

Title	Graduate Policy on Multi-Component Course Completion, Academic Withdrawal, and Program Progression
Date	June 2026
Applies to	All graduate courses

Policy Statement

Academic progression within the program is strictly contingent upon achieving a passing evaluation in every individual component of a course. Some graduate program courses may integrate dual evaluation methods to assess distinct learning domains (e.g., theoretical knowledge and experiential learning such as seminar, laboratory, simulation, or clinical components). In these multi-component courses, students must demonstrate competence in all aspects of the course.

1. Standalone Course Completion Requirements

To earn credit for graduate courses utilizing combined grading methods (e.g., numeric grades paired with Pass/Fail or Satisfactory/Unsatisfactory benchmarks), a student must achieve a passing status in **each** discrete component.

- **Theoretical Component:** The cumulative average of all numerically graded assessments must be **greater than 70%** (or the program's designated passing threshold).
- **Experiential Component:** A final grade of "**Pass**" or "**Satisfactory**" must be achieved in all laboratory, simulation, clinical, or practical assessments.

Gateway Thresholds for Final Evaluations & OSCEs

- **Prerequisite Performance for Final Assessments:** Students must successfully complete and submit all required coursework in both the theoretical and experiential components before participating in final examinations, final evaluations, or Objective Structured Clinical Examinations (OSCEs).
- **Proceeding to Final Assessments:** Because a student must be successful in both the theoretical and experiential components to pass the course, a student who has already failed the experiential components prior to the examination period will not proceed to final assessments, as successful course completion would not be achievable.
- **Prevention of Academic Advantage:** Inability to proceed to final assessments will be explicitly enforced to ensure that a student who cannot mathematically or practically pass the course does not gain an unfair academic advantage by previewing, writing, or redoing final examinations/OSCEs ahead of repeating the course in a subsequent academic year. If a request for relief from an academic decision for a component of the course is underway, this policy is in force until a decision is conveyed.
- **Consequence of Component Failure:** Failure to meet the minimum passing standard in *any single component*, e.g., seminar, laboratory, simulation, clinical, at the conclusion of the term constitutes a failure of the entire course. The student will receive a failing grade on their transcript and **must repeat the course in its entirety** (both theory and clinical synchronous elements). The **Graduate Program Progression Policy** indicates the number of course failures before withdrawal from the program is initiated.

2. Academic Withdrawal Parameters and Limitations

Definition of Academic Withdrawal

An Academic Withdrawal (W) is defined as a formal, student-initiated request to drop a course after the initial course-add/drop deadline has passed, resulting in a "W" designation on the official transcript rather than a numeric or failing grade. A "W" does not impact the student's cumulative grade point average (GPA) but counts as a course registration attempt.

Volumetric and Timeline Limits on Withdrawal

- **Maximum Allowable Progress Threshold:** A student may only initiate a voluntary academic withdrawal according to SGPS guidelines. Once this date has passed, a voluntary withdrawal is no longer permitted, and the student will receive the earned grade at the end of the term.
- **Attempt Limits Per Course:** A student may withdraw from the same multi-component course a **maximum of one (1) time**. A second attempt at the course must result in a final earned grade.
- **Attempt Limits Per Program:** Across the entirety of the graduate program, a student is permitted a **maximum of two (2) academic withdrawals** in total. Exceeding this limit will trigger a mandatory academic review for program dismissal due to lack of timely progression.

Post-Result and Retroactive Withdrawal Prohibitions

- **Prohibition After Results Release:** Student will not be granted an academic withdrawal from a course after any final component results, final exam marks, or OSCE results have been officially or unofficially released. Students with severe extenuating circumstances at any time during the term are encouraged to contact the Program Coordinator to discuss options for success in the program.

3. Program Progression and Remediation

Academic progression to subsequent academic terms is halted if a student carries an unfulfilled course failure or incomplete, unless a modified timeline is explicitly authorized via an approved academic plan by the Associate Director.

- **Course Repetition Limits:** A failed graduate course may be repeated **only once**. A second failure in the program will result in a mandatory review for program dismissal as per the Graduate Program Progression Policy.
- **Co-Requisite Cohesion:** Because theory and experiential applications are pedagogically linked, a student who fails either the theoretical or the experiential component **shall be required to repeat both components** (i.e., repeating the corresponding theory and the associated lab/simulation/clinical synchronous elements) to ensure safety and concurrent competency.
- **Individualized Progression Plans:** Students who fail or withdraw from a multi-component course must immediately contact the Graduate Program Assistant. The Associate Director, in consultation with the program lead, will issue a mandatory **Individualized Program Progression Plan**. This document will outline required remediation, course repeating sequences, and updated timelines for program completion.

4. Attendance, Engagement, and Academic Consideration

Attendance

- **Mandatory Attendance:** Attendance in all seminar, laboratory, simulation, and clinical sessions is mandatory. If a student's absences from either experiential or theoretical components, and/or lack of preparation, raise concerns about safety or academic integrity, instructors may notify the Associate Director. If these concerns are confirmed, the student may not be permitted to complete final assessments, and the course will be recorded as a failure.

Limits on Academic Consideration

- **Cap on Academic Considerations:** To preserve the rigorous training standards of combined-evaluation courses, student-initiated requests for academic changes or consideration occurring within a course (e.g., short-term extensions, deferred minor quizzes) are negotiated between the student and faculty teaching the course with a limit of two requests per course. These types of requests, i.e., to be excused from academic responsibilities for extenuating circumstances include personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements. Frequent requests within a course will require students to provide rationale and formal documentation for the requested change. Students experiencing longer-term impacts on their academic responsibilities because of a disability should consult Accessible Education about academic accommodation or consult their graduate program about a leave of absence. Formal requests for accommodation requests must be initiated by the student in a timely manner to be processed through Accessible Education.
- **Escalation Protocol:** Any subsequent requests for academic consideration, or any requests impacting critical experiential/clinical milestones, cannot be self-declared. They will require formal documentation (e.g., medical certificates) and must be reviewed directly by the Associate Director to determine if a formal Leave of Absence or an altered Program Progression Plan is required.

Definitions

Clinical Experiential Learning: The use of clinical experiential learning in the context of this policy includes all program activities related to experiential learning, including but not limited to laboratory practice, clinical placements and experiential learning in research, practice and leadership.

Faculty and University/College Policies and Documents	
Faculty of Health Sciences Policies and Procedures University Policies Senate Policies and Procedures and SGPS Regulations School of Nursing Graduate Policies	

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