by the Collaborative Institutional Training Initiative (CITI); 4. Think scientifically, objectively and critically in the biomedical arena; 5. Form a logical argument and present scientific evidence in written and oral formats; 6. Read, evaluate and apply the biomedical literature; 7. Contribute to the biomedical literature by publishing in scholarly journals and by making professional presentations; 8. Serve as a peer-reviewer for journals and conferences; 9. Practice evidence-based medicine, and teach and inform patients about the best practices in health based on scientific evidence; 10. Guide other clinicians in conducting research and in applying research for decision-making in clinical settings.

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
MEd	Education	SOM	DES	Knowledge	1. Develop, implement, and assess educational experiences that are informed by current and foundational theories of learning, reflect innovations in technology, and are designed to meet the needs of diverse learners; 2. Recognize and apply leadership theories relevant to leading strategic decision-making and educational reform to support collaborative and inclusive learning communities that are supportive of diverse identities, perspectives, and approaches; 3. Examine the social, historical, cultural, and psychological factors that shape the ways in which students learn, teachers teach, educational systems are designed, and change occurs; 4. Apply an inquiry stance toward their practice (by asking critical questions, critiquing assumptions, examining data, and reflecting on implemented changes) to create more equitable and engaging spaces for teaching and learning.
				Competency	1. Utilizing established theoretical framework to pursue inquiry; 2. Utilizing evidence-based methodologies to produce knowledge; 3. Engaging with others with the highest degree of efficacy; 4. Designing curriculum that is adaptable for delivery in virtual and in-person learning environments; 5. Applying technology to enhance learning outcomes; 6. Applying strategic decision-making skills that lead to educational reform for diverse populations; 7. Leading within established and intentional reflective and mindfulness practices; 8. Delivering high caliber academic critique and adding to growing bodies of literature; 9. Designing, developing, and delivering rigorous research with immediate impact on their field; 10. Demonstrating an understanding of the complexities of historical, social, and cultural factors that impact learning outcomes with a diverse population; 11. Demonstrating an unwavering commitment to practices that align with social and cultural competencies; 12. Building awareness of current and ongoing global issues in education; 13. Applying evidence-based teaching and learning practices to facilitate, lead and manage learning environments; 14. Demonstrating a robust awareness of the evolving educational methodologies and models for ongoing professional.
MSc	Neuroscience	SOM	Physiology/ Neuroscience/ Behavioral Science	Knowledge	Demonstrate the knowledge and understanding of current medical physiology, biomedical neuroscience, and behavioral science in medicine.
				Competency	1. Understand and apply the principles of research ethics; 2. Create scientific text, and deliver scientific presentations; 3. Conduct the original research, analyze the acquired data, write and defend the thesis; 4. Create and revise a project proposal for a master's thesis;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					5. Demonstrate proficiency in research design, biostatistics, master authorship, and manuscript preparation; 6. Conduct literature search and summarize the results in the form of a review article as part of the coursework.
MSc	Physiology	SOM	Physiology/ Neuroscience/ Behavioral Science	Knowledge	1. Demonstrate knowledge and understanding of current Medical Physiology, Biomedical Neuroscience, and Behavioral Sciences in Medicine.
				Competency	1. Understand and apply the principles of research ethics; 2. Demonstrate proficiency in research design and biostatistics; 3. Master authorship and manuscript preparation, create scientific text and deliver scientific presentations, conduct literature search, and summarize the results in the form of a review article as part of the coursework; 4. Create and revise a project proposal for a master's thesis; 5. Conduct the original research; 6. Analyze the acquired data and write and defend the thesis.
MSc	Biochemistry	SOM	Biochemistry	Knowledge	Develop substantive knowledge in biochemistry to include but not limited to enzyme activity, biochemical pathways, nutrition affecting health, pathology and physiology associated with inborn errors of metabolism.
				Competency	1. Master the analytical and methodological skills required to evaluate and conduct research; 2. Design and conduct original research; 3. Demonstrate the ability to communicate the results of their research in a clear and effective manner; 4. Create scientific text, and deliver scientific presentations; 5. Create and revise a project proposal for a master's thesis; 6. Conduct literature search and summarize the results in the form of a review article as part of the course work; 7. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds; 8. Demonstrate an understanding and concern for the high ethical standards in research, teaching and protecting sensitive data.
PhD	Microbiology	SOM	Microbiology, Immunology, Pharmacology	Knowledge	1. Critically evaluate current literature to identify gaps in microbiological knowledge; 2. Relate microbiological research to global health, environmental, agricultural, and industrial challenges; 3. Translate findings into applications that address scientific, medical, or societal needs.
				Competency	1. Apply appropriate experimental, computational, and analytical methodologies with rigor and reproducibility; 2. Demonstrate adherence to ethical principles in research, including biosafety, bioethics, and responsible conduct of research; 3. Apply international standards for data management, authorship, and research integrity; 4. Contribute to the scientific community by mentoring junior researchers and fostering collaborative projects;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					5. Demonstrate leadership in laboratory management, project planning, and interdisciplinary teamwork.
MSc	Microbiology	SOM	Microbiology, Immunology, Pharmacology	Knowledge	1. Demonstrate advanced knowledge of microbiology, including microbial physiology, genetics, immunology, and pathogenicity; 2. Critically evaluate scientific literature and synthesize information to support evidence-based conclusions.
				Competency	1. Communicate scientific findings clearly in written reports, oral presentations, and peer-reviewed publications; 2. Demonstrate competence in data analysis, biostatistics, and use of relevant computational tools; 3. Exhibit responsible conduct of research and compliance with biosafety, bioethics, and laboratory regulations; 4. Collaborate effectively within multidisciplinary teams and contribute to group projects; 5. Develop critical thinking and problem-solving skills for addressing contemporary challenges in microbiology; 6. Pursue continued professional development and lifelong learning in microbiology and related disciplines.
MSc	Tropical Medicine	SOM	Selective	Learning Outcomes	1. Experience hospital and community health care medicine in the Tropics; 2. Uniquely experience disappearing cultures and One Health; 3. Gain practical insight into Global Health; 4. Gain exposure to AMREF (flying doctor's), Africa's largest Health NGO; 5. Experience a unique part of Africa through a One Health lens, examining the human, domestic animal, wildlife, and environment interface, and their conflicts and opportunities.
MPH	Global Health	SOM	Selective	Learning Outcomes	1. Examine Costa Rica's universal healthcare system and the challenges of equitable access across public and private sectors; 2. Explore the interconnectedness of human, animal, and environmental health through a One Health approach; 3. Engage with public health initiatives addressing migration, gender-based violence, and Indigenous and Afro-descendant health disparities; 4. Learn how Costa Rica leverages its unique geographic, political, and cultural context to promote traditional medicine, community-based care, and sustainable health practices. 5. Participate in site visits, expert-led workshops, and cross-cultural experiences that emphasize collaboration, reflection, and systems thinking.
MA	Clinical Community Psychology	SAS	Humanities and Social Sciences	Learning Outcomes	1. Utilize foundational knowledge in developmental psychology, cognitive-behavioral psychology, social, and community psychology to construct interventions; 2. Apply psychological interventions to change individual and collective human behavior in families, organizations, and communities; 3. Evaluate and apply findings from the psychological and related research literature; 4. Participate in professional networks that utilize vocabularies of psychopathological classifications and treatment regimes;

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					5. Provide psychometric assessments to inform intervention planning; 6. Develop systems of etiology and risk factor exposure that are multi-ecological; 7. Address targeted problems or risks in specific areas of mental health and psychosocial behavior; 8. Demonstrate a functional understanding of the historical, cultural, legal, and ethical context of the Caribbean sufficient to facilitate culturally-appropriate practices; 9. Conduct professional activities according to the applicable ethical codes of psychological practice.
MSc	Finance	SAS	Business	Learning Outcomes	1. Students should be able to analyze complex business problems related to finance and make sound decisions; 2. Students should be able to apply advanced oral and written communication skills necessary for success in diverse financial environments; 3. Students should be able to demonstrate ethical reasoning skills in financial decision-making; 4. Students should be able to demonstrate their knowledge of international finance and global financial markets and their impact on business; 5. Students should be able to perform a financial analysis of a company; 6. Students should be able to assess how a company's financial analysis and external economic environment affect the company's performance.
MSc	Healthcare Delivery	SAS	Business	Learning Outcomes	1. Students should be able to analyze complex health care delivery problems and formulate amicable solutions; 2. Students should be able to apply advanced oral and written communication skills necessary for success in a health care environment; 3. Students should be able to demonstrate ethical reasoning, social responsibility, and critical thinking skills in a healthcare environment; 4. Students will be able to synthesize knowledge, skills and tools in an international health care delivery context; 5. Students will be able to adapt computer software, web, and social media skills to operate in a health care environment; 6. Students should be able to assess and report on health care delivery performance metrics;
MBA-IB	International Business	SAS	Business	Learning Outcomes	Strategic and Analytical Thinking: Graduates will integrate knowledge across business disciplines and apply strategic, analytical, and quantitative methods to solve complex business problems in global contexts. Ethical and Legal Decision-Making: Graduates will evaluate ethical dilemmas and legal considerations to make responsible and sustainable business decisions. Financial and Accounting Competence: Graduates will apply financial and accounting principles to manage resources, assess investment opportunities, and support strategic decision-making.

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					Leadership and Organizational Effectiveness: Graduates will demonstrate leadership, teamwork, and organizational behavior skills to manage people and processes effectively in diverse environments. Global and Cross-Cultural Business Acumen: Graduates will analyze global markets, cultural dynamics, and international business environments to make informed and culturally sensitive decisions. Marketing and Entrepreneurial Innovation: Graduates will develop innovative marketing strategies and entrepreneurial solutions to address the needs of global and emerging markets.
MBA-MHM	Multisector Health Management	SOM/SAS	Business	Learning Outcomes	1. Graduates will integrate healthcare and business knowledge to analyze complex problems and apply strategic, analytical, technological, and quantitative methods to healthcare decision-making and organizational improvement; 2. Graduates will evaluate ethical dilemmas, healthcare policies, and legal frameworks to make responsible and sustainable managerial decisions; 3. Graduates will apply financial, budgeting, and accounting principles to manage healthcare resources, assess investments, and support strategic decisions; 4. Graduates will demonstrate leadership, teamwork, communication, and organizational behavior skills to manage healthcare professionals and processes effectively in diverse environments; 5. Graduates will analyze global healthcare systems, public health challenges, and cultural dynamics to make informed and sensitive managerial decisions; 6. Graduates will develop innovative strategies and entrepreneurial solutions to improve healthcare delivery, patient care, and organizational effectiveness.
MSc	Medical Education	SOM	DES	Learning Outcomes	1. Design and implement curricula grounded in learning theories and evidence-based models; 2. Apply advanced assessment and evaluation strategies to measure learner performance and program effectiveness; 3. Integrate simulation and technology to enhance clinical teaching and patient safety; 4. Conduct systematic reviews and scholarly research using existing literature and secondary data; 5. Publish and present educational research in academic forums; 6. Demonstrate leadership in medical education and contribute to institutional and global.
MSc	Biovisualization	SOM	Anatomical Sciences	Learning Outcomes	1. Demonstrate how to translate complex scientific content into clear, instructional visuals in a variety of media; 2. Develop skills critical to a medical illustrator's success, including enhanced visual problem-solving and communication skills, understanding how to self-critique to continually evaluate projects, work with a team, and effectively collaborate with content experts; 3. Utilize industry-standard software to create a variety of visual communication materials, including 2D schematic figures,

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					animations, and illustrations for publication, and digital 3D models, and understand which to select for various project challenges that meet the established goals; 4. Develop strong professional practices and an identity as a medical illustrator, including a portfolio and other public-facing materials, and ethical research and business practices; 5. Apply streamlined project planning, file organization, and general workflow optimization skills, and create visuals in the most efficient manner; 6. Engage in research applicable to the field and that supports the student's interests to create an original body of work for publication or to serve other educational benefits.
PhD	Anatomical Pathology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Bacteriology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Clinical Pathology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Parasitology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Virology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Anatomy	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Pharmacology	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					3. Provide skills for specialized academic, educator, and researcher
PhD	Wildlife Conservation Medicine	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
MSc	Anatomical Pathology	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Anatomy	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Pharmacology	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Wildlife Conservation Medicine	SVM	Pathobiology	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Animal Product Processing Entrepreneurship and Safety	SVM	Pathobiology	Learning Outcomes	1. Improve animal sector, resource planning, and policy development 2. Develop further the management of sustainable animal enterprises and resources 3. Add value to animal products based on community needs and motivation 4. Create environmentally-friendly, sustainable animal products and processing methods 5. Demand-driven research demand in the animal industry
MSc	Bacteriology	SVM	Pathobiology	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Clinical Pathology	SVM	Pathobiology	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Aquatic Animal Health	SVM	Pathobiology	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Parasitology	SVM	Pathobiology	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Virology	SVM	Pathobiology	Learning Outcomes	Conduct graduate-level research for an academically oriented career
MSc	Large Animal Clinical Sciences	SVM	Pathobiology	Learning Outcomes	1. Critically evaluate and analyze relevant scientific literature 2. Demonstrate a thorough understanding of the research techniques applied in the chosen area of research 3. Independently design and conduct original research studies 4. Show self-determination and originality in problem solving 5. Demonstrating good oral presentation and scientific writing skills
MSc	Small Animal Clinical Science	SVM	Pathobiology	Learning Outcomes	1. Perform evidence-based small animal clinical reasoning and decision making in a chosen specialty 2. Critically evaluate and analyze relevant scientific literature in the chosen field 3. Understand, design, and conduct research in the chosen specialty field

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
					4. Demonstrate core competencies as defined by the discipline for internship/residency training 5. Ability to teach DVM students in a chosen specialty field

Requirements for Graduation

Students will be deemed to have fulfilled all the requirements for their chosen degree program after successfully completing all specified credits with a cumulative GPA of at least 3.0. This will be verified by the degree audit by the Office of the University Registrar.

Degree Program	Required Credits
MPH - Master of Public Health	42
MSc - Master of Science	34
MBA-IB – International Business	48
MBA-MHM – Multi-Sector Health Management	34
MEd – Master of Education	34
MACCP – Master of Art in Clinical Community Psychology	36
PhD	60

Participation in Continuous Quality Improvement

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

Any student with issues or concerns relating to their graduate academic program should bring them to the attention of a representative from the Student Government Association (SGA). The usual route for such issues is to then bring them to the attention of the relevant graduate program committee (e.g. the Departmental Curriculum Committee). The SGA may then bring the issue to the Dean's attention in the SGS. This route ensures that issues affecting the class are dealt with efficiently and in a timely manner.

Course Evaluation Framework for the SGS

	Evaluation
1	Course structure and expectations clearly communicated to students
2	Program objectives clearly communicated to students
3	Learning/module objectives clearly communicated to students
4	Time and effort spent in preparation for course and assessments proportionate to the credit allotment
5	Major exams are fair assessment of the course learning objectives
6	Course contributed effectively to student knowledge of the subject/discipline
7	Overall effectiveness of the course
8	Student suggestions to improve the course

Self-directed Course (e.g. practicum, thesis writing) Evaluation Framework for the SGS

	Evaluation
1	Course structure and expectations clearly communicated
2	Course design allowed for meaningful engagement with real-world, reflective, or research-based work
3	Adequate opportunities for students to direct, shape, or take ownership of learning in the course
4	Pacing/workload appropriate given the open-ended or self-directed nature of the course
5	Feedback and/or assessment approach (e.g., supervision, reflection, ongoing review) supported learning and development
6	Course meaningfully contributed to student growth in areas such as critical thinking, inquiry, professional skills, or self-reflection
7	Additional support that would have enabled student to better achieve academic requirements
8	Student suggestions to improve the course

Instructor Evaluation Framework for the SGS

	Evaluation
1	Instructor effectively engaged student in learning course content
2	Instructor effectively related material in the course to content in other courses
3	Instructor effectively explained complex material
4	Instructor effectively guided student in the application of course content to relevant real-world/authentic scenarios
5	Instructor maintained a respectful and positive classroom environment
6	Instructor approachable and willing to assist in student learning
7	Instructor enhanced student understanding of the material taught
8	Specific examples of how instructor aided student learning
9	Specific examples of how instructor could improve instruction

Learning Environment Evaluation Framework for the SGS

	Evaluation
1	SGU provides safe and supportive learning environment
2	Student experience or witnessed of mistreatment of students during educational experience (e.g. harassment, discrimination, public humiliation, psychological/physical punishment)
3	Documentation of mistreatment experienced or witnessed. Be aware that this survey is not an official reporting mechanism. To file an official report of mistreatment, please contact the Office of Student Affairs (STUDENTAFFAIRS@sgu.edu) or use EthicsPoint (https://secure.ethicspoint.com/domain/media/en/gui/57112/index.html) to file an anonymous report
4	Student feels supported in personal and professional pursuits by other students in the learning environment
5	Comfort with speaking to faculty and/or other school representatives when important concerns arise

Policies and Procedures for Master's Degrees

While these policies are overarching in the SGS, the specific program in each department is defined by the Departmental Curriculum Committee's guidelines. The Departmental Curriculum Committee is responsible for administering the department's academic programs.

Students must undertake graduate-level (at least 800-level) coursework and produce a capstone paper to complete the Master of Arts, Master of Public Health, Master of Business Administration, and Master of Education degrees.

All MSc degree options require between 34 – 49 credits of graduate work (at least 800-level). Each student is required to prepare and defend a research proposal and a final thesis, and to publish or have one manuscript accepted for publication in an approved journal. The publication must be based solely on the research undertaken in pursuit of the master's degree. Manuscripts must be developed to an acceptable standard and approved for submission by the Supervisory Committee. All named authors on the publication must have made a substantial contribution to the publication. The accepted or published manuscript may be included as a chapter in the thesis. Guidelines for writing the thesis and inclusion of the accepted/published manuscript are provided in Appendix A.

All completed theses, upon the recommendation of the Chair of the Supervisory Committee, are submitted to the Dean of the School of Graduate Studies for submission to the external examiner. In addition, a final oral presentation and defense of the thesis must be successfully completed before the degree is awarded.

Admissions

All requirements of the SGS and the curriculum committee of the specific department must be met for acceptance into the program. Applications must be made through the SGS of SGU. Admission to the master's programs will be based on: 1) undergraduate grade point average (minimum 3.0 on a 4.0 scale), 2) personal statement of interest and experience in the area, 3) letters of recommendation from professionals, 4) proficiency in English, and 5) completion of prerequisite courses, if required.

Advanced Standing and Transfer of Credits

Up to 12 transfer credits may be earned from a prior graduate degree program at an approved university. Recommendation for transfer of credits for advanced standing and for acceptance of non-SGU courses will be determined by the Departmental Curriculum Committee and presented to the SGS Dean for approval.

Course Requirements

Students must complete at least 34 credits of graduate-level coursework to fulfill the requirements for the MSc degree. The distribution of the credits will be determined by the Departmental Curriculum Committee and approved by the Dean following review by the SGS Curriculum Committee. The MSc programs, which include research and thesis, would normally require a minimum of 24 credits of primarily 900-level courses (dedicated to research and thesis production). An example of the distribution of these credits is listed below.

900-level Course Requirements in MSc Degrees

Course code	Course Title	Subject	No. of credits
IDGS 900	Graduate Research Seminars	Attendance and participation in research seminars (students must attend AND participate in 16 1-hr seminars)	1
IDGS 901	Research Proposal Seminar	Seminar on project proposal (oral presentation of the proposal)	1
IDGS 902	Research Proposal	Project proposal (submission of written proposal)	2
IDGS 903	Research and Thesis	Thesis (research project, writing up, one publication, etc.)	15

IDGS 904	MSc Thesis Seminar	Seminar on project outcome (pre-defense oral presentation of study and results to Supervisory Committee and preparation for final thesis defense)	1
IDGS 905	Research and Thesis Defense	Final thesis defense	2
MICR 825	Scientific Text Organization and Presentation	Scientific Text: Organization and Presentation (STOP)	2

Substitutions Within the Program

Courses may be substituted at the discretion of the Departmental Curriculum Committee.

Teaching Requirements

At the discretion of the department Chair, and following the recommendation of the Departmental Curriculum Committee, students may be required to serve as teaching assistants or as instructors in departmental courses. Students who are required to teach will normally be remunerated for this service at the commensurate approved SGU rate.

Supervisory Committee

By the beginning of the second term in the MSc program, students are expected to have selected a mentor with whom they wish to work. For students in the research/thesis program, both student and mentor will determine the research project and, within two months of selecting a mentor, both will choose a thesis Supervisory Committee composed of faculty whose interests and expertise will complement the research project. The Supervisory Committee will oversee all aspects of the research, manage and oversee the development of the thesis, and review students' progress in the program. The Supervisory Committee will be composed of at least three members, including at least two faculty members from the department and one faculty member from outside the department.

Thesis Preparation

The master's thesis will be prepared by the student under the direction of the Supervisory Committee. Members of the Supervisory Committee will act as consultants during the research and must approve the thesis during its development and in its final form. Students should allow at least four weeks for committee review and revision of drafts of the thesis.

Thesis Format and Submission

The thesis must be prepared and formatted according to the thesis guidelines of the SGS. The Thesis Guide is shown in Appendix A.

External Examiner

Once the student's Supervisory Committee is satisfied that the MSc candidate's thesis meets the required standard, this information should be submitted on the official form to the SGS Dean's office together with the name and address of the external examiner, as recommended to the Dean by the Supervisory Committee, and who has agreed to examine the thesis. The SGS Dean's office will then

send the thesis and the external examiner's form to the external examiner. The external examiner's comments should be taken into account by the Supervisory Committee, and the student must abide by the ruling of the external examiner and the Supervisory Committee.

Final Thesis Examination

The thesis presentation and defense represent the culmination of the SGS experience. Following the final review by the Supervisory Committee and the completion of all required revisions to the satisfaction of the Committee, students will present the research in a publicly advertised seminar, at which all Supervisory Committee members must be present. Following the seminar, the Supervisory Committee will make a final evaluation of both the thesis and its presentation.

Capstone Presentation

In the non-thesis master's program, students and mentors must choose a topic related to the chosen program on which students will prepare a paper and deliver a seminar presentation at the end of their course of study. This presentation may be duly advertised within the University community for a live presentation or recorded and submitted for grading by the faculty. The Departmental Curriculum Committee will establish and approve the internal process for the departmental faculty to review and grade capstone papers.

Satisfactory Academic Progress

Upon review of the Academic Promotion Review Committee (APRC), a student with failing grades or whose GPA falls below 3.0, or who may not be making adequate progress toward completing the program within the maximum timeline will be placed on Monitored Academic Status (MAS) for the duration of their time in the program. Deficiencies must be corrected in accordance with the stipulations and timeline determined by the APRC. Failure to do so may result in a recommendation for dismissal. Students who are recommended for dismissal may appeal to the Committee for Academic Progress and Professional Standards (CAPPS) through the established SGS appeals process. Students who are retained by the CAPPS, following a recommendation for dismissal, must indicate willingness to continue in the program and adhere to stipulations set out by the CAPPS. Failure to do so may result in a recommendation for dismissal.

Time Frame for the Completion of the Master's Degree

All requirements for the master's degree must be completed within five years of matriculation into the program.

Requirements for Graduation

The student will be deemed to have fulfilled all requirements for the master's degree after successfully completing at least 34 credits with a cumulative GPA of at least 3.0.

Policies and Procedures for Doctoral Degrees

While these policies are overarching in the SGS, the specific program in each department is defined by the Departmental Curriculum Committee's guidelines. The Departmental Curriculum Committee is responsible for administering the department's academic programs.

The PhD degree programs at SGU require a minimum of 60-75 credits.

Students in the PhD by Thesis program are required to produce and defend a research proposal and a final thesis, and to publish or have accepted for publication two manuscripts in an approved journal. The publications should be based solely on the research undertaken in pursuit of the doctoral degree. Manuscripts must be developed to an acceptable standard and approved for submission by the Supervisory Committee. All named authors on the publication must have made a substantial contribution to the publication. The accepted or published manuscript may be included as a chapter in the thesis. Guidelines for writing the thesis and inclusion of the accepted/published manuscript are provided in Appendix A.

Students in the PhD by Publication program are required to produce and defend a research proposal and publish or have accepted four manuscripts for publication. The accepted or published papers are compiled to produce a thesis for oral defense at the end of the program.

If not sufficiently covered in the publications, the thesis would also normally include: (1) an introductory chapter to provide a literature review setting the context of the study; (2) a discussion/conclusion chapter to state the contributions of the research, areas for future research, and implications of the research; and (3) a stand-alone methodology chapter. If publications are used for the introduction, discussion, or methodology, an additional narrative will still be required to contextualize and tie the publications together.

The publications should be based solely on the research undertaken in pursuit of the doctoral degree. Manuscripts must be developed to an acceptable standard and approved for submission by the Supervisory Committee. Guidelines for writing the thesis and inclusion of the accepted/published manuscript are provided in Appendix A.

Irrespective of the PhD requirement, all completed theses, upon the recommendation of the Chair of the Supervisory Committee, are submitted to the Dean of the School of Graduate Studies for submission to the external examiner. In addition, a final oral presentation and defense of the thesis must be successfully completed before the degree is awarded.

Admission

All requirements of the SGS and the curriculum committee of the specific department must be met for acceptance into the program. Applications must be made through the SGS of SGU. Admission to the doctoral programs will be based on: 1) master's degree grade point average (minimum 3.0 on a 4.0 scale), 2) doctoral research proposal, 3) letters of recommendation from professionals, 4) prior research experience, 5) proficiency in English, and 6) completion of prerequisite courses, if required.

Advanced Standing and Transfer of Credits

Up to 24 transfer credits may be earned from a prior graduate degree program at an approved university. Recommendation for transfer of credits for advanced standing and for acceptance of non-SGU courses will be determined by the Departmental Curriculum Committee and presented to the SGS Dean for approval.

Course Requirements

Students must complete at least 60 credits of graduate-level (at least 800-level) coursework to complete the PhD degree. The distribution of the credits will be determined by the Departmental Curriculum Committee and approved by the Dean following review by the SGS Curriculum Committee. The PhD programs, which include research and thesis, would normally require a minimum of 37 credits of primarily 900-level courses (dedicated to research and thesis production). An example of the distribution of these credits is listed below.

900-level Course Requirements in PhD Degrees

Course code	Course Title	Subject	No. of credits
IDGS 916	Research Seminars	Attendance and participation in research seminars (students must attend AND participate in 32 1-hr seminars)	2
IDGS 917	PhD Research Proposal Seminar	Seminar on project proposal (oral presentation of the proposal)	2
IDGS 918	PhD Written Research Proposal	Project proposal - submission of written proposal	3
IDGS 919	PhD Research, Thesis, Publication	Thesis (research project, thesis, two manuscripts accepted or published)	24
IDGS 904	Thesis Seminar	Seminar on project outcome (pre-defense oral presentation of study and results to Supervisory Committee and preparation for final thesis defense)	1
IDGS 915	PhD Research and Thesis Defense	Final thesis defense	3
MICR 825	Scientific Text Organization and Presentation	Scientific Text: Organization and Presentation (STOP)	2

Substitutions Within the Program

Courses may be substituted at the discretion of the Departmental Curriculum Committee.

Teaching Requirements

At the discretion of the department Chair, and following the recommendation of the Departmental Curriculum Committee, students may be required to serve as teaching assistants or as instructors in departmental courses. Students who are required to teach will normally be remunerated for this service at the commensurate approved SGU rate.

Supervisory Committee

By the beginning of the fourth term in the PhD program, students are expected to have selected a mentor with whom they wish to work. The mentor and the student will together determine the research project. Within two months of selecting a mentor, the student and mentor will choose a thesis Supervisory Committee composed of faculty whose interests and expertise complement the research project. The Supervisory Committee will oversee all aspects of the research, will administer the Thesis Proposal examination, and will review the student's progress. The Supervisory Committee will be composed of at least three members, including at least two faculty members from the department and one faculty member from outside the department.

Preliminary Examination of the Thesis Proposal (Written and Oral)

A written proposal must be presented to the Supervisory Committee after selection of the full Committee. The proposal will conform to the format as defined in the thesis guide of the SGS and will:

- 1) Define the research question
- 2) Provide an overview of the relevant literature
- 3) Outline the initial steps in the research, including preliminary results
- 4) Clearly state the intended hypothesis, goals, and objectives of the research

- 5) Provide a realistic time frame to complete the research and writing the thesis

The possible results of the written portion of the proposal are satisfactory, marginal, and fail.

Proposal Seminar

Upon successful completion of the written portion of the proposal examination, the student will present the research proposal in an open seminar chaired by the Chair of the Supervisory Committee. At the conclusion of the seminar, the student will be examined orally by the Supervisory Committee. The role of the Chair will be to ensure that:

- 1) The oral presentation is held to a reasonable length of time
- 2) The student is evaluated fairly and rigorously, and
- 3) A written evaluation is prepared for the student and the Dean of the SGS

The possible results of the written portion of the proposal are satisfactory, marginal, and fail.

If the student fails the oral examination, the Supervisory Committee will review the status of the student and recommend appropriate corrective measures. These may include, but are not limited to, remedial studies, repeat of the oral proposal presentation, or modification of the research project. The Supervisory Committee will notify the student of its decision, verbally, immediately after the evaluation, and then in writing within a week of the seminar, with a copy to the Dean of the SGS.

Comprehensive Examination

Students must take a written comprehensive examination after completion of required coursework as determined by the Departmental Curriculum Committee. Possible results of the examination are: satisfactory, marginal (with remedial work to correct deficiencies), or fail. In the case of a student failing, the student will be provided one further opportunity to repeat the exam within a reasonable time frame set by the student's Supervisory Committee.

Candidacy for the PhD Degree

Subsequent to the successful defense of the thesis proposal, the Supervisory Committee must submit a copy of the approved proposal to the Dean of the SGS and request the Dean of the SGS to issue a letter of candidacy for the PhD degree on behalf of the student.

After successful defense of the thesis proposal, the Supervisory Committee will meet biannually with the student to review progress. After each review, a written evaluation will be prepared by the Supervisory Committee, and copies given to the student, the Chair of the APRC, and the Dean of the SGS.

Thesis Preparation

The master's thesis will be prepared by the student under the direction of the Supervisory Committee. Members of the Supervisory Committee will act as consultants during the research and must approve the thesis during its development and in its final form. Students should allow at least 8 weeks for committee review and revision of the thesis draft.

Thesis Format and Submission

The thesis must be prepared and formatted in accordance with the SGS thesis guidelines. The Thesis Guide is shown in Appendix A.

External Examiner

Once the student's Supervisory Committee is satisfied that the PhD candidate's thesis meets the required standard, this information should be submitted on the official form to the SGS Dean's office together with the name and address of the external examiner as recommended to the Dean by the Supervisory Committee, and who has agreed to examine the thesis. The SGS Dean's office will then send the thesis and the external examiner's form to the external examiner. The external examiner's comments should be taken into account by the Supervisory Committee, and the student must abide by the ruling of the external examiner and the Supervisory Committee.

Final Thesis Examination

The thesis presentation and defense represent the culmination of the SGS experience. Following the final review by the Supervisory Committee and the completion of all required revisions to the satisfaction of the Committee, students will present the research in a publicly advertised seminar, at which all Supervisory Committee members must be present. Following the seminar, the Supervisory Committee will make a final evaluation of both the thesis and its presentation.

Satisfactory Academic Progress

Upon review of the Academic Promotion Review Committee (APRC), a student with failing grades or whose GPA falls below 3.0, or who may not be making adequate progress toward completing the program within the maximum timeline will be placed on Monitored Academic Status (MAS). Deficiencies must be corrected in accordance with the stipulations and timeline determined by the APRC. Failure to do so may result in a recommendation for dismissal. Students who are recommended for dismissal may appeal to the Committee for Academic Progress and Professional Standards (CAPPS) through the established SGS appeals process. Students who are retained by the CAPPS, following a recommendation for dismissal, must indicate willingness to continue in the program and adhere to stipulations set out by the CAPPS. Failure to do so may result in a recommendation for dismissal.

Time Frame for the Completion of the Doctoral Degree

All requirements for the doctoral degree must be completed within seven years of matriculation into the program.

Requirements for Graduation

The student will be deemed to have fulfilled all requirements for the doctoral degree after successfully completing at least 60 credits with a cumulative GPA of at least 3.0.

Guiding Standards for Graduate Students

Graduate students are responsible for:

1. Keeping to the schedule of meetings agreed with the Chair of the Supervisory Committee and for providing regular updates of progress in their graduate study.

2. Taking the initiative in raising with the Chair of the Supervisory Committee, problems or difficulties, however elementary they may seem.
3. Maintaining good progress of research and graduate course work in accordance with the schedule agreed upon with the Chair of the Supervisory Committee.
4. Adhering to the ethics of the profession, encouraging the practice of research and publication consistent with ethical standards.
5. Presenting written material as required by the Supervisory Committee in sufficient time to allow for comments and discussion before proceeding to the next stage.
6. Making representation to the Dean of the School of Graduate Studies if an effective working relationship is not established with the Chair of the Supervisory Committee, or if, for reasons outside the students' control, the work is not proceeding satisfactorily.
7. Adhering to the intellectual property guidelines of the university.
8. Complying with the timely completion of the requirements for the program of study entered.
9. Complying with the rules, regulations and guidelines of the program entered.
10. Referring student matters to the Dean of Students, as outlined in the student manual.

Guiding Standards for Faculty Supervision of Graduate Students

Graduate Faculty are responsible for:

1. Fostering the development of excellence in every graduate student.
2. Being candid, fair, and committed to the students' welfare and progress in all aspects (graduate coursework, research and scholarly writing, conference participation etc) of the graduate students' graduate program.
3. Supervising, encouraging, and supporting students conscientiously in their academic endeavours and assisting them in securing research support and seeking professional employment.
4. Not discriminating among graduate students on the basis of gender, sexual orientation, marital status, age, ethnic background, disability, religion, national origin, or any other factor unrelated to competence or performance.
5. Advising students concerning the ethics of the profession, encouraging the practice of research and publication consistent with ethical standards, and helping students avoid ethically questionable projects.
6. Advising students about career opportunities associated with their participation in particular research projects or degree programs.
7. Enhancing the educational value of teaching and research assistantships of the students under their supervision.
8. Being objective in the evaluation of research and academic performance and will communicate that evaluation fully and honestly to their students.
9. Reporting accurately on the competence of students to other professionals who require such evaluations.
10. Not permitting personal animosities or intellectual differences with colleagues to impede student access to those colleagues or to interfere with students' research or progress toward a degree.
11. Not engaging in conduct that exploits or demeans students or that could be construed as an abuse of their position.
12. Directing all phases of graduate education being accessible during the academic year to students who are under their guidance.
13. Ensuring that graduate students are aware of the guidelines for their particular degree programs.
14. Ensuring that guidance is provided for developing good hypotheses, research objectives and the inputs required for pursuing the same.
15. Ensuring that the goals in number 14 are feasible and realistic and develop a timeline which is achievable.
16. Adhering to the guidelines for authorship.

17. Ensuring students are registered for the IDGS level courses, as appropriate, each term.
18. Ensuring that all grades are submitted on the course site at the end of every term in time for the appropriate APRC meeting.
19. Attending the APRC meetings, based on invitation, to share on any issues related to the student's performance.

Academic Policies

Add/Drop

Students are only allowed to add or drop courses within the assigned period, usually up to the Friday of the first week of the course start date, and in consultation with their faculty advisor. Add/Drop forms must be completed by the student, signed, and submitted to the faculty advisor for signature. The faculty advisor, after signing, submits the form to administration for processing. No record of the "dropped" course will appear on the student's transcript unless the course is dropped after the first week of that class. In that case, a W (withdrawal) is recorded on the transcript. Non-attendance does not constitute dropping a course, and no refund or credit will be granted for any course that is not officially dropped by the appropriate deadline. A student who remains registered in a course beyond the official withdrawal deadline and fails to complete course requirements as outlined in the syllabus will earn a failing grade.

Withdrawal

Students are allowed to withdraw from courses at the 67% point of the term weeks of the course. Students wishing to withdraw from courses must consult with their faculty advisor, complete the withdrawal form, and submit it to the faculty for signature. The faculty advisor, after signing, submits the form to administration for processing. A W is placed and remains on the transcript for courses that students withdraw from. Non-attendance does not constitute withdrawal from a course, and no refund or credit will be granted for any course that is not officially dropped by the appropriate deadline.

Leave of Absence

Students are permitted to take a leave of absence from a program during a given term. Leave of absence is considered within the allotted time for completion of the degree. Students can complete and submit [the Leave of Absence electronic application](#) before the start of the term or during the term. Once approved, the student cannot participate in any academic activity in the program during the period of the approved leave. Students can take a leave of absence for up to three consecutive terms. To re-enter the program, students on leave will need to register for courses offered in the term immediately after the expiration of the leave of absence. A leave of absence counts towards the student's academic timeline, which may not exceed 5 years for master's degrees and 7 years for doctoral degrees.

Students wishing to take an LOA after the start of a term must apply for the LOA [by clicking here](#) no later than 5:00 p.m. AST on the Friday before the beginning of the last week of the Term. If a student submits an LOA request after this deadline, the LOA will not be approved.

Any student who misses the final examination and/or assessment or completion exam and has not requested and been approved for an LOA, will receive a grade 'O' on the missing examination(s) or assessment and the course grade will be an F.

Extension Request

Students who do not complete the degree within the allotted time will be recommended for dismissal with the opportunity to appeal at a CAPPS meeting. Students can only register for courses after receiving a letter from the Dean's office stating a successful appeal.

Incomplete Grade

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 rests with the instructor/course director/supervisor committee Chair, subject to the conditions outlined in this policy. Students with Incomplete grades are not allowed to register for new courses.

Eligibility Criteria

A student may be eligible for an Incomplete grade if:

1. At least 75% of the coursework has been satisfactorily completed.
2. The student's performance in the completed portion of the course is at a passing level.
3. The student is unable to complete the remaining work due to extenuating circumstances, such as:
 - Serious illness or medical emergency
 - Family emergency or death in the immediate family
 - Military service obligations
 - Other circumstances deemed appropriate by the instructor and academic administration

Procedure

1. **Student Request**
 - The student must contact the instructor/course director before the final assessment period begins (or as soon as possible in the event of an emergency) to request an Incomplete.
 - The request must include documentation of the extenuating circumstance.
2. **Instructor/Course Director Decision**
 - The instructor evaluates the request and determines whether an Incomplete is appropriate.
 - If approved, the instructor and student must complete an Incomplete Grade Agreement Form, which specifies:
 - The coursework to be completed
 - The completion deadline
3. **Submission and Approval**
 - The completed agreement must be submitted to the Department Chair for final approval before the end of the grading period.

Completion Deadline

- All coursework, including make-up and completion assessments, must be completed within 5 business days after the term ending, allowing for grades to be changed and entered in the LMS before the APRC meeting.

- 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.”
- 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.

Completion Assessment

A completion assessment is a scheduled and published opportunity provided for students who were unable to complete the original assessment (e.g., due to illness or other approved extenuating circumstances). Completion assessments allow such students to earn credit for the missed assessment within their course.

All coursework, including completion assessments, must be completed within 5 business days after the term ending, allowing for grades to be changed and entered in the LMS before the APRC meeting.

Make-Up Assessment

In instances where a student has failed a course bearing fewer than 4 credits, the student may be recommended to take a make-up assessment that allows the student to rectify the grade rather than repeating the course. Both the failing grade and the make-up grade will appear on the student’s transcript.

Students may be allowed up to 2 make-up assessment attempts to rectify the grade. The APRC review will determine whether a make-up exam is appropriate.

All coursework, including make-up, must be completed within 5 business days after the term ending, allowing for grades to be changed and entered in the LMS before the APRC meeting.

Remediation Assessment

Before a final failing grade (F) is awarded and prior to the close of the academic term, remediation assessments may be offered for specific failed practical or competency-based assessments conducted during the term. These assessments permit students to repeat and earn a new score prior to the finalization of course grades.

The Performance Data Review Team (PDRT) reviews the performance of students at risk of failing courses and recommends students for remedial assessments as an opportunity to demonstrate competency and remediate the grade.

Students may be allowed to do remediate grades for up to 2 assessments in a course.

Auditing of Courses

Auditing courses means taking a course for the purpose of acquiring knowledge. As such, students do not receive credits for the audited course(s) and these courses do not affect students’ current GPA. However, Students who are auditing courses must attend classes regularly and complete all class assignments except examinations.

General Guidelines

1. Only degree-seeking students who are officially registered may audit a course.
2. Requests to audit a course must be submitted during the official registration period.
3. Permission from the course instructor is required and should be designated on the form with written signatures.
4. Auditing of courses is only permitted in lecture-based courses.
5. Registered students must complete an Add/Drop registration form and AU should be indicated on the form.
6. Auditors will appear on the instructor's class list but may not request grades.
7. In order for an Audit (AU) status to be recorded on a student's transcript:
 - a. For live (synchronous) in-person or web-based courses, the student must attend 80% of the course lectures.
 - b. For asynchronous online classes, students must actively participate in 80% of the course material.
 - c. If the student does not meet the minimum requirement of attendance the student will receive a Withdrawn audit status (WAU).
8. Audits will be disallowed in the following:
 - a. Courses that are required to fulfill the students degree plan.
 - b. Courses the student will take later for credit.
9. An audit course cannot be changed to a credit course retroactively.
10. A credit course cannot be changed from credit to audit retroactively.

Administrative Withdrawal

Students will be administratively withdrawn, effective the eighth day of the term, if they:

1. Fail to complete check-in within the designated timeframe;
2. Do not obtain an approved Leave of Absence (LOA); or
3. Have not formally withdrawn from the University.

Term dates and final examination schedules are published on the Office of the University Registrar webpage on the SGU Portal.

Participation

The School of Graduate Studies expects full participation from students enrolled in graduate courses. Students are expected to participate in at least 80% of required course activities or as specified in the course syllabus. Students should view all recordings, read assigned materials, and participate meaningfully in all group and class activities. In discussions and group activities, it is expected that each student will conduct themselves with respect for other students and the course instructors.

In the event of an emergency or unavoidable circumstance, the student is responsible for immediately informing [Office of Student Affairs](#) and the Course Instructor in writing of their inability to participate in an activity or to submit required materials. Participation below 80% indicates the student is failing to meet expectations, which may result in academic consequences:

1. Referral to the Office of Student Affairs.
 1. Academic penalties as defined in the course syllabi or Student Manual.
 2. Professionalism notations in the student's record.

In cases of misrepresentation of participation (e.g., signing in for another student), students may face disciplinary action up to and including dismissal.

Grading

Grading for this course will follow the School of Graduate Studies guidelines. Specifically, letter grades will be assigned by the following:

A	89.5 - 100%
B	79.5 - 89.49
C	69.5 - 79.49%
F	Below 69.5%
CC	Continuing Credit
I	Incomplete

Some courses are designated to be graded Pass/Fail ("P" or "F").

Students must receive a grade of "A," "B," "C," or "P" in all courses as designated by the grading scheme for that course.

Grade Query

Course directors must ensure that course grades are posted to the Learning Management System (LMS) within 3 business days from the due date of the assignment or scheduled examination and that an appropriate announcement is made to all students. Posted grades must be available to students on the LMS, and an opportunity given to students to query the grade.

Students can query grades within 48 hours of posting by the course faculty. To query a grade, students should provide the following information in writing, within the due time, to the Course Director:

- Student ID
- Course Name and Number
- Exact title of the assessment or exam being queried
- Current grade assigned
- Aspect(s) of the grading that is queried
- Select the reason for requesting a review of the grade from the following list:
 - Score missing from gradebook
 - Discrepancies between ExamSoft mastery reports and gradebook entries,
 - Incorrect summation of scores in the gradebook,
 - Other verifiable clerical or recording errors.

Errors reported later than the 48-hour period will not be considered for correction. The Course Instructor will announce on the course site when grades are posted.

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.

Courses must announce the conditions for the grade query in each course syllabus in accordance with this policy, stating both the conditions and the timeline for grade query.

The instructor/course director, in consultation with other course leadership, such as track director, will review properly filed grade appeals and provide a determination within 2 business days of the appeal deadline.

Academic Honors

Dean's Letters

Dean's Letter of Recognition are awarded each academic term to students who demonstrate high academic achievement.

Eligibility:

1. Completion of a full academic term load as defined by the program.
2. Attainment of:
 - GPA of 3.50–3.99, or
 - Term Weighted Mean Percent Grade (WMPG) of 90.00–94.99.
3. No grades of F (Fail), I (Incomplete) for the term.
4. 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 Registrar.

Chancellor's Letters

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

Eligibility:

1. Completion of a full academic course load.
2. Attainment of:
 - GPA of 4.00, or
 - Term Weighted Mean Percent Grade (WMPG) of 95.00–100.00.
3. No grades of F, I in the term
4. Students must be in good academic and professional standing.

No rounding is permitted in calculating GPA or WMPG.

Award Process:

Recipients are verified by the Dean's Office. Official Chancellor's Letters are issued by the Provost with the Office of the registrar.

Repeated Courses

Upon satisfactory completion, both credits and the GPA points associated with all attempts at the course will be used to calculate the term and cumulative GPA. Transcripts will reflect all attempts in the course.

Courses that have been completed with a passing grade may not be repeated for the purpose of improving the grade. In the case of a dual degree with a graduate school degree program, the policy will apply to all courses that contribute to the graduate degree.

Examination Policies

Approved Absences from Examinations

Religious Observance

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

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

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

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

Medical Excuse

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

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

Students with extenuating circumstances for missing an additional examination should seek guidance from the Office of Student Affairs.

Procedure for Submitting a Medical Excuse

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

Note: Students may not request a Medical Excuse once they have started an exam. Once a student has started an exam, a score will be submitted and contribute to the student's grade, irrespective of how

much of the exam is completed. Therefore, students are strongly discouraged from taking an exam if they are unwell.

Process for Resolution of Missed Examinations

Any student with an approved absence who misses an examination will temporarily receive a zero score for the missed examination and an Incomplete grade for the course.

Any student who is not approved to miss any examination must contact the Office of Student Affairs and provide an explanation, which will be evaluated by the FPAP. The FPAP will then determine whether a panel hearing is required and the academic penalty to the students' course grade for the absence. The student will then receive a zero score for the missed examination and an Incomplete (I) grade for the course.

To rectify the zero score, the student must sit the scheduled completion exam. Students must take a Completion Examination as per the course schedule. No additional Completion examinations will be offered. Students who do not take the scheduled Completion Examination to rectify their zero score and their Incomplete grade will receive a failing grade for the course.

Publication of Examination Schedules

The examination schedules, once finalized, will be published as part of the Academic Class Schedules. These schedules also include the dates of completion and make-up examinations. Once the examination schedules are published, they are considered final and cannot be changed at the request of individuals or groups.

Re-Scheduling of Examinations

Examination dates can only be changed under extreme extenuating circumstances. These extenuating circumstances include, but are not limited to natural disasters, extreme weather, pandemic or other severe situations that are not compatible with an orderly delivery of an examination.

Adverse Conditions in an Examination Venue

During an examination, the condition of the examination venue is constantly monitored by the Chief Proctor assigned to the venue. In case the conditions become unsuitable for an examination, the Chief Proctor may have to terminate the examination process in the affected venue. This step is taken if the adverse conditions cannot be rectified within a reasonable time. In case the adverse conditions appear during the examination, suspension of the examination and relocation to a suitable environment can take place if there is no undue delay (i.e. <2 hours). Under no circumstances can the overall interruption time exceed two hours.

Minor adverse conditions in an examination venue within the normal variability, such as variations in ambient light (from sun to cloud), room temperature, as well as minor interruptions caused by the persons inside the examination venue, for example when they are blowing their nose, do not warrant a termination of an examination, nor do they warrant any interference with the resulting examination scores for an individual student.

The safety of students and members of Examination Services inside an SGU examination venue is paramount. A fire alarm requires immediate evacuation of the examination venue, and students must assemble in the designated muster area. The Chief Proctor will assess the situation and report to the Department of Public Safety (DPS), the Course Director, the SGS Dean, and the Office of Student Affairs.

In case one or more examination venues become dysfunctional prior to a scheduled examination, the Assistant Dean overseeing scheduling will investigate the availability of alternative venues first and will only initiate rescheduling if the available alternatives, which may include lecture halls, are not sufficient or suitable to deliver the examination to the class.

Students who experience adverse conditions in an external professional testing center (e.g., Prometric) are advised to contact the Office of Student Affairs, which will start an investigation and work with the respective Dean on a remediation plan, if appropriate.

Compromised Integrity of an Examination

If the integrity of an examination has been compromised, for example, if there has been a breach in examination security and students were able to get access to an examination or its elements prior to the delivery date, the originally scheduled delivery of the examination will be abandoned.

In cases where a breach of examination security comes to light after the examination has already been delivered, but the scores have not become final, which is two weeks after the examination, such a compromised examination can be invalidated by the Course Director in consultation with the Assessment Review Committee and following the approval of the SGS Dean. This requires rescheduling the examination within the term or at the scheduled completion date.

Procedures following Examination Termination/Invalidation

If an examination is terminated or invalidated, for example, in case of compromised examination integrity, for the whole class, or for a specified cohort, e.g., in a specific examination venue, the Course Director, in consultation with the Assessments Review Committee and the SGS Dean, will meet with representatives of Examination Services. During this meeting, the situation is analyzed, and a plan of action is developed.

As one of the possible outcomes of this meeting, the Assistant Dean responsible for scheduling may be charged to call a scheduling meeting to discuss the rescheduling of the examination, including the stakeholders relevant to the scheduling of the particular examination, including the Course Director and two members of the Student Government Association (SGA), to reschedule the examination for the affected student cohorts.

In case the program is unable to deliver a rescheduled examination during the term, it is at the discretion of the SGS Dean to develop an alternative plan.

Students will be informed of the date and time of the rescheduled examination, or the decision to determine the course grades without the missing examination, no later than 7 days after the originally scheduled examination, via the usual communication pathways, including the electronic course management system.

In case an examination is terminated for a single student or a small number of students, these students will have to take the completion examination on the date published in the official Academic Class Schedule.

Guidelines for Rescheduling Examinations

The rescheduling should adhere to the following guidelines as much as possible:

Saturdays, Sundays, or public holidays are not absolute exclusion days for emergency rescheduling of examinations.

All course examinations must be rescheduled within the published dates of the term to which the original examination belongs, and no later than the day of the last scheduled completion examination, as published in the official Academic Class Schedule.

If the last course examination in a term must be rescheduled, it should be done between the original date of the final examination and the last Completion Examination, as outlined in the official Academic Class Schedule.

Publication of the rescheduled examination dates and times, and the revised examination announcement, is usually done via email or the electronic course management system. There is no requirement to publish the rescheduled examination in a revised Academic Class Schedule. The Scheduling Officer in the University's Provost's office, responsible for examinations, ensures the proper entry of venue bookings into the University scheduling system (currently 25live).

General Rules for all Course Examinations

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

Students are expected to take all regular Examinations, Completion or Make-up Examinations as scheduled.

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

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

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

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

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

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

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

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

Examination Policies and Procedures for Paper-based Exams

1. All students who present themselves to sit for any examination are required to display their valid SGU identification card. This is the only accepted form of identification. Individuals who fail to present this form of identification will not be admitted to the exam.
2. Students may not bring any personal belongings into the examination venue. All electronic devices and devices capable of storing or transmitting information are also prohibited, except for medical devices necessary for health. If any personal belongings are brought to the examination site, they must be stored outside of the testing area. No wristwatches of any type will be allowed in the examination halls, either on the arm, the examinee's person, or on the table. The University assumes no responsibility for any personal belongings stored outside the testing area.
3. Students will consult the examination-seating list posted outside the examination venue, where applicable, to find their assigned seat. Examinees may only sit in their assigned seat and must ensure that their examination and Akindi bubble sheet (if used) matches their assigned number. Any discrepancies or seating problems will be reported to the Chief Proctor as unprofessional behavior.
4. Only examination test books, answer sheets, pencils with eraser, current SGU ID cards, and materials specifically permitted by the Course Director/ Instructor will be allowed on students' desks. Clear water bottles will also be allowed.
5. Students' eyes must be visible at all times. Hair long enough to cover the eyes must be pulled back. Hats and headwear with brims or bills are prohibited.
6. No communication of any kind is permitted between students after entering the examination.
7. Examinees arriving after the published examination start time must wait outside the examination area until all of the pre-examination instructions have been given. Late arrivals will then be given the examination and be seated. Late arrivals will not be given any additional time to complete the examination. After the first student has completed the examination, late arrivals will not be allowed to start the examination and will be considered to have failed to appear for the examination.
8. Students are not allowed to use a telephone or other communication device at any point during the examination.
9. A restroom break is the only permitted break during the examination. Students may not eat or smoke during a restroom break. Students may not communicate with anyone other than an assigned proctor during a restroom break. Students must sign out and sign in again (and be accompanied by a proctor) if permitted to leave the room for a restroom break. Once students leave the examination area without signing out and in as stipulated, they will be considered to have concluded the examination.
10. Students may not remove or dismantle any portion of the pages of the examination or leave the examination room with any written notes of the examination content, unless specifically allowed by the Chief Proctor.
11. Time announcements will be made approximately halfway through the testing period, just prior to the end of the allowed time (approximately ten minutes remaining), and at the end of the exam.
12. Once the last time remaining announcement has been given (approximately ten minutes remaining), students must remain seated until a proctor has collected their examination materials.
13. Students must immediately stop writing when 'time' is called at the end of the examination period. All examination-related activities, including filling out the answer sheets, must be completed within the specified examination.
14. Students found violating any of the examination policies will be subject to academic disciplinary action. (See [Unprofessional Behavior During an Examination](#)).

Examination Policies and Procedures for ExamSoft

At the start of your respective new term, all in-person high-stakes ExamSoft examinations across all schools and programs will be taken on SGU laptops accessed within examination venues. As a result, the following can be expected:

- Examination Laptops: The laptops will be available at the designated examination venues, and should not be removed from their respective locations.
- SGU Credentials: Students must remember their SGU email address and password, as these credentials are required to log in to the laptops.
- Check-in time: CHECK-IN will begin 30 minutes prior to the scheduled exam start time. Students must be seated no later than 10 minutes before the start of the examination. Ten (10) minutes before the doors close and the examination starts, a proctor will stand at the end of the CHECK IN line. Once the proctor is in position, no additional students will be permitted to join the line. - E.g. If your exam is set to begin at 8:30 am you can start entering the venue at 8:00am. If you are not in line by 8:20 am you will not be permitted entry.
- Download of Examinations: Once you are seated at the examination venue, you can proceed to sign in and download the examination file on the laptop.
- Completion of Examinations: Upon completion of the examination, please raise your hand, and a proctor will come to verify that the examination file has been uploaded successfully. DO NOT exit the Green Screen until this verification process has occurred. Once completed, the Proctor will confirm that you are permitted to sign out of ExamSoft and leave the venue.
- Personal devices: For these ExamSoft examinations, the use of personal laptops or any personal auxiliary devices is not permitted, except for a wired mouse.

Prior to Examination Day

Students are assigned their individual examination venue, which is indicated in their specific examination announcement, and must take the examination at that venue without exception.

Within each venue, each student is assigned a specific carrel (cubicle); and must be seated in the assigned spot to take the examination. Individual seating assignments are published on the course site prior to examination day.

On Examination Day

1. Students have to follow the instructions of the proctors at any time, from the start of the CHECK IN until the end of the examination, whether inside or outside an examination venue.
2. Items to be brought inside the examination venue:
 - a. SGU Student ID
 - b. Items that have been approved in advance by the Student Accessibility and Accommodation Services within the Dean of Students office, following the deadlines for pre-approval requests.
3. No other personal belongings will be permitted.
4. There are a number of items that are not allowed inside an examination venue, including:
 - a. Backpacks
 - b. Cell phones
 - c. Other electronic or communication devices
 - d. Wrist watches
 - e. Hoodies
 - f. Headwear
 - g. Scrap paper
 - h. Pens, pencils, or stylus
 - i. Food or beverages

5. Water bottles (students are allowed a clear (see through) water bottle that can be accessed with the approval of the proctors outside of the testing venue)
6. Students who wish to access their water bottles during breaks have to leave their completely clear (see through) bottles of plain water at the designated spots outside the examination venue; water bottles left inside backpacks will not be accessible during the examination.
7. Hair long enough to cover the eyes and ears must be pulled back. Hats or other headwear are prohibited.
8. Reading glasses with clear lenses are acceptable, but tinted glasses or sunglasses are prohibited.
9. Cordless earplugs without electronic capabilities are permitted, after inspection and approval by a proctor.
10. Whiteboards and marker pens will be provided for use during, but not prior to, the examination.
11. Professional conduct requires students to be at the venue and ready to enter at the announced start of the CHECK IN time, and prior to the grace period (see below).
12. For entry into the exam venue, students have to swipe their individual student ID at the ID scanner located at the entrance for every entry; they will have to swipe again when leaving the venue.
13. Students have to be seated at their individually assigned carrel in their assigned venue.
14. No communication of any kind is permitted between examinees after entering the examination venue.
15. After a 30-minute grace period following the start of the CHECK IN, the doors to the venues will be closed, and the examination password will be announced; no more students will be allowed to enter an examination venue after door closure.
16. After the password has been provided, students MUST start the examination immediately, without any delay.
17. Short, unscheduled bathroom breaks are permitted. A student who wishes to take a bathroom break raises their hand to get the attention of a proctor, who will advise on the procedure, including sign out / sign back in.
18. No bathroom breaks will be permitted during the initial 30 minutes of an examination, after the password has been provided.
19. Students experiencing medical or technical problems during the examination should raise their hand to get the attention of a proctor.
20. All irregularities during an examination will be monitored and recorded by the proctors inside the venue. Any issues reported to any party after the examination will not be considered.
21. Any issues reported after an examination and not verified by a proctor as an irregularity during the examination cannot be used as the basis for any appeal, therefore, any irregularities must be reported to a proctor within the examination venue and recorded as an irregularity. If students are unsure about the irregularity report they should seek clarification from the chief proctor in the venue before leaving the examination.
22. If students witness any suspicious activity during an examination please alert a proctor immediately.
23. A student who has finished an examination prior to the official end may seek permission from a proctor to leave the examination venue, after successfully uploading the examination files to the server, proven by showing the “green screen” to the proctor for approval.
24. It is at the discretion of the chief proctor in each venue to restrict the times a student may leave, to maintain a positive examination environment with limited distraction for those still taking the examination, in particular close to the official end of an examination.
25. After having left the venue, students have to scan their student ID at the ID scanner located at the entrance.
26. Students who have finished an examination and left will not be allowed back into the venue.

After the Examination

1. All examination materials are the intellectual property of St George's University. Reproduction and/or distribution of examination materials, by any means, including reconstruction through memorization, are strictly prohibited.
2. If students become aware of any suspicious activity related to an examination, please notify the Office of Student Affairs immediately (Office of Student Affairs).

3. Examination irregularities, including falsely reporting technical difficulties, potential violations of the honor code, or other breaches of the examination rules and regulations will be investigated.
4. The Course Director may withhold the examination scores during an ongoing investigation.
5. Once a violation of the examination rules and regulations has been confirmed, the Course Director may impose a score of “zero” (0 points) for the examination.
6. All examination files need to be uploaded for a valid exam score to stand. Absence of any of these files will result in a score of “zero” (0 points) for the examination.
7. Failure to meet the hardware and software requirements for the examination, including failure to update to the required version of Exemplify, will result in a score of “zero” (0 points) for the examination.
8. In cases of severe violations of the examination rules and regulations, the Dean may initiate disciplinary action, which may ultimately result in dismissal.
9. When cheating is suspected, it is not the obligation of the University to prove violation beyond a shadow of a doubt, but rather by a preponderance of the credible evidence submitted. Any suspected violations are reviewed by a university panel.
10. Each course will provide an individual student profile (mastery) report following each summative assessment. These reports contain student performance data for the relevant categories for each examination, such as Physician Tasks / Competencies, Systems and Disciplines, similar to the Subject Examinations offered by the National Board of Medical Examiners (NBME) during the Clinical Years. These individual profiles should be used by students to identify their performance strengths and weaknesses for the summative assessments.
11. Individual mastery reports of the examinations are available through the Exemplify portal.

Seeking Help for Medical or Technical Issues

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

Reporting of Adverse Testing Conditions

Any adverse testing conditions that negatively impact a student’s ability to complete the examination must be reported immediately within the examination venue to the Chief Proctor. For issues that cannot be resolved, students should request that an Irregularity Report be completed by the Chief Proctor in the venue at the time of the occurrence. Irregularity requests cannot be made after leaving the venue.

Students should then email the Course Director immediately after the examination to alert the Course Director of the Irregularity Report that was filed in the venue. Reporting an irregularity to the Chief Proctor or OIA after the examination or if the outlined process is not followed will not be considered.

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

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

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

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

Classification and Consequences of Technical Issues

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

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

Faculty Panel on Academic Professionalism

The Faculty Panel on Academic Professionalism (FPAP), comprising at least 3 faculty members, provides a school-based mechanism for addressing academic course-related compliance and professionalism issues by students in coursework and assessments. Its mandate is limited to academic matters that do not require investigative authority but involve non-compliance with course or assessment policy. The FPAP is not a judicial body, but it has authority to impose academic penalties or sanctions related to professionalism lapses in coursework or assessments. The FPAP determines and imposes the appropriate academic penalty within the confines of those established in the course syllabus.

Where appropriate, course and examination noncompliance issues may be referred to an FPAP hearing. The Panel Hearings will be conducted by the Assistant Dean of Assessment and Evaluation.

Appeals Process

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

The FPAP will review the written appeal of a student and make one of the following determinations:

1. A score of zero will be retained for the examination.
2. Where appropriate, any recorded score may be reinstated, if the investigation confirms that the files are intact, can be uploaded, and the log files are regular.
3. The examinee may be required to take a completion examination at the end of term.

4. For non-compliance issues an academic penalty may be applied if there is evidence of non-compliance with examination requirements or procedures. The penalty may be up to 10% of the course grade as published in the syllabus.

Missed Examination

If a student misses an examination then they are given an Incomplete (I) score for the missed examination. A student who misses an examination with a valid and approved excuse, has to take the Completion Examination as scheduled to replace the Incomplete (I) with a valid examination score. Completion examinations are held within the week following the final examination. Students are advised to not make travel arrangements until after the scheduled completion examination date in the event that they have to sit a completion for medical or other reasons. Completion examinations are only offered on the scheduled date. Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

If a student misses an examination without a valid excuse, they will be given an Incomplete (I) score for the missed examination, and an academic penalty will be imposed. The FPAP gives the student the opportunity to explain the extenuating circumstances that led to their missing the examination. The panel recommends to the SGS Dean as to the extent to which the penalty (of up to 10% of the total course points) is imposed.

The student is then expected to take the Completion Examination for the missed exam as scheduled. Failure to take the Completion Examination as scheduled will result in a failure to complete all course requirements. As a result, the student will earn an F grade for the course.

If a student misses an examination without a valid and approved excuse, they should inform DOS on the day of the scheduled examination, following this procedure:

1. Contact studentaffairs@sgu.edu and the relevant course director
2. Provide sufficient explanation and information to the designated Dean within the Office of Student Affairs who will complete the official request form for an FPAP hearing. The Office of Student Affairs will then forward the form to the SGS Dean for review.
3. After being informed of a date, time and venue for a hearing; meet with the FPAP at the scheduled date, time, and venue.
4. Explain the circumstances of the missed examination and provide any supporting documentation, if relevant.
5. In the event that no contact is made by the student or they fail to attend the scheduled hearing, then the zero score will stand for the examination.

Outcome of an FPAP Hearing

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

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

If the student does not take the Completion Examination as scheduled in order to resolve the "I" grade, an F grade will be recorded as the final course grade. If the student is still eligible to continue his/her studies based on promotion standards, the student would need to repeat the failed course. If the

student is recommended for dismissal as a result of the F grade, the student has the opportunity to appeal as per instruction provided.

Appeals Process for Examination Protocol Violations

A student may appeal a grade deduction penalty applied by the FPAP. A written appeal outlining the sequence of events and explaining the circumstances that led to the compliance failure, has to be sent to the SGS Dean within 3 days of the penalty being communicated.

Examination Accommodations

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

Performance Data Review Team Meeting

Academic Advisors will monitor students' performance during the term after major exams and assignments and advise at-risk students of options for successful completion of the courses or alternatives. During the term, the program will convene meetings of the Performance Data Review Team (PDRT) to monitor students' progress. This monitoring occurs to support the overall success of students. The PDRT identifies students who may be offered targeted advising and support. Based on its comprehensive review and analysis of academic progress, the PDRT advises and/or makes recommendations for student advising and support to facilitate the progress, promotion, and retention of students in accordance with the established SGS academic standards. At-risk students may be required to meet with their advisors. Failure to participate in mandated advising activities will be deemed as unprofessional behavior and referred to the FPAP.

Academic Promotion Review Committee

The Academic Promotion Review Committee (APRC) evaluates the academic progress of all students at the end of each term. Based on its comprehensive review and analysis of the timeline and academic achievement, the APRC advises and/or makes recommendations on students' progress, promotion, and retention in accordance with the established SGS academic standards. The APRC must be convened within 10 business days of the last regularly scheduled examination of the term/course.

APRC reviews students' academic performance to determine:

- Students making satisfactory academic progress, with a GPA of at least 3.0;
- Students recommended for dismissal after failing to achieve satisfactory academic progress;
- Students permitted to continue on Monitored Academic Status (MAS) with stipulations to remedy deficiencies within the specific program regulations.

Within 5 business days after the APRC meeting, the Office of the SGS Dean, through the Chair of the APRC, will email an offer to students recommended to be placed on Monitored Academic Status (MAS) or for dismissal, after failing to meet the satisfactory performance.

Students permitted to continue on MAS with stipulations are required to indicate acceptance within 3 business days of the time stamp of the email, by returning a signed copy of the letter. For students permitted to continue, a failure to formally accept the terms of the APRC by the deadline specified will result in a non-registered status and may result in a recommendation for dismissal.

For students recommended for dismissal, the email will describe the reason for the recommendation, detail the student's options to appeal or to withdraw within 3 business days of the time stamp on the email. Students who do not appeal or withdraw will be dismissed.

Monitored Academic Status

MAS allows students who are at risk of not making satisfactory academic progress to continue in the program with additional academic advising, support, and monitoring. Academic advisors will also assess students' progress during the term and make referrals to relevant support services.

To maintain satisfactory academic progress, students must pass all courses in the program and maintain a GPA of at least 3.0 throughout the program. If a student fails a course or the cumulative GPA falls below 3.0 during the program, the student will be placed on MAS and must correct the deficiency within the time allotted by the APRC or the Committee for Academic Progress and Professional Standards (CAPPS). Failure to do so may result in dismissal. Students who are dismissed may appeal through the established SGS appeals process.

Students enrolled in SGS programs, who are placed on MAS, may be given the opportunity to improve their GPA by improving performance in remaining courses, taking additional graduate courses in the respective program, or remediation of courses as allowed by the policies that govern SGS programs.

Dismissal and Academic Appeals

When a student is recommended for dismissal, they will receive an official letter from the Chair of the APRC delivered to their official SGU email address.

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

- Failure to complete the degree in the allotted time.
- Failure to earn satisfactory academic progress after three consecutive terms.
- Failure to earn a passing grade on the second attempt at taking a course.
- Failure to meet Committee for Academic Progress and Professional Standards (CAPPS) stipulations following an appeal of a recommendation for dismissal.
- Failure to accept or comply with the terms of an APRC letter by the deadline specified.
- Failure to meet professional behavior standards, including failure to conform to requirements in the SGS student manual.
- Failure to complete the program within the mandated timeline as described in the program guidelines or extension granted by the Dean, School of Graduate Studies.

All students who are recommended for dismissal will have the opportunity to appeal to the CAPPS. Any student recommended for dismissal is required to meet with their academic advisor for guidance and support in the appeal process.

The email will provide a link to the electronic Appeal Form which must be completed and submitted, along with official documentation in support of extenuating circumstances described in the appeal stipulations within 3 business days of the time stamp on the email.

Students have the option to withdraw from SGS within 3 business days of the time stamp of the email of the letter of recommendation for dismissal. Students who choose to withdraw will have their status changed to “Withdrawn” by the Office of the University Registrar.

Committee for Academic Progress and Professional Standards

The Committee for Academic Progress and Professional Standards (CAPPS) in the School of Graduate Studies (SGS) meets to make fair and objective decisions on a student's (the appellant) appeal to a recommendation for dismissal by the Academic Promotion Review Committee (APRC).

Although the SGS is committed to providing students with the remediation and support needed to facilitate their success, the CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as the student's performance history, timeline, and academic risk factors. SGS CAPPS is empowered to uphold or recommend overturning the prior decision made by the APRC.

Academic Appeals Process

If students are recommended for dismissal by the APRC, they can exercise their right to an appeal and must submit the required documentation for an appeal within 5 business days of the timestamp of the letter of dismissal.

Failure to submit an appeal within the stipulated timeline will result in automatic retention of the decision by APRC.

The appeal will be reviewed based on the following:

- Students recommended for dismissal from the SGS based on failure to meet the required Satisfactory Academic Progress.
- Students who are on non-academic probation and have failed to meet a professional standard requirement for retention and are recommended for dismissal.

Students who wish to appeal must complete and submit the necessary documents within the stipulated timeline to the Office of the Dean of SGS.

In considering an appellant's appeal, consideration shall be given to the following:

Documented medical problems, including learning disabilities.

- Family problems, for example, death, divorce, illness, finances, etc.
- Prior or ongoing judicial or disciplinary proceedings against the appellant.

Procedure for SGS CAPPS

Deliberations and decisions of the SGS CAPPS are privileged information and will be shared only among the committee members. Appellants' cases shall be reviewed individually.

SGS CAPPS will discuss the appellant's case, decide, and a vote shall be called. At the end of the committee meeting, the Chair of SGS CAPPS shall prepare the decision on each case.

The Chair of SGS CAPPS shall inform the appellant of the CAPPS decision within 3 business days of the CAPPS meeting. The SGS CAPPS decision is final and must be upheld.

Outcome of SGS CAPPS

If a student's appeal is successful, the CAPPS will determine the conditions a student must meet to progress in the SGS program. The student must respond to this communication to indicate acceptance of the conditions within 3 business days of the email's timestamp. A student who does not accept the CAPPS conditions has the option to withdraw from the program within 3 business days of the email's timestamp. If a student does not accept the CAPPS' conditions and does not withdraw within the specified timeframe, the student will be dismissed.

If a student's appeal is unsuccessful, the letter to the student with a rejected appeal will provide the student with the option to withdraw from the graduate program within 3 business days of the email's timestamp. If the student does not withdraw within the specified timeframe, the student will be dismissed from the graduate program.

Student Rights & Conduct

Academic Integrity

As a member of the student body of St. George's University, which is an institution of education dedicated to a high standard of ethics and academic achievement, and recognizing that it is the duty of all of the University community members to nurture honesty and social responsibility, students agree:

- to adhere to the University policy of maintaining a high standard of honor and academic integrity;
- to refrain from violations of these ideals by breach of this Code of Conduct, for example, cheating, plagiarizing, lying, or stealing;
- to accept the responsibility for reporting such wrongdoing upon witness; and
- to adhere to all University safety and security rules and regulations as stated in the Student Manual. This includes wearing a helmet while riding a motorcycle, a motor scooter, or any two-wheeled vehicle in Grenada.

It is understood that any breach of this Honor Code will necessitate disciplinary action, subject to the discretion of University Officials. Once enrolled in the University, acquiescence to this Code is in effect for the duration of the student's matriculation at the University.

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

Students are strongly advised to consider the following guidelines:

- Students must not expose themselves to any situation that lends itself to a suspicion of cheating, such as talking during an examination, looking at another student's examination paper, or the unauthorized possession of notes and other materials.
- Students found cheating are subject to dismissal from the University, pursuant to applicable disciplinary procedures.
- Students found helping, abetting, or acquiescing to an act of cheating by another student are presumed to be equally in violation of this Code.

Grievance Policy

A grievance is a work-related problem that is not due to an act or omission that relates to disciplinary action as described in the Faculty Disciplinary Proceedings section of the SGU University Handbook. A grievance can arise out of an improper application of university policy or violation of their appointments. It is a process through which an individual can address complaints and seek remedies, usually in instances where a perceived administrative injustice is perpetrated, or there is a breakdown in inter-collegiate relations, or dissatisfaction with formal faculty representative structures and their operations. Employment decisions are not subject to the grievance procedures, nor are allegations of misconduct and/or serious violations of workplace policies, including, but not limited to, harassment, discrimination, sexual misconduct, violence, theft, and allegations of violations of law are not subject to the grievance procedure. The grievance procedure should also not be used to challenge the desirability of an academic unit or any University policies. Once a grievance is filed, the matter may not be tabled or discussed in any university body, except those entrusted with finalizing the proceedings. The filing of a vexatious, intentionally false grievance against any member of the University may constitute misconduct for which disciplinary action may be appropriate.

Student to Faculty Grievance

Students have multiple avenues to raise grievances against faculty for professional misconduct related to a faculty member's performance of their duties in an institutional setting, depending on the nature of the grievance, which will be handled in accordance with relevant University policies and handbooks.

Use of Artificial Intelligence Tools

Graduate-level courses emphasize critical thinking and analysis, reasoning, making judgement based on factual evidence, reflections on prior learning, and application to context. As such, the use of Artificial Intelligence (AI) tools (e.g., generative text tools) is permitted only in limited and transparent ways.

Permitted Uses

Students may use AI tools for:

- Brainstorming or generating initial ideas
- Organizing outlines or structuring written work
- Clarifying general concepts or terminology

Prohibited Uses

Students may not use AI tools to:

- Generate substantive content, formulations, or intervention plans
- Write reflection papers, case analyses, or rationales
- Produce final drafts or large portions of graded assignments
- Replace personal reflection, ideas, or engagement with course materials

Student Responsibility

All submitted work must reflect the student's own thinking and analysis, reasoning, judgement based on factual evidence, reflections, and application to context. Students must be able to explain and defend all aspects of their work orally if requested. Work that is highly polished but lacks evidence of developmental thinking, revision, or engagement with feedback may not receive the highest grades.

Transparency and Accountability

If AI tools are used in permitted ways, students are encouraged to briefly note this (e.g., "AI was used to assist with outlining"). Failure to adhere to this policy may be considered a violation of academic integrity and penalties for academic misconduct may apply.

Artificial Intelligence (AI) Tool Student FAQ's

This FAQ is designed to clarify how AI tools may and may not be used in this course. If students are unsure, ask before submitting work.

1. Am I allowed to use AI tools in this course?

Yes, but in limited ways. AI tools may be used as assistive tools, not as substitutes for your thinking, reasoning, or reflection.

2. What kinds of AI use are permitted?

You may use AI tools to:

- Brainstorm topic ideas
- Create outlines or organize sections
- Clarify general concepts or definitions
- Help reword unclear sentences after you have written your own content

Think of AI as similar to a grammar checker or brainstorming partner, not a practitioner or co-author.

3. What kinds of AI use are NOT permitted?

You may not use AI tools to:

- Write reflection papers or personal responses
- Generate formulations, intervention plans, or rationales
- Produce analysis of social, economic, or environmental contexts
- Write large portions of any graded assignment
- Replace your own thinking, judgment, or self-reflection

If AI is doing the thinking or deciding for you, it is being used inappropriately.

4. Why are these limits in place?

Graduate -level courses are designed to help you develop:

- Critical thinking and analysis
- Reasoning
- Making judgements based on factual evidence
- Making application to context

These are core competencies that students develop in graduate-level programs that cannot be delegated to AI. Learning to sit with uncertainty, revise ideas, and justify decisions is part of professional training.

5. How does this apply to reflection papers?

Reflection papers must be:

- Personally grounded
- Specific to your experiences in class or group sessions
- Written in your own voice

AI-generated reflections tend to be generic and will not receive high marks. You should expect to write reflections without AI assistance, other than minor proofreading.

6. What about the scaffolded assignments with preliminary drafts?

The scaffolded structure (drafts + feedback + revisions) is intentional.

You are expected to:

- Show how your thinking evolves
- Respond meaningfully to feedback
- Explain why you made certain changes

AI tools struggle to track feedback over time. If your final submission does not reflect earlier feedback or appears disconnected from prior work, this will affect your grade.

7. Do I have to disclose AI use?

If you used AI in a permitted way, a brief note is encouraged (e.g., "AI was used to help generate an outline"). Disclosure will not lower your grade. Lack of transparency may raise concerns.

8. How will instructors know if AI was used improperly?

Improper AI use often shows up as:

- Overly polished writing with vague or generic content
- Inconsistencies between drafts and final submissions
- Inability to explain or defend submitted work
- Work that does not reflect feedback provided
- Work looks similar to content produced by other students

You may be asked to clarify or discuss your work orally if concerns arise.

9. What happens if AI use crosses the line?

If inappropriate AI use is suspected:

- You may be asked to explain your work
- You may be asked to revise or resubmit
- In serious cases, the issue may be handled under the university's academic integrity policy

The goal is learning and accountability, not punishment.

10. What's the simplest rule of thumb?

Ask yourself: "Could I explain this work, defend my decisions, and revise it without AI?" If the answer is yes, you're likely within course expectations.

11. What if I'm unsure whether something is allowed?

When in doubt:

- Ask your instructor before submitting
- Err on the side of using less AI, not more

Privacy & Records

SGU Privacy Policy

The St. George's University Privacy Policy affords students certain rights with respect to their education records.

These rights include:

1. The right to inspect and review students' education records within 45 days of the day the University receives requests from Students, who should submit written requests to the Office of the University Registrar that identify the record(s) they wish to inspect. The Office of the University Registrar will arrange access and notify students of the time and place where the records may be inspected. If the Office of the University Registrar does not maintain the records, that official shall advise students of the correct official to whom the requests should be addressed.
2. The right to request the amendment of students' education records that the students believe to be inaccurate. Students may ask the University to amend records they believe are inaccurate. They should write to the University Official responsible for the record, clearly identify the part of the record they want changed, and explain why it is inaccurate. If the University decides not to amend the records as requested by students, the University will notify students of the decision and advise them of their right to a hearing regarding requests for amendment. Additional information regarding the hearing procedures will be provided to students when they are notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in students' education records, except to the extent that the SGU Privacy Policy authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School Officials with legitimate educational interests. A School Official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement, unit personnel, and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School Official in performing his/her tasks; or a third party carrying out an activity, such as auditing financial aid or the financial management of the school, relevant to the administration, ownership or management of the school. A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility, or for the evaluation of, management, or administration of the school. Upon request, the University discloses education records without consent to officials of another school in which students seek or intend to enroll.
4. SGU's Privacy Policy and Rights guidelines are consistent with the US government's Family Educational Rights and Privacy Act (FERPA). US students have the right to file a complaint with the US Department of Education concerning alleged failures by George's University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Student Support

Students may access a range of support services at SGU to facilitate successful participation in any program. For more information, check out the student support website: <https://myuniversity.sgu.edu/pages/student-support-services>

Department of Educational Services (DES)

DES supports students to improve academic performance and adopt learning strategies. Students can schedule one-to-one individual appointments or group appointments (2-3 students) with a learning strategist. For more information, check out the DES website: <https://myuniversity.sgu.edu/pages/des>

Psychological Services Center (PSC)

PSC provides psychological counseling services through scheduled appointments and walk-ins from 9 am to 4:30 pm AST, and 24-hour crisis support. The PSC also provides group services for dealing with anxiety, grief, chronic conditions, and learning Mindfulness Skills. For more information, please see the PSC website: <https://myuniversity.sgu.edu/pages/psc>

Accommodations

St. George's University is committed to ensuring access for qualified students with disabilities. In accordance with its mission and applicable laws, the University ensures that students with disabilities or disabling conditions that substantially limit one or more major life activities are provided with reasonable accommodations that support their full participation in academic and campus life; however, accommodations cannot fundamentally alter academic or program requirements, compromise patient or animal safety, or lower the standards of professional competency expected of all graduates.

To request accommodations, documentation must be submitted with an application at the Student Accessibility and Accommodations website (<https://www.sgu.edu/student-support-services/student-accessibility-accommodation-services/>). Students should email accommodations@sgu.edu with any questions.

Office of the Ombuds

At St. George's University, we are proud of our diverse, international community of students, faculty, and staff. The Office of the Ombuds is here to promote a culture of respect and open communication by providing a welcoming, confidential, and impartial place to discuss any academic, workplace, or campus concerns. The Ombuds serves as a neutral resource, independent from formal administrative or disciplinary channels, to help you navigate challenges and find constructive ways forward. The services of the Office of the Ombuds are available to all members of the SGU community (students, faculty, staff, administrators, and researchers), regardless of department or role.

Email: ombuds@sgu.edu

WhatsApp: +1(473)405-4204

Portal page: <https://myuniversity.sgu.edu/pages/office-of-the-ombuds>

Appendix

Appendix A - Thesis Guide

Appendix A: Introduction

This thesis guide presents an overview for doctoral and master's students and their supervisors for the development of a thesis proposal, the ethical conduct of research, the standardized presentation of the final thesis, its subsequent external examination, and the procedure for its binding. Doctoral and master's theses should provide clear evidence of scholarship and originality. Originality can be demonstrated through the formulation of new theory, the reinterpretation or extension of known data and established ideas, or, on occasion, the discovery of new facts.

Thesis Proposal and Final Thesis Presentation

The thesis must be presented in UK or US English, but not a mixture of both, and be free of any spelling, grammatical, or nomenclature errors.

Drafts of all chapters should be submitted to the Chair of the Supervisory Committee and subsequently to all members of the Supervisory Committee for comment. Reasonably prompt feedback should be provided on substantive issues. Most supervisors also give feedback on style, grammar, etc., but students are encouraged to seek additional feedback from other professionals.

The greater portion of the work submitted for examination must have been completed following the registration of the student as a candidate for the degree, where the thesis is presented in partial fulfillment of that degree.

A candidate will not be permitted to submit a thesis consisting wholly of work for which a degree has been conferred on the candidate from this or any other University. However, a candidate shall not be precluded from incorporating work that has already been submitted for a degree in this or any other university in a thesis covering a wider field or a different component of a related topic.

The candidate shall be free to publish or exhibit material at appropriate meetings and/or conferences in advance of the final thesis production. Reference should be made in the thesis to any such work.

The copies of the final thesis, following successful examination, shall remain the property of the University, but the copyright of the thesis shall be vested in the graduate.

There are certain stylistic requirements to be adhered to, which are set out in the thesis guidelines below.

The chapter format can be flexible and may follow either a traditional thesis style, in which each section follows the layout presented below, or a format that follows a publication structure for each chapter. The style of the final thesis should be agreed upon by the Supervisory Committee and the student during the earlier stages of the writing. Any changes that may need to be made later are to be agreed to again by these parties.

Appendix A: Guidelines for the Preparation of a Thesis Proposal

Thesis Layout

A thesis proposal must follow the guidelines for the presentation of the final thesis and should include the title page, Supervisory Committee signature page, table of contents, acknowledgments, use of Generative AI for the production of the thesis, acronyms and abbreviations used, abstract, introduction, materials and methods, which should include a detailed timeline, references, and any appropriate appendices. The thesis proposal should be prepared and presented as in the guidelines for the preparation of the candidate's thesis, detailed in 3.0 below. The thesis proposal should be sufficiently detailed and complete to provide most of the information necessary for the introduction and materials and methods section of the final thesis. The final thesis, therefore, should only require the addition to the thesis proposal of the sections on results, discussion, conclusion, and recommendations.

The candidate is encouraged to review bound copies of theses, which are available at the library or online (<http://eos.sgu.edu/EOSWebOPAC/opac/Index.aspx>).

Timeline for Completion of a Graduate Degree

A timeline for completion of the thesis should be included in the materials and methods of the thesis proposal. This timeline is an important component of the thesis proposal as it provides the student and all members of the supervisory committee with an overview of the activities and progress a student should be making during their degree program. Any changes to the timeline should be agreed upon by the student and the Supervisory Committee. This timeline should be included in the final thesis as an appendix. An example of a timeline is provided below.

Timeline for MSc

	Months																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Selection of research mentor																																	
Selection of research topic																																	
Selection of Supervisory Committee																																	
Development of proposal																																	
IRB online training																																	
800 level courses																																	
Seminar on Project Proposal																																	
Application to IRB (as req)																																	
Research																																	
Preparation of thesis																																	
Submission of thesis to External Examiner																																	
Seminar on research findings																																	
Final oral defense																																	
Manuscript and Conference Preparation and Presentation																																	
Graduation																																	

Appendix A: Guidelines for the Preparation of the Final Thesis

Thesis proposals and the final thesis should generally conform to the guidelines presented below.

Pagination

The title page is not numbered.

All pages prior to the start of the introductory text (i.e., Supervisory Committee Signatory page, Frontispiece, Acknowledgments, Abbreviations, List of Figures and Tables, and Abstract) must be numbered in lower case Roman numerals in the center at the bottom of each page. A template for the title page etc. is provided at the end of this thesis guide (Appendix A: title page, Appendix B: Supervisory Committee Signatory page). This template should be completed for both the thesis proposal and the final thesis.

The first page of the main body text of the thesis is usually the Introduction or Chapter One and is numbered Page 1 in Arabic numerals. Text pages must be numbered in Arabic numerals consecutively throughout the thesis. Page numbers must be in a consistent, exact location on each page.

Each chapter should begin on a new page.

The pagination number font should be of the same font used in the text of the thesis.

Final Thesis Presentation and Layout

The following requirements shall be adhered to in the format of the submitted thesis.

MSc and PhD Supervisory Committees will require candidates to submit manuscripts to approved journals as part of their thesis requirement. In some cases, the manuscript(s) should also be at the accepted or published stage. If a submitted/accepted/published manuscript is a thesis requirement, then this document will be the abstract, introduction, material and methods, results, discussion, conclusions, and references of the thesis and will reflect the formatting of the journal to which it was submitted/accepted or published. The formatting of everything that precedes and follows the inserted manuscript should follow the formatting rules detailed below. The Supervisory Committee may require the candidate to include a more comprehensive Introduction than what is reflected in a journal manuscript. This expanded Introduction should follow the formatting rules detailed below. If a PhD candidate has two or more submitted manuscripts that contribute to their PhD work, an introduction preceding all manuscripts should address the relationship among them; alternatively, they can be presented as separate chapters in the final thesis.

- The thesis shall be presented in letter size format (8½" x 11" standard, 220 x 280mm metric).
- The thesis must be typed with double-line spacing (For Exceptions: See Section 2.10.1 Quotations).
- The font of each character used in the main text shall be consistent throughout the thesis and may be Arial or Times New Roman only, with a point size of 12. Tables and legends can have a point size of 10.
- The margin at the binding edge (left-hand side) shall not be less than 2" (50.8mm). All other margins shall not be less than 1" (25.4mm).
- Pages shall be numbered consecutively through the main text.
- The final thesis should be printed using a quality printer, on one side of the paper, which should be white, of good quality and sufficiently opaque to avoid show-through (usually 20 lb. weight).

The following sequence for the thesis layout should be followed:

- Title Page
- Supervisory Committee Signatory Page
- Frontispiece
- Table of Contents
- Acknowledgments
- Dedication (optional)
- Acronyms
- Abbreviations
- List of Figures
- List of Tables
- List of Submitted/Accepted/Published documents and Conference Presentations resulting from work completed for this degree
- Abstract
- Introduction
- Materials and Methods
- Results
- Discussion
- Conclusions and Recommendations

- References
- Appendices. This should include copies of any ethical clearance obtained for the study.

The overall length of an MSc, MA, or MEd thesis, whether a dual or stand-alone degree, should not exceed 250 pages, excluding appendices. PhD theses should not exceed 450 pages, excluding appendices. The candidate's Supervisory Committee may allow an extension of this page limit.

Appendix A: Detailed Description of the Sections in the Final Thesis

The Title Page

- The full title of the thesis (it is important that the title accurately portrays the investigation performed)
- The full name of the author
- That the degree is awarded by the School of Graduate Studies, St. George's University
- The month and year of approval of the Thesis
- The award for which the degree is submitted in partial fulfillment of its requirements
- The names of the Supervisory Committee Members

Supervisory Committee Signatory Page

This page should identify the Chair, all members of the Supervisory Committee, and their degrees. Each Supervisory Committee member should sign and date sufficient original copies (normally 5: see section 6.1).

Frontispiece

The frontispiece is optional but should include a photograph that the author can use to depict a salient aspect of their study.

Table of Contents

The table of contents shall include all sections of the thesis as defined in 2.3 above. Each section of the thesis should be numbered appropriately. In its simplest form, the thesis can be 1.0 Introduction, 2.0 Materials and Methods, 3.0 Results, etc. When a thesis is written with many distinct chapters that may align to publications, each chapter may be numbered sequentially, i.e., Chapter 1, Chapter 2, with each chapter divided into Introduction, Materials and Methods, etc. The table of contents should show the page number for each section on the right-hand side of its title.

Acknowledgments

The author acknowledges the person(s) who helped in the project and its presentation. Any funding support should be acknowledged.

Use of Generative AI for the Production of this Thesis

The use of AI should be declared in the thesis. The statement must declare the specific use of AI in the production of the thesis. A sample statement is shown in Appendix F: SGS Generative AI Policy below.

List of Tables and Figures

Separate pages containing a list of all tables and figures should be included. The titles of tables and figures should correspond exactly to the titles that appear in the text. Example:

Table 1.1	Worldwide Notification of Food Poisoning	Page
Table 1.2	Sampling Sites	Page
Figure 2.2.1	Reports of <i>Campylobacter</i> infection in the United States, 1982-89	Page
Figure 2.2.2	Reports of <i>Campylobacter</i> infection in the United Kingdom, 1982-89	Page

List of Acronyms or Abbreviations

A list of all acronyms or abbreviations used in the thesis shall be provided.

List of Submitted/Accepted/Published Manuscripts and Conference Presentations

If any publications or conference presentations have been made as a result of the work that comprises the thesis, these should be listed in this section of the thesis. Full citation details for the publications should be provided. Details of when and where conference presentations were made should be provided.

If the candidate's Supervisory Committee requires a submitted manuscript as part of the thesis requirement, then the actual manuscript will be inserted in the thesis and will reflect the formatting, word length, etc. of the relevant journal.

Abstract

There shall be a one-page abstract of no more than 300 words. The abstract should provide a synopsis of the study conducted and include a brief introduction, materials and methods that define the hypothesis and objectives of the study, the results obtained and their statistical significance, a discussion, and any future studies proposed as a result of this work.

Thesis Text

Quotations

Quotations should be set off from the text in single spacing and indented four spaces from the left-hand margin. Single spacing is permitted within long quotations, footnotes, bibliographic items, and appendix items, but double spacing should be used between each entry.

Headers and Footers

These are not permitted in theses.

Tables and Figures

All tables and figures should be numbered consecutively throughout the thesis using Arabic numerals. All tables and figures should be listed by number, title, and page number in the List of Tables and List

of Figures pages in the thesis following the Table of Contents (Section 3.2). A table or figure should appear in the text as close as possible following the point where it is first discussed (usually no further than the page following). The legend for tables should be bolded and above the table. The legend for figures should be bolded and below the figure. Figures may be printed in color. All text should be in black ink.

Introduction

The Introduction should enable the reader to conceptualize the focus of the study in relation to what is already known from published work. It should provide a comprehensive review of the literature related to the study and convey how the present investigation aims to advance knowledge in the selected field. The Introduction should state the study's overall aim and objectives, a brief description of the study's target population, and clearly state the research question(s) and hypotheses investigated.

Materials and Methods

The materials and methods describe how the research question was answered. The section should be detailed enough for other researchers to repeat the investigation. This section describes the research protocol and provides a diagram, table, or flowchart to explain the research methods used. It should state how the sample was drawn, the sample size, power of the study, and the inferential basis created by the sampling method. It should delineate how the sample is representative of the target population, how treatment and control groups are comparable, how initial conditions were accounted for, and the minimum effect size that would be important. Accurate descriptions of the equipment and procedures used and conditions under which the study was conducted should be detailed in this section. A brief description of the study site, study population, sampling, methods of investigation, etc., should be given. The section should describe clearly any modification to standard research methods, previously validated survey instruments, testing equipment, and give reasons for the modifications.

All drugs and chemicals used, including generic name(s), dosage(s), and route(s) of administration should be precisely stated. Names and addresses of drug and test equipment manufacturers should be stated in parentheses.

This section should also provide an overview of the ethical clearance(s) obtained for conducting the study. All ethical approvals (Institutional Review Board, Institutional Animal Care and Use Committee) and any other approvals (for example, Research Oversight Committee approval, Survey Committee approval, etc.) should also be detailed and copies provided in the appendices.

Results

In this section, the findings of the study should be provided in a logical sequence. There is no need to discuss or interpret the data. Tables, figures, and illustrations are especially useful in presenting data, but avoid repeating data in text that has already been shown in figures and tables. Include a caption that summarizes the results as displayed in the figure or table.

The statistical analysis should be presented in the Results section. Justification for the statistical methods used, along with the name and version of the statistical program, should be provided. The Results section should state the decision reached about the study's hypothesis based on the results of the statistical tests.

Discussion

Data presented in the Results section should be interpreted, analyzed, and evaluated, and linked to the study's hypothesis and objectives. The Discussion section should explain why the results are useful or contribute to the body of knowledge in the relevant field and relate the findings to previous

studies. Emphasis should be placed on the new and important outcomes of the work and the conclusions derived from the research. The study's limitations should be clearly identified, along with the impact on generalizability of the results.

Conclusions and Recommendations

The conclusion and recommendations section should include a brief summary of the main findings and conclusions, emphasizing the practical relevance of the results, followed by recommendations for future research.

For inclusion of audio-visual materials for illustration:

- Illustrative materials such as images, audio, and video recordings may be submitted with the thesis. They must be included with the submitted thesis and placed in a pocket on a USB storage device and referred to as an appendix. Extra-large or bulky material may be presented as an appendix.

References Cited in the Bibliography

At the end of the work, there should be a full list of all books, articles, and other sources used. The aim of these citations is to allow readers to follow up on sources that are of interest to them.

References must be presented using one of the 5 standard formats: Vancouver, Harvard, Chicago, American Psychological Association (APA), or Modern Language Association (MLA). References may be collated using a reference manager and output system, such as EndNote or similar bibliographic referencing systems. All references listed within the thesis must appear in the bibliography section. References not cited in the text, tables, or figures should not be listed in the bibliography section. References are normally alphabetically listed.

When the author has produced many papers, then the author is listed by author priority (single, two, three, four authors, etc.). If authorship remains the same over many years, then the papers are quoted with the earliest paper quoted first. At least 80% of all references cited must be from peer-reviewed journals. Annual Reports should be cited with 'Anon' in the position of the author's name.

Internet citations should be given as a regular journal reference with the URL (for example www.cdc.report) in blue following the reference and listed in alphabetical order.

References Cited in the Text

- When citing only a single author, citation should be: Smith (1990) or (Smith, 1990).
- When citing a joint (two authors) publication, citation should be: Smith and Jones (1993) or (Smith and Jones, 1993).
- When citing a publication of more than two authors, citation should be: Smith et al. (1993) or (Smith et al., 1993).
- If the student cites more than one publication by one author in the same year, citation should be placed in lower case letters to separate the two (or more) listings e.g., Smith (1990a) or (Smith, 1990a) and Smith (1990b) or (Smith, 1990b). The reference section should also be labeled as such.
- If more than two publications are cited for the same statement, then alphabetical priority is normally used, e.g., Smith (1990); Smith et al. (1992); West (1932) or (Smith, 1990; Smith et al., 1992; West 1992).
- Unpublished documents should be cited as: Smith. 1990 (unpublished manuscript) and listed in the reference section as below:
 - e.g., Lelijveld, J.L.M. 1971 Sero-epidemiology studies of malaria in Grenada. Unpublished Doctor of Philosophy Thesis. University of Nijmegen. The Netherlands.
- Personal communication should be cited as: Smith. 1993 (personal communication)
- Documents without named authors should be cited as: Anon (1990) or (Anon, 1990)

- For texts, these should be referenced with the author's name followed by (i) year of publication; (ii) book title, underlined or in italics; and (iii) publisher. Note: Decide on whether to use Underline or Italics. Never use both within the bibliography.
 - e.g., Clyde. D.F. 1967 *Malaria in Grenada* Oxford University Press. London.

Quotations

It is vital to indicate when someone else's view is being cited, either by paraphrase or by direct quotation. If the words of an author are quoted directly, this must be shown by putting the words in quotation marks, and after them the name of the author and the year of the publication.

Plagiarism and Copyright

Students and instructors/supervisors alike should be aware of the SGU plagiarism and copyright policies and adhere to them. The SGU Plagiarism Policy is reproduced as Appendix C and the SGS guideline on plagiarism is provided in Appendix D.

Appendix A: Thesis Appendices

These should be used to present detailed material pertinent to the project, but not necessary for an understanding of the work. A copy of any ethical clearance, survey committee clearance, or Research Oversight Committee clearance, if obtained, must be placed in the appendix.

Timeline

A timeline for the graduate degree, from inception to completion, should be included in the appendix. This timeline is an important component of the thesis proposal and has been detailed above.

Appendix A: MSc and PhD Thesis Review

Once a student has completed a draft of their thesis, it should be shared with the Chair of their Supervisory Committee. Once corrections and edits have been made to the draft, the student should share the revised thesis with all members of the Supervisory Committee. Once their edits have been incorporated and the Supervisory Committee members and the Chair agree that the thesis is complete and an accurate reflection of the work, the thesis should be submitted to the Office of the Dean of the SGS.

Selection of External Examiners

When the thesis is approaching its final internal review by the Supervisory Committee, the candidate and the Chair of the Supervisory Committee, in consultation with Supervisory Committee members, should consider appropriate External Examiners (EE's).

- The Chair of the Supervisory Committee is responsible for submitting the names, CV, and contact information for two proposed named EE's on the nomination form for approval by the Dean, SGS. Candidates may contribute a list of potential EE's to their supervisor(s) and may identify persons

whom they would not like to have examine their thesis, but otherwise must play no part in determining their EE's and must not communicate with EE's during the course of the examination.

- The EE Nomination Form must be completed and submitted prior to submission of the completed thesis to the Dean, SGS.
- The Office of the Dean of the SGS will not dispatch theses to EE's until the Student and Supervisory Committee Chair complete the Conflict of Interest EE Declaration Form. Once received by the Office of the Dean, the nominated EE's will be reviewed by the SGS Curriculum Committee Thesis Sub-committee.
- The SGS Curriculum Committee Thesis Sub-committee will be responsible for the selection of one EE for all PhD and MSc thesis examinations.
- All nominated EE's must be suitably qualified to examine the thesis and will be external to SGU. This will normally require that the EE; i) holds a degree at least of equal standing (e.g. holds a PhD if examining a PhD thesis), ii) preferably, the nominated EE's will be research active (i.e. has a record of recent refereed publications in a relevant field of study), and iii) is familiar with the expectations of a PhD (e.g. has experience in supervision of PhD candidates to completion, and/or has previously examined PhD theses).
- Nominated EE's can have no close connection to the supervisors or the candidate. For further details, consult the Conflict of Interest EE Guidelines below. The Chair of the Supervisory Committee must sign the statement on the Nomination of EE's Form to indicate that they have complied with the Conflict of Interest EE guidelines, and that they have consulted all Supervisory Committee members in arriving at the list of EE's nominated.
- The Chair of the Supervisory Committee is responsible for contacting the agreed list of proposed EE's to determine their availability to examine. Letters of invitation to act must not include extraneous information about the candidate or thesis. Copies of correspondence confirming EE's agreement to act, and of materials supporting their suitability to act, must be included with the approval documentation.
- Once approved by the SGS Curriculum Committee Thesis Sub-committee, the Dean of the SGS will inform the Chair of the Supervisory Committee and will await receipt of the thesis for examination. The Dean of the SGS Office corresponds with the approved EE and is responsible for providing the EE with expected criteria for the examination.

Once the EE is approved by the Office of the Dean, the Office of the Dean will communicate with the EE to ensure they are willing to serve as an EE and complete the review within the 6-week time limit. The Dean will be responsible for submitting the thesis, together with the EE forms, to the EE. EEs are requested to complete their evaluation of the thesis within 6 weeks. Their report and the completed forms must be returned to the Dean of the SGS, who shares the outcome with the Chair of the Supervisory Committee. If the EE has requested changes to the thesis, these must be completed to the satisfaction of the Chair of the Supervisory Committee prior to submitting the final copies of the thesis to the Office of the Dean of the SGS. It should be noted that for master's theses, the EE cannot fail a candidate but can request substantial changes. In the case of a PhD, the EE can fail the candidate or request a time extension for additional research and the resubmission of the thesis for examination.

Appendix A: Electronic and Printed Copies of Theses for Binding

Electronic Copy of the Thesis

An electronic copy of the final approved thesis must be submitted to the Office of the Dean of the SGS. This electronic copy will be posted on the University Library website. A candidate may request that the thesis not be electronically posted for up to a year in the event that posting may conflict with publication goals.

Paper Copies of the Thesis for Binding

The graduate is responsible for providing a minimum of five copies of the final thesis to be printed on appropriate paper and submitted to the Office of the Dean of the SGS. All signatures of the Supervisory Committee should have been obtained and included in each of the five original thesis copies.

The approved final thesis will be submitted to New York for binding, and the returned bound theses will be allocated as follows: 1 to the Graduate, 1 to the Chair of the Supervisory Committee, 1 to the Office of the Dean of SGS, and 2 copies to the Library. If a graduate would like additional printed copies bound, they can be bound by printing the additional copies with an original signatory page and submitting them at the same time as the 5 mandatory copies. These will be bound at a cost of approximately US\$100.00 per copy with a check made payable to SGU (cost applicable in 2019).

Appendix B - Thesis Template

The following thesis template that should be used for all theses. This template includes the front page and the supervisory signature page.

Appendix B: Title Page Specimen

St. George's University

School of Graduate Studies



Select Degree Program
OPTIONAL DEPARTMENT OF DEGREE
OPTIONAL DEGREE SPECIALIZATION

TYPE TITLE OF THESIS HERE

By

Type Candidate Name Here

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE
REQUIREMENTS FOR THE DEGREE OF

Committee

Chair	Enter Name	Degree
	Enter Name	Degree
	Enter Name	Degree
	Enter Name	Degree
	Enter Name	Degree

December, 2025

Appendix B: Supervisory Committee Signatory Page Specimen

Supervisory Committee Signatory Page

We, the undersigned committee members, hereby approve the thesis entitled: Click & Type Title, written by Enter Candidate Name. This work represents a successfully completed component of the Select degree requirements as outlined by the School of Graduate Studies of St. George's University 2025.

	Position	Institution	Degree	Name	Signature
1	Supervisor & Chair	<u>Institution</u>	<u>Degree</u>	<u>Enter Each Name</u>	_____
2	<u>Enter</u> Member Position	<u></u>	<u></u>	<u></u>	_____
3	<u>Enter</u> Member Position	<u></u>	<u></u>	<u></u>	_____
4	<u>Enter</u> Member Position	<u></u>	<u></u>	<u></u>	_____
5	<u>Enter</u> Members Position	<u></u>	<u></u>	<u></u>	_____

_____ Date of Signature Page Completion: _____

Appendix C: SGU Plagiarism Policy

Plagiarism Policy

St. George's University (SGU) is committed to promoting a culture of scholarship. In doing so, SGU places a high value on adherence to the principles of academic integrity, honesty, and respect for and acknowledgment of the work of others. The submission of work by students is considered an important part of a continuous process of learning and assessment. It allows for a determination of a student's achievement of the necessary knowledge and skills related to their respective academic qualifications, which are to be achieved in accordance with the principles of academic integrity and honesty. To this end, students shall not submit or claim the work of others as their own or engage in any academic

activity that provides an academic advantage over their peers by cheating. Plagiarism is regarded as a dishonest and cardinal offense in academia. As a form of academic misconduct, plagiarism is considered a breach of the student honor code; therefore, it is not tolerated. Plagiarism brings into disrepute the credibility of the University, its faculty, and students.

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.'

Plagiarism can be either intentional or unintentional. (See: <https://www.turnitin.com> for the spectrum of plagiarism practices).

The presentation of work, written or oral, as one's own can be done from a plurality of sources.

Such sources include, but are not exclusive of, published or unpublished material, the work and ideas of faculty, students, internet sources, print and digital publications, written and oral opinions and/or presentations, artwork software, websites, or other electronic resources such as artificial intelligence (AI) e.g. ChatGPT.

The following list, while not exclusive, is indicative of the practices that qualify as plagiarism (See <https://www.turnitin.com>):

- Copying verbatim, entire or substantial portions of paragraphs and sentences, written or oral, without the use of quotation marks and indicating the source.
- Paraphrasing entire or substantial portions of paragraphs or sentences of the works of others, without referencing the source of such words/ideas.
- Utilizing AI (e.g. ChatGPT) technology to produce entire or substantial portions of work.
- Cutting and pasting paragraphs and/or sentences from various sources and presenting as one's own work, either in a written or oral format.
- Copying the works of others, using peripheral or minor changes, while at the same time retaining the original idea, without referencing.
- Copying or adapting part, or all, of the work of another student as one's own, for the purpose of any form of course requirements, including presentations or other scholarly forms of assessment.
- Cooperating or being complicit with other students in the sharing and copying of answers, including during examinations.
- Contract cheating, involving the payment for, or ordering of, essays, software, and other material for submission as one's own work or ideas.
- Self-plagiarism, involving the re-submission of work previously submitted for assessment.

Appendix D: SGS Guidelines on Plagiarism

Preamble

The SGS academic programs include several and varied writing components for students to engage, reflect, and assimilate the prevailing literature while synthesizing original thoughts and ideas. Graduate programs and their courses are increasingly being delivered online, and the cultivation and dissemination of information requires rigorous compliance with academic standards for scholarship. Doctoral and master's theses, capstone papers, manuscripts that are prepared for submission to peer-reviewed journals for publication, and graduate course assignments require substantial writing, and

there is a need for guidelines to assist in their preparation and to understand what constitutes plagiarism.

Introduction

In addition to the SGU Plagiarism Policy, this guideline provides additional information on understanding, preventing, and detecting plagiarism, and on the penalties for plagiarism for students enrolled in graduate programs.

Need for a plagiarism guideline

Graduate programs and their constituent courses require a broad array of writing assignments, from reports to dissertations. This guideline provides an adjunct to the SGU Plagiarism Policy to provide support for graduate students to express their own thoughts, ideas, and analysis.

Understanding What is Plagiarism

It is true that scholars at all levels depend on the work of those who came before them, as they seek to critique, analyze, or incorporate that work into their own. However, there is a clear difference between such use when it is properly cited and using someone else's ideas or words without providing the necessary credit. The latter is always considered plagiarism. It should be noted that even when a graduate student is asked to paraphrase someone else, that does not mean simply changing a few words in a sentence, but thoughtfully reconstructing the idea or argument (while still giving proper credit to its source).

Preventing Plagiarism

Scholarship often involves building on the work of others; however, it also requires students to be very clear about where they originally found that work. The way to do this effectively is through one of 5 approved citation formats (see thesis guide for information on approved formats). The 5 pre-defined citation formats include: Vancouver, Harvard, Chicago, American Psychological Association (APA), or Modern Language Association (MLA). Students should check with their instructor/Chair of their Supervisory Committee as to which citation format is most appropriate for a particular assignment. It is crucial for students to familiarize with the styles of referencing used in their courses or for the submission of their original work to international journals for publication. International journals use different citation formats, and for the student's work to be acceptable, the citation format of the journal to which the work is intended to be submitted must be adhered to for all references cited in the bibliography and in the text.

Checking for Plagiarism

It is always the graduate student's responsibility to comply with the SGU Policy on Plagiarism by ensuring that written assignments unambiguously attribute the ideas, words, sentences, and arguments that they borrow to their sources. To this end, many instructors will allow students to use technological means (i.e. software applications such as TurnItIn®) to check assignments prior to submission. Students are strongly encouraged to use such tools. If a student is unsure about appropriate citation methods or has any questions about the academic honesty policy, it is their responsibility to seek guidance from the instructor or another professional source.

Using Turnitin

Turnitin is a program that checks submissions for originality. It searches through its database of published texts, webpages, and student assignments for content with a significant match to the current submission.

Turnitin does not teach students when or how to cite sources, but it can alert them to potential problems with their citations, enabling them to correct and resubmit the assignment.

The Turnitin Similarity Report

Instructors may allow the student to submit a draft assignment in Turnitin before submitting the final version. This submission will generate a 'Similarity Report' that the student can use as a guide for revising the assignment.

- The Turnitin Similarity report is color-coded.
- The following is a guide to reading the Similarity report:
 - Blue or Green: Acceptable (indicates that no plagiarism has been detected)
 - Yellow, orange, and red: Unacceptable (indicates that plagiarism has been detected.)

Note that Turnitin does not detect small matches. Therefore, a Turnitin report with a low percentage does not guarantee that the assignment is free of plagiarism or of practices that lack academic integrity. It is the student's responsibility to review the document and correct all instances of faulty citations and poor summarizing.

Regardless of the color tagged in the report, the instructor will examine the Turnitin report to determine the level of potential infractions. Please note that matches may occur because specialized areas often use a common language.

FAQs on Turnitin

I am not able to see my Turnitin report?

This can be caused by any of the following:

- The instructor has not set up the Turnitin assignment submission to allow students to view the report.
- Once the student has submitted the assignment, it takes a few minutes for the report to be generated.
- When resubmitting an assignment, the student may have to wait up to 24 hours for the revised similarity report to overwrite the original report in the Turnitin database. However, this will NOT affect the assignment submission.

Can Turnitin check images?

No, Turnitin only checks text. It is the student's responsibility to check that the sources of photos, graphs, tables, and other images included with the assignment are properly acknowledged.

If I have paraphrased something, do I still need to cite it?

Yes, paraphrases still need a citation. Even though the student has written a statement(s) in their own words, they must still cite the source from whence the idea(s) came. To ensure students always reference sources correctly, an accurate record of all sources must be kept.

Review of Plagiarism

Refer to the SGU Plagiarism Policy, reproduced above in Appendix C, for the consequences of plagiarism identified in the submitted assignments. Penalties can be applied by Course Directors for work submitted with detected plagiarized content.

The penalties for plagiarism are intended to be transparent, consistently applied procedures that protect the integrity of students' and faculty members' work at SGU and the University's reputation.

Students should be aware of the specific penalties that pertain to the program and each individual course that they enroll in. These specific penalties are defined in the course syllabus. Below are some examples of penalties that may be applied. It is the individual course director/instructor/Supervisory Committee Chair's responsibility to determine the penalties for plagiarism in student submissions in their courses.

- In instances where citations are incorrect or incomplete, but where there has been no apparent attempt to deceive the instructor as to the source(s), the student could be allowed to rewrite the assignment once without penalty and to use this as a learning experience. It is crucial that the instructor point out the evidence of minor plagiarism and educate the student on how to avoid such errors in the future.
- In instances where a repeat submission contains either a minimal amount of plagiarism, (i.e. one or two short passages in a longer assignment) or extensive plagiarism from other unreferenced sources, the student will fail that assignment with a grade of 'F'. In such instances, the instructor should clearly highlight where the plagiarized work occurs in the submitted work. If the student disagrees with this assessment, they should seek arbitration on this from a trusted third-party faculty member. In the absence of a resolution, the instructor should inform the student that the submission is unacceptable and requires resubmission.
- In instances where a student plagiarizes on resubmitted assignments, even if minimally, the student will not only fail that assignment but also the course. The instructor must also place a letter stating that the failing grade was due to plagiarism, which should be placed on the student's record and presented at the next APRC meeting.
- In the event of repeated violations of the SGU Plagiarism Policy, as presented at APRC meetings, such students may be recommended for dismissal from the program.

Grievances

If the student disagrees with the instructor's decision that plagiarism occurred and/or the consequent penalty, the student should follow the standard academic grievance procedure outlined in the Student Manual.

Appendix E: SGS Generative AI Policy

This Generative AI draft policy is adapted from the guide for authors, developed by Elsevier, and can be found at the attached link.

<https://www.elsevier.com/journals/marine-policy/0308-597X/guide-for-authors>

Declaration of Generative AI in Writing the MSc or PhD Thesis

The guidance below applies only to the writing process, not to the use of Artificial Intelligence (AI) tools to analyze and draw insights from data as part of the research process. If AI tools are used to analyze and draw insights from data as part of the research process or create other substantive content for the thesis, this must be clearly stated in the declaration of the use of AI section.

When students use generative AI and AI-assisted technologies in the writing process, they should do so only to improve readability and language. Applying the technology should be done with human oversight and control, and students should carefully review and edit the result, as AI can generate authoritative-sounding output that can be incorrect, incomplete, or biased. AI and AI-assisted technologies should not be listed as an author or co-author, or be cited as an author. Authorship implies responsibilities and tasks that can only be attributed to and performed by humans, as outlined in Elsevier's AI policy for authors.

Students should disclose in their thesis the use of AI and AI-assisted technologies in the writing process by following the instructions below. A statement will appear in the thesis. Please note that students are ultimately responsible and accountable for the content of the work.

Disclosure instructions

Students must disclose the use of generative AI and AI-assisted technologies in the writing process by adding a statement after the acknowledgment section. This should be on a stand-alone page entitled "Use of Generative AI for the production of this Thesis".

Statement: During the preparation of this work, the student used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, the student reviewed and edited the content as needed and took full responsibility for the thesis's content.

This declaration does not apply to the use of basic tools for checking grammar, spelling, references, etc. If no AI tools were used, this fact should be stated on this declaration page.

Appendix F: Nomination of External Examiner's Form

This form needs to be completed for the nomination of two suitably qualified External Examiners (EE) by the Office of the Dean, School of Graduate Studies, and should be forwarded to this office once the Chair of the Supervisory Committee has made contact with the EE to ascertain their willingness to serve as an EE and be able to complete the duties within 6 weeks of receipt of the thesis. Supervisory Committee Chairs should consult the Conflict of Interest Policy to guide in the selection of EE prior to making contact with potential examiners.

Supervisory Committee Chair:

Name of Student Candidate:

Degree to be examined:

Title of Thesis:

External Examiner Nominated 1: Name:

Qualifications:

Institution Affiliation:

Email:

Tel. No.:

External Examiner Nominated 2: Name:

Qualifications:

Institution Affiliation:

Email:

Tel. No.:

Please attach copies of each External Examiner's full CV.

I confirm that I have read the [Conflict of Interest](#) Policy in the nomination of these External Examiners and submit them in full confidence that they are suitable to serve as an External Examiner for the above candidate.

Signature

Date

Chair, Supervisory Committee

Appendix G: External Examiner Conflict of Interest Policy

Guidelines for Selection of External Examiners for MSc and PhD Theses

The use of independent thesis EE is an important defining feature of SGS graduate degree programs. The independence of EE's is one indicator of the quality of the examination process and of the program as a whole.

The process of examination and classification of theses assumes that EE undertake the tasks independently and without bias. Professional and personal relationships between EE's and a candidate and their Supervisory Committee Chair/Supervisory Committee Members, and relationships between EE's and the University, have the potential to introduce bias and thus compromise the independence of the examination, in fact or in perception.

The independence of EE's can be ensured by the use of:

- internal guidelines on what might constitute (risk of perception of) conflict of interest,
- a nomination process with a formal review procedure.

There are a range of circumstances that can lead to a conflict of interest. The guidelines below list examples of conflicts of interest that may arise between the EE and various parties, including the candidate, the Supervisory Committee Chair/Supervisory Committee Members, the University, the subject matter itself, and another EE. The list is indicative and not exhaustive.

In managing conflicts of interest, it is useful to:

- Distinguish major (potential) conflicts of interest that would normally result in the non-appointment of the examiner from minor (potential) conflicts that should be declared and explained, but which should not normally, independent of other considerations, inhibit the appointment of the EE.
- Recognize that some conflicts of interest arising through collaboration on publications and/or research grants, or membership of a Supervisory Committee, may be mitigated by the size of the team and the corresponding relative independence of some members of the team. Indeed, in some cases, team members may never have met or corresponded directly.

Conflicts of Interest

Listed below are examples of conflicts of interest that may arise between the EE and various parties, including the candidate, the Supervisory Committee Chair/Supervisory Committee Members, the University, the subject matter itself, and another examiner. The list is indicative and is not to be considered exhaustive.

A. Conflict with the Candidate	
Working Relationship	
A1. EE has co-authored a paper with the candidate within the last five years.	Major
A2. EE has worked with the candidate on matters regarding the thesis, e.g. previous member of the Supervisory Committee.	Major
A3. EE has employed the candidate or been employed by the candidate within the last five years.	Major
A4. EE is in negotiation to directly employ or be employed by the candidate.	Major
A5. EE has acted as a referee for the candidate for employment.	Major
Personal relationship	
A6. EE is a known relative of the candidate.	Major
A7. EE is a friend, associate, or mentor of the candidate.	Major
A8. EE and the candidate have an existing or a previous emotional relationship of de facto, are co-residents, or are members of a common household.	Major
Legal Relationship	
A9. EE is or was married to the candidate.	Major
A10. EE is legally family to the candidate (for example, step-father, sister-in-law).	Major
A11. EE is either a legal guardian or dependent of the candidate, or has power of attorney for the candidate.	Major
Business, Professional and/or Social Relationships	
A12. EE is currently in or has had a business relationship with the candidate in the last five years (for example, partner in a small business).	Major
A13. EE is in a social relationship with the candidate, such as co-Trustees of a Will or god-parent.	Major
A14. EE has a current professional relationship, such as shared membership of a Board or Committee (including editorial and grant decision boards), with the candidate.	Major
A15. EE has had personal contact with the candidate, that may give rise to the perception that the examiner may be dealing with the candidate in a less-than-objective manner.	Major
B. Conflict with the Chair of the Supervisory Committee/Supervisory Committee Members	
Working Relationship	

B1. EE was a candidate of any member of the Supervisory Committee within the past five years.	Major
B2. EE has co-supervised with any member of the Supervisory Committee in the past five years.	Major
B3. EE holds a patent with any member of the Supervisory Committee, granted no more than eight years ago, and which is still in force.	Major
B4. EE had directly employed or was employed by any member of the Supervisory Committee in the past five years.	Major
B5. EE holds a current grant with any member of the Supervisory Committee.	Major
B6. EE has co-authored a publication with any member of the Supervisory Committee in the past five years.	Major
Personal Relationship	
B7. EE is in negotiation to directly employ or be employed by any member of the Supervisory Committee.	Major
B8. EE is a known relative of any member of the Supervisory Committee.	Major
B9. EE and any member of the Supervisory Committee have an existing or a previous emotional relationship of de facto, are co-residents, or are members of a common household.	Major
Legal Relationship	
B10. EE is or was married to any member of the Supervisory Committee.	Major
B11. EE is legally family (for example, step-father, sister-in-law) to any member of the Supervisory Committee.	Major
B12. EE is either a legal guardian or dependent of any member of the Supervisory Committee or has power of attorney for any member of the Supervisory Committee.	Major
Business, Professional and/or Social Relationships	
B13. Examiner is currently in, or has had, a business relationship with any member of the Supervisory Committee in the last five years (for example, partner in a small business or employment).	Major
B14. Examiner is in a social relationship with any member of the Supervisory Committee, such as co-Trustees of a Will or god-parent.	Major
B15. EE has a current professional relationship, such as shared membership of a Board or Committee (including editorial and grant decision boards), with any member of the Supervisory Committee.	Minor
B16. EE has had personal contact with any member of the Supervisory Committee, that may give rise to the perception that the EE may be dealing with the candidate in a less-than-objective manner.	Minor
C. Conflict with The University	
Working Relationship	
C1. EE is currently in negotiation with the University for a work contract (other than examining a thesis).	Major
C2. EE is currently working for the University pro bono (for example, on a review).	Minor
C3. EE has examined thesis for the University two or more times in the past 12 months and/or five or more times in the past five years.	Minor
Other Relationship	
C4. EE has received an Honorary Doctorate from the University within the past five years.	Major
C5. EE graduated from the University within the past five years.	Major
C6. EE has/had a formal grievance with the University.	Major
Professional Relationship	
C7. EE is a current member of staff or has a current Honorary, Adjunct, or Emeritus position with the University, or has had such a position during the candidature of the candidate or in the past five years.	Major
C8. EE has a current professional relationship with the University (for example, membership of a Board or Committee).	Minor
C9. EE has a current visiting position with the University or has had such a position during the candidature of the candidate or in the past five years.	Minor
D. Conflict with the Subject Matter	
Research	
D1. EE has a direct commercial interest in the outcomes of the research.	Major

Additional Notes on Management of the Guidelines

The purpose of the guidelines is to ensure the independence of the examination in both fact and perception. The guidelines are designed to protect the candidate, EE, and the University against potential negative perceptions during and beyond the examination process. There is no presumption that any individual will behave inappropriately.

It would be unreasonable to expect potential EE's to make decisions about their suitability to examine (with reference to these or other guidelines), though it is reasonable to expect them to declare conflicts of interest and to make provision for this in EE's reporting forms. The nomination of EE's is best made by the Supervisory Committee and/or enrolling school, and all EE's will be formally approved by the SGS Curriculum Committee EE Thesis Sub-committee.

As a general rule of thumb, a conflict of interest exists where a potential EE has worked with the candidate on matters of synthesis or analysis or has maintained a correspondence or other contact over an extended period in which the research has been discussed.

I have read the Conflict of Interest Policy above and declare that there is no Conflict of Interest with the EE's proposed.

Signature

Chair, Supervisory Committee

Date