



St. George's University
Jordan West
DVM Student

SCHOOL OF VETERINARY MEDICINE 2021-2022



St. George's University
SCHOOL OF VETERINARY MEDICINE

Grenada, West Indies

A GLOBAL EDUCATION

In 1999, St. George's University launched the School of Veterinary Medicine, building upon the more than 20 years of experience in delivering high-quality medical education in an international setting. In 2011, the American Veterinary Medical Association Council on Education (AVMA COE) accredited the school's Doctor of Veterinary Medicine degree. Now, SGU looks forward to sharing these same advantages with veterinary medical students, because at St. George's University, a student's success is the first priority.



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The University reserves the right to make changes in the curriculum, degree requirements, course offerings, tuition/fees, and all rules and regulations at any time and without prior notice. The content of this catalog is current as of print time. The most up-to-date information can be found on our website at www.sgu.edu.





ACCREDITATIONS AND APPROVALS

- St. George's University School of Veterinary Medicine Doctor of Veterinary Medicine (DVM) program earned full accreditation in September 2018 from the American Veterinary Medical Association Council on Education (AVMA COE).
- St. George's University School of Veterinary Medicine Doctor of Veterinary Medicine (DVM) program Global Veterinary Health Track (GVH) earned full accreditation in September 2019 from the Royal College of Veterinary Surgeons (RCVS).
- St. George's University Master of Public Health program is only one of a few non-US programs to receive accreditation by the US Council on Education for Public Health (CEPH). DVM students can complete a joint DVM/MPH, adding public health to their veterinary knowledge.
- The Government of Grenada continued the accreditation of St. George's University School of Veterinary Medicine in 2013. The School of Veterinary Medicine is fully authorized by the Government of Grenada to confer the Doctor of Veterinary Medicine degree upon those candidates who successfully complete its academic requirements.
- St. George's University is recognized by the US Department of Education to administer student loans for qualified US students. Creditworthy borrowers may borrow up to the cost of attendance.

BROAD CLINICAL EXPOSURE AND COHESIVE TRAINING

- On-campus veterinary Small Animal Clinic and Large Animal Resource Facility. Provides students with hands-on training and experience often not seen until the final year of veterinary medical education.
- St. George's University state-of-the-art teaching and laboratory facilities provide students with exemplary experiences in preparation for clinical training rotations and for general veterinary practice following graduation.
- Clinical affiliations with 25 US veterinary schools, two Canadian schools, two UK veterinary programs, as well as one each in Ireland, Australia, and the Netherlands, offer students the option to complete their clinical studies in the world's top academic environments.
- SGU students are well prepared for licensing examinations, achieving a 91 percent pass rate on the North American Veterinary Licensing Examination (NAVLE) over the last five years.*

*According to International Council of Veterinary Assessment reports, 2017-2021







A young woman with a long, thick braid of light brown hair is shown from the back, sitting at a desk. She is wearing a dark blue t-shirt. A pair of white-rimmed sunglasses is resting on the desk in front of her. The background is a bright window with a view of a building.

ACCLAIMED ACADEMIC PARTNERSHIPS

- Students who enroll in a University joint-degree program receive direct entry into the Doctor of Veterinary Medicine program at St. George's University School of Veterinary Medicine upon completing their bachelor's degree.
- Joint-degree programs allow students to obtain their undergraduate and Doctor of Veterinary Medicine degrees in six or seven years combined.
- Partnerships are with highly reputable institutions throughout the United States, Canada, and the United Kingdom.

RESEARCH OPPORTUNITIES

- Through our on-campus research facility, Windward Islands Research and Education Foundation (WINDREF), and our dual-degree programs, our students enjoy unique research opportunities in areas such as veterinary public health, anthropology, ecology, marine and terrestrial biology, and ethics.
- St. George's state-of-the-art aquatic laboratory and marine center, which supports freshwater and saltwater aquariums, also houses equipment for research and lab work that opens up opportunities for research in a variety of topics, including marine populations, habitats, and aquaculture.
- The University's commitment to original research has enabled our professors and students to make globally recognized discoveries in areas of renewable energy, zoonotics, and public health, among others.
- The Veterinary Research Initiative provides vet students with the ability to work on research with faculty mentors who provide hands-on training and guidance in the field and in the lab.



WINDREF RESEARCH INSTITUTE





SCHOOL OF VETERINARY MEDICINE

TRAINING TODAY FOR THE VETERINARIAN OF TOMORROW

The scope and variety of veterinary medical practice today, along with the dynamic of change in the science of veterinary medicine, require a demanding and broad-based educational experience to prepare for future challenges.

Currently, most veterinarians are in a general practice that involves farm animals or companion animals (horses, dogs, cats, and so forth). Recent and rapid advances in knowledge, accompanied by increases in available technology, have generated a much greater degree of professional specialization. Presently, a wide variety of species specialists are practicing veterinary medicine, ranging from the traditional (equine, farm, and small animals) to the more exotic (zoo animals and wildlife) to the intensively managed poultry and aquaculture programs. The University's unique Caribbean location offers an ideal environment for the study of aquatic medicine.

There is also a well-established range of more than 20 clinical specialties, such as orthopedics, cardiology, and ophthalmology. In addition, veterinarians play an important role in wildlife conservation, the welfare of animals in zoos, and public health. Public health is a well-established and rapidly increasing part of the veterinarian's education and responsibilities. The North American Free Trade Act and globalization of economics have generally increased the demand for individuals trained in the safety of foods of animal origin. Increasing numbers of people are moving around the world with their pets. This new travel pattern provides exposure to the spread of zoonotic diseases to new environments. Veterinarians play an important role in academic institutions and an increasing role in research. They recently assumed a major role in protecting the public from bovine spongiform encephalopathy (BSE, or "mad cow" disease) in the United Kingdom, Canada, and the United States and the worldwide spread of avian influenza and H1N1 influenza.

Ethical issues on the use of animals in experimentation have led to an even greater role for the veterinarian in ever-deepening research in pharmacology and other industries. A host of dramatically expanding career opportunities awaits the veterinary medical graduate.

OUR MISSION

The mission of St. George's University School of Veterinary Medicine is to provide an internationally-based veterinary medical education with worldwide practice application through high-quality instructional programs, community service, and clinical research exposure.



Founders:
(left to right) Edward McGowan, Louis J. Modica,
Patrick F. Adams, and Charles R. Modica

DOCTOR OF VETERINARY MEDICINE

THE INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

The Institutional Animal Care and Use Committee has been inaugurated at the School of Veterinary Medicine to establish guidelines and regulate the care and use of animals in research and education, ensuring safe, ethical, and humane treatment of all animals owned by or entrusted to the University. The University veterinarian has the responsibility for the care of all animals owned by the University.



The program of study leading to the Doctor of Veterinary Medicine (DVM) degree is discipline based. The program is delivered in two phases: a three-year preveterinary medical phase and a four-year veterinary medical phase leading to the DVM degree. This enables students flexible entry points depending upon their academic backgrounds. Generally, students from the North American model of education who hold a baccalaureate degree enter directly into the four-year veterinary medical program. Students from other academic backgrounds and some North American students begin their studies in the St. George's University preveterinary medical phase, which provides a firm foundation for the veterinary medical DVM degree program.

Students accepted into the preveterinary medical phase of the program are placed in the appropriate year (either the first, second, or third year of the preveterinary phase) according to their academic background and are enrolled in the Doctor of Veterinary Medicine program for five to seven years. Applicants accepted directly into the veterinary medical program generally complete the Doctor of Veterinary Medicine degree requirements in four years.

The preveterinary medical phase and the first three years of the veterinary medical program take place on the University's main campus on the True Blue peninsula of Grenada, West Indies. The final year is the clinical year spent at an affiliated AVMA-accredited School of Veterinary Medicine.

St. George's University School of Veterinary Medicine (SGUSVM) graduates' scores on the NAVLE compare favorably with those students from US schools, and SGU veterinary medical students gain extra experience by getting hands-on training a year earlier than most programs. SGUSVM graduates have traditionally demonstrated impressive pass rates on the Royal College of Veterinary Surgeons statutory licensing examination, as well as on the Veterinary Council of Ireland Registration examination.

PREVETERINARY MEDICAL PHASE OF THE DVM PROGRAM

The preveterinary medical phase is delivered on the True Blue campus in Grenada, West Indies. This phase incorporates basic undergraduate courses in reading, writing, and mathematics promoting a well-rounded education and serving as a solid foundation for the veterinary medical program.

The Faculty Student Selection Committee (FSSC) places applicants into the appropriate term based on each applicant's academic background. During the preveterinary medical phase emphasis is placed upon development of strong study skills and exposure to clinical veterinary practice is provided. Students who complete the preveterinary medical phase with a grade point average (GPA) of 3.0 or better and pass the Preveterinary Science Comprehensive Examination (PVSCE) are promoted into the first year of the veterinary medical program. Students who do not hold a first degree and wish to obtain a bachelor's degree in the course of their studies may be eligible to do so. Evaluation of prior educational background will determine eligibility and appropriate placement within the Bachelor of Basic Veterinary Medical Science Program.

VETERINARY MEDICAL PHASE OF THE DVM PROGRAM

The SGUSVM program offers students a unique, innovative, international approach to veterinary medicine. Great emphasis is placed upon clinical instruction as a method of formulating the basic science curriculum into clinical practice with the use of simulation models, case-based teaching, and outstanding student-to-faculty ratios. With state-of-the-art teaching and laboratory facilities, students receive exemplary experiences in preparation for clinical training rotations and for general veterinary practice following graduation. Students receive extensive opportunities designed to foster the understanding and confidence required for success as veterinary professionals, including research, practice management and responsibilities of veterinarians to local and global public health.

The SGUSVM program offers three years of didactic coursework in basic sciences, public health, and introductory clinical work in large and small animal medicine and surgery in Grenada, followed by a fourth year of clinical training. The final year is 48 weeks of clinical training made up of 20 weeks of instruction in six core subjects, and 28 weeks of electives that may be a continuation of core subjects or concentrations in select specialties. We are affiliated with 32 schools of veterinary medicine. Twenty-five of these affiliated schools are in the United States, two are in the United Kingdom, two are in Canada, one is in the Republic of Ireland, one is in Australia, and one is in the Netherlands. SGU students

spend their final clinical year alongside students enrolled in those institutions. The SGUSVM model of education is proven to be a successful veterinary education model through outcomes assessments of students training in the foundation curriculum at SGU, in the fourth-year clinical rotations at our AVMA-accredited affiliate schools, and as successful veterinary practitioners

LICENSURE

The North American Veterinary Licensing Examination (NAVLE) is taken by all students requiring licensure in the United States and can be taken during the final clinical year. Students who will practice in the United Kingdom will take the membership examination of the Royal College of Veterinary Surgeons (RCVS) after graduation.

RCVS registration entitles veterinary surgeons to practice in the UK. Note that European Union (EU) legislation which affects registration of veterinary surgeons is in place to allow free movement of EU nationals between EU member states. Therefore, EU member states are obliged to register only EU nationals who also hold an EU veterinary qualification.

SGU students and graduates are advised to check the registration or licensing requirements very carefully with the veterinary licensing authority of any/all countries where they wish to practice. Ultimately, it is their responsibility to see that their applications are properly processed in accordance with the requirements of the particular authority from which licenses are sought. The Postgraduate Licensing Division of the Office of the Registrar maintains some information on the requirements for licensure in the 54 American jurisdictions, and in many international jurisdictions; however, the University is not an agent of any licensing authority.

For precise, up-to-date information, it is students' or graduates' responsibility to seek that information from the licensing agency in the region, state, or country where licensure is being sought. The Division of Postgraduate Licensing supports students during the licensing process whenever necessary.

NOTE: The following websites provide current licensing information:

NAVLE www.icva.net/navle

MRCVS www.rcvs.org.uk

PROGRAM OUTLINE: PREVETERINARY MEDICAL PHASE OF THE DVM PROGRAM

PREVETERINARY MEDICAL SCIENCES

Year One (Start of the Seven-Year DVM Program)

| | | | |
|-------------------------------|-----------------|---|---------|
| TERM 1/2 30 credits | BIOL 220 | General Biology | 4 cr. |
| | BIOL 215 | Biology and Diversity of Life | 3 cr. |
| | CHEM 122/123 | General Chemistry I/ General Chemistry I Lab | 3/1 cr. |
| | CHEM 124/125 | General Chemistry II/General Chemistry II Lab | 3/1 cr. |
| | COMP 111 | Computer Concepts & Applications | 3 cr. |
| | ENGL 107 or 213 | College English I or College English II | 3 cr. |
| | MATH 120 | College Mathematics | 3 cr. |
| | PSYC 201 | Introduction to Psychology | 3 cr. |
| | | Arts and Humanities Elective | 3 cr. |

Course outline is subject to change

**Students with their advisor select their general education and elective courses each term.*

†Or appropriate science elective

Year Two (Start of the Six-Year DVM Program)

| | | | |
|-------------------------------|--------------|---|---------|
| TERM 1/2 31 credits | BIOL 211 | Conservation and the Environment | 3 cr. |
| | BIOL 217 | Survey of Grenada Wildlife and vHabitats | 3 cr. |
| | PHYS 201 | General Physics I | 4 cr. |
| | CHEM 222/223 | Organic Chemistry I/ Organic Chemistry I Lab | 3/1 cr. |
| | CHEM 224/225 | Organic Chemistry II/Organic Chemistry II Lab | 3/1 cr. |
| | COMM 204 | Public Speaking | 3 cr. |
| | MATH 220 | Statistics | 3 cr. |
| | PHYS 201/202 | General Physics I/ General Physics II | 4/4 cr. |
| | | Arts and Humanities Elective | 3 cr. |

Year Three (Start of the Five-Year DVM Program)

| | | | |
|-------------------------------|--------------|--|---------|
| TERM 1/2 36 credits | BIOL 303 | Biomedical Anatomy | 4 cr. |
| | BIOL 320 | Genetics | 3 cr. |
| | BIOL 321/331 | Molecular Biology/Molecular Biology Lab | 3/1 cr. |
| | BIOL 344 | Cell & Developmental Biology | 3 cr. |
| | BIOL 401 | Microbiology | 4 cr. |
| | CHEM 450/451 | Biochemistry/Biochemistry Lab | 3/1 cr. |
| | PCLN 301 | Learning Strategy/Pre Prof Prog | 1 cr. |
| | PCLN 302 | Communications for the Health Professionals I | 2 cr. |
| | PCLN 303 | Communications for the Health Professionals II | 3 cr. |
| | SSCI 412 | Social Science and Medicine | 3 cr. |
| | VSCI 301 | Introduction to Veterinary Science & Medicine | 2 cr. |
| | VSCI 400 | Basic Animal Physiology | 3 cr. |

PROGRAM OUTLINE: VETERINARY MEDICAL PHASE OF THE DVM PROGRAM

BASIC VETERINARY SCIENCES

Academic Year One

| | | | |
|-----------------------------|----------|------------------------------|-------|
| TERM 1 20 credits | ANPH 501 | Histology and Embryology | 5 cr. |
| | ANPH 506 | Anatomy I | 5 cr. |
| | ANPH 512 | Veterinary Physiology I | 5 cr. |
| | LAMS 502 | Clinical Orientation | 1 cr. |
| | LAMS 540 | Basic Small Animal Nutrition | 1 cr. |
| | LAMS 541 | Professional Development | 2 cr. |
| | SAMS 501 | Radiology I | 1 cr. |

| | | | |
|-----------------------------|----------|---------------------------------|-------|
| TERM 2 21 credits | ANPH 503 | Anatomy II | 5 cr. |
| | ANPH 504 | Veterinary Pharmacology I | 3 cr. |
| | ANPH 513 | Veterinary Physiology II | 3 cr. |
| | LAMS 542 | Professional Development II | 2 cr. |
| | PTHB 503 | Bacteriology/Mycology | 4 cr. |
| | PTHB 512 | Veterinary Immunology | 2 cr. |
| | SAMS 502 | Radiology II | 1 cr. |
| | SAMS 515 | Veterinary Physical Diagnosis I | 1 cr. |

Academic Year Two

| | | | |
|-----------------------------|----------|----------------------------------|-------|
| TERM 3 21 credits | ANPH 505 | Veterinary Pharmacology II | 3 cr. |
| | LAMS 501 | Veterinary Physical Diagnosis II | 1 cr. |
| | LAMS 543 | Professional Development III | 2 cr. |
| | PTHB 505 | Parasitology | 4 cr. |
| | PTHB 506 | Pathology I | 4 cr. |
| | PTHB 515 | Virology | 3 cr. |
| | PTHB 532 | Clinical Pathology | 4 cr. |

| | | | |
|-----------------------------|---------------------------|---|-------|
| TERM 4 21 credits | LAMS 503 | Introduction to Clinical Medicine | 4 cr. |
| | LAMS 547 | Professional Development IV | 2 cr. |
| | LAMS 548 | Introduction to Livestock Nutrition | 1 cr. |
| | PTHB 507 | Pathology II | 4 cr. |
| | PTHB 510 | Veterinary Public Health | 2 cr. |
| | PTHB 511 | Veterinary Epidemiology | 1 cr. |
| | PTHB 516 | Avian, Fish, and Exotic Animal Diseases | 3 cr. |
| | SAMS 514 | Introduction to Surgical Skills | 1 cr. |
| SAMS 520 | Veterinary Anesthesiology | 3 cr. | |

PROGRAM OUTLINE: VETERINARY MEDICAL PHASE OF THE DVM PROGRAM (CON'T)

BASIC VETERINARY SCIENCES

Academic Year Three

| | | | | |
|-----------------------------|----------|--|--|-------|
| TERM 5 22 credits | ..... | LAMS 516 | Large Animal Surgery I | 2 cr. |
|  | ..... | LAMS 519 | Theriogenology | 4 cr. |
|  | ..... | LAMS 544 | Livestock Medicine I | 2 cr. |
|  | ..... | LAMS 549 | Professional Development V | 1 cr. |
|  | ..... | SAMS 513 | Diagnostic Imaging | 3 cr. |
|  | ..... | SAMS 518 | Small Animal Surgery | 4 cr. |
|  | ..... | SAMS 522 | Small Animal Medicine I | 3 cr. |
|  | ..... | SAMS 526 | Introduction to Clinical Practice | 1 cr. |
|  | ..... | SAMS 527 | Junior Surgery and Anesthesiology Laboratory | 2 cr. |
| TERM 6 19 credits | ..... | ANPH 520 | Veterinary Toxicology | 2 cr. |
|  | ..... | LAMS 505 | Equine Internal Medicine | 3 cr. |
|  | ..... | LAMS 515 | Livestock Medicine II | 3 cr. |
|  | ..... | LAMS 533 | Professional Veterinary Development VI | 2 cr. |
|  | ..... | LAMS 545 | Large Animal Surgery II | 2 cr. |
|  | ..... | SAMS 524 | Small Animal Medicine II | 4 cr. |
|  | ..... | SAMS 528 | Introduction to Clinical Rotations | 2 cr. |
|  | ..... | SELECTIVES (ANY 1) | | |
|  | ..... | LAMS 537 | Special Topics in Equine Practice | 1 cr. |
|  | ..... | LAMS 539 | Production Animal Medicine & Surgery | 1 cr. |
| ..... | PTHB 534 | Problem Solving in Veterinary Parasitology | 1 cr. | |
| ..... | SAMS 530 | Clinical Reasoning in Veterinary Medicine | 1 cr. | |
| ..... | SAMS 546 | Veterinary Practice Ownership, Management and Leadership | 1 cr. | |
| ..... | SAMS 531 | Advanced Cardiology in SAM | 1 cr. | |
| ..... | SAMS 534 | Special Topics in Small Animal Orthopedic Surgery | 1 cr. | |
| ..... | SAMS 535 | Advanced Topics in Dermatology | 1 cr. | |
| ..... | SAMS 536 | Special Topics in Emergency Critical Care | 1 cr. | |
| ..... | SAMS 537 | Small Animal Clinical Nutrition | 1 cr. | |
| ..... | SAMS 539 | Shelter Medicine | 1 cr. | |

ACADEMIC CALENDAR: VETERINARY MEDICAL PHASE OF THE DVM PROGRAM

BASIC VETERINARY SCIENCES

| | AUGUST 2021 ENTRANTS | JANUARY 2022 ENTRANTS | AUGUST 2022 ENTRANTS | JANUARY 2023 ENTRANTS |
|-----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| TERM 1 20 credits | Aug. 16, 2021 to Dec. 10, 2021 | Jan. 17, 2022 to May 13, 2022 | Aug. 15, 2022 to Dec. 9, 2022 | Jan. 16, 2023 to May 12, 2023 |
| TERM 2 21 credits | Jan. 17, 2022 to May 13, 2022 | Aug. 15, 2022 to Dec. 9, 2022 | Jan. 16, 2023 to May 12, 2023 | Aug. 21, 2023 to Dec. 15, 2023 |
| TERM 3 21 credits | Aug. 15, 2022 to Dec. 9, 2022 | Jan. 16, 2023 to May 12, 2023 | Aug. 21, 2023 to Dec. 15, 2023 | Jan. 15, 2024 to May 10, 2024 |
| TERM 4 21 credits | Jan. 16, 2023 to May 12, 2023 | Aug. 21, 2023 to Dec. 15, 2023 | Jan. 15, 2024 to May 10, 2024 | Aug. 19, 2024 to Dec. 13, 2024 |
| TERM 5 22 credits | Aug. 21, 2023 to Dec. 15, 2023 | Jan. 15, 2024 to May 10, 2024 | Aug. 19, 2024 to Dec. 13, 2024 | Jan. 20, 2025 to May 16, 2025 |
| TERM 6 19 credits | Jan. 8, 2024 to May 3, 2024 | Aug. 19, 2024 to Dec. 13, 2024 | Jan. 13, 2025 to May 9, 2025 | Aug. 18, 2025 to Dec. 12, 2025 |

Calendar is subject to change.

GRADUATE DEGREE PROGRAMS

In addition to our professional program, the School of Veterinary Medicine at St. George's University also offers graduate programs leading to stand-alone MSc degrees and the dual degree DVM/MSc and in various subject areas. This section defines the rules and regulations for the stand-alone MSc programs and dual degree DVM/MSc.

ADMISSION

Admission requirements follow those established by the SGU School of Graduate Studies (SGS). Candidates interested in the SVM graduate program must complete the SVM application form and the Graduate Addendum. Graduates of an accredited university who have achieved at least a B grade average (GPA 3.0) in a BSc or equivalent degree program are eligible for registration into the dual degree DVM/MSc or MSc. Admission to the DVM program must occur prior to acceptance to the dual degree program. Admission is determined by the Graduate Affairs Committee (GAC) of the relevant Academic Program. Final approval is granted by the Dean of the School of Graduate Studies.

MSC ADVISOR AND SUPERVISORY COMMITTEE

A student entering the DVM/MSc or MSc program in the SVM will be supervised by a Supervisory Committee. The student in consultation with the relevant chair of department will select an MSc advisor, and all three will then select the members of the Supervisory Committee. The Supervisory Committee will be comprised of the student's MSc advisor as chair and two additional members, who may be co-opted from the SVM or other schools within SGU. One member may be selected from an institution other than SGU. The Supervisory Committee will be approved by the dean of the SGS. The duties of the Supervisory Committee and the chair are outlined in the SGS guidelines.

TRANSFER OF CREDITS

Students who have completed comparable graduate courses (800 level) at other recognized institutions may be allowed to transfer up to 5 of the 12 course credits (800 level) upon approval by their Supervisory Committee.

GRADUATE DEGREE PROGRAMS

Stand-Alone Degrees

- Doctor of Philosophy (PhD)
Anatomical Pathology, Anatomy, Bacteriology, Clinical Pathology, Marine Medicine, Parasitology, Pharmacology, Virology, and Wildlife Conservation Medicine
- Master of Science (MSc) Anatomical Pathology; Anatomy; Aquatic Animal Health, Bacteriology; Small Animal Clinical Sciences; Large Animal Clinical Sciences, Clinical Pathology; Parasitology; Pharmacology; Virology; and Wildlife Medicine

Dual Degrees

- DVM/Master of Science (DVM/MSc) Anatomical Pathology, Anatomy, Aquatic Animal Health, Bacteriology, Small Animal Clinical Sciences, Large Animal Clinical Sciences, Clinical Pathology, Parasitology, Pharmacology, Virology, and Wildlife Medicine
- DVM/Master of Public Health (DVM/MPH) Veterinary Public Health
- DVM/Master of Business Administration (DVM/MBA) Multi-Sector Health Management

GRADING POLICY

The grading policy for the DVM/MSc and MSc program in the SVM is as defined by the rules and regulations governing all graduate degrees at the SGU by the School of Graduate Studies (SGS).

SATISFACTORY ACADEMIC PROGRESS

For a student to maintain academic standing, a grade point average of at least 3.0 (B average) and a P grade in all pass/fail courses must be maintained throughout their MSc curriculum. In addition, a student in the DVM/MSc program is expected to maintain at least a 3.0 (B average) and a P grade in all pass/fail courses throughout their DVM curriculum.

ACADEMIC PROGRESS REVIEW

A student's academic progress is evaluated by the Academic Progress Committee under the Dean of Students at the end of each term (May and December).

TIMELINE FOR COMPLETION

The time limit for completion of all MSc requirements for DVM/MSc students and part-time MSc students (e.g. faculty members) is 5½ years from matriculation into the program and 2½ years for a full-time MSc student. A student who exceeds this time limit may appeal once for an extension to the Dean of the School of Graduate Studies, who will consult with the Supervisory Committee.

REQUIREMENTS FOR GRADUATION

The student will be deemed to have fulfilled all the requirements for the DVM/MSc or MSc degree after successfully completing at least 34 credits with a cumulative GPA of at least 3.0 (B average). Commencement will be held in May each year.

SCHEDULES

Schedules will vary according to the chosen major and the time of entry into the program. Individual schedules will be designed by the Supervisory Committee in consultation with the student. A DVM/MSc student may have to spend one term in addition to the six DVM terms in Grenada, and will spend part of the summer breaks to complete course and/or research work.

INDEPENDENT GRADUATE DEGREE PROGRAMS

MASTER OF SCIENCE

The Master of Science (MSc) degree program provides a unique opportunity to conduct research in developing countries in the tropics. The program is centered upon active and original bench, and/or field research, and presentation of a thesis in anatomical pathology; anatomy, aquatic animal health; bacteriology; clinical pathology; parasitology; pharmacology; small animal clinical sciences; large animal clinical sciences; virology; or wildlife medicine.

The MSc degree requires completion of 34 graduate credits as prescribed by the program. Under the supervision of an academic advisor and supervisory committee, students prepare a research project proposal. Once approved, an ongoing research experience is conducted throughout the period of enrollment in the degree program. The program culminates with a final comprehensive oral examination and defense of a thesis. The major selected determines the research area and graduate coursework requirements for the completion of the program.

Anatomical Pathology

There is a real need for more specialists in the field of anatomical pathology due to the increasing numbers of universities, diagnostic laboratories, and research institutions worldwide. So, it has become a necessity to establish a program of a master degree by courses and complementary research as a way of training that keeps pace with the progress of scientific research and meets the requirements of development and the increasing need for qualifying adequate numbers of graduates in this field.

This program provides broad theoretical and practical training in veterinary pathology with special emphasis on diagnostic pathology. Knowledge and experience will be acquired in various diagnostic techniques and by making proper correlations between gross and histopathological changes with clinical and laboratory findings to reach an appropriate diagnosis. These skills will qualify the successful candidates to work as specialists in the field of diagnosis of animal diseases as well as in teaching and research pertaining to this field.

FULLY ACCREDITED MPH PROGRAM



St. George's University's MPH program is accredited by the US

authority for public health programs, the Council on Education for Public Health (CEPH). SGU is one of only a few non-US institutions to receive CEPH accreditation for its MPH degree program.

WHO COLLABORATING CENTER

The Department of Public Health and Preventive Medicine was designated as the first World Health Organization Collaborating Center on Environmental and Occupational Health in the region.

Anatomy

The MSc in anatomy is designed to broaden and deepen knowledge in anatomy for those students who are already enrolled in the DVM degree program and who have the potential to combine the requirements for both degrees during the first three years of the DVM degree program. The program is also available to train trained veterinarians or other scientists, providing instruction in the basic aspects of gross anatomical, histological, and developmental sciences, with particular emphasis on areas relevant to veterinary anatomy, in order to be able to enter a career in teaching and research and/or to be able to undergo a PhD degree program by building upon the foundation already established at the MSc level, in any of these basic anatomical areas.

The broad areas of studies in veterinary anatomy include, but are not limited to, aspects of gross anatomy, histology, embryology and developmental biology, cytology, neuroanatomy, comparative and avian anatomy, and histochemistry.

Aquatic Animal Health

The veterinary profession is increasingly involved with less-traditional areas of specialization, and marine medicine is one such area. The enhanced demand for fish products from farming (aquaculture), the ever-increasing pressures on the aquatic environment from human populations, and the use of fish as pets and experimental animals have resulted in a need for veterinarians with an awareness of, and an expertise in, diagnosing and controlling aquatic animal disease.

Bacteriology

St. George's University School of Veterinary Medicine is dedicated to providing graduate students the opportunity for in-depth study of bacteria and bacteriology topics of veterinary importance.

Areas of study in bacteriology include:

- Study of zoonotic bacteria.
- Identification of novel bacterial species, environments or relationships.
- Identification of antimicrobial resistance trends in bacteria.
- Molecular analysis of bacterial components and pathways.

- Study of interrelationships between bacteria and environment.
- Study of host-pathogenic/symbiotic bacteria interrelationships.
- Clinical, diagnostic and public awareness applications of bacteriological studies.

Clinical Pathology

Clinical pathology is an important branch of veterinary medicine. Better understanding of this subject helps to control the majority of routine and critical medical decisions, and is central to the advancement of scientific research. Considering the importance of clinical pathology in various fields such as clinical practice, referral or diagnostic laboratories, pharmacology industry, and research, the St. George's University School of Veterinary Medicine offers a program leading to the MSc degree in veterinary clinical pathology. This program focuses on basic and advanced levels of information in clinical pathology, accompanied by research, and deals with three major areas: hematology, biochemistry, and diagnostic cytology.

Large Animal Clinical Sciences

The goal of this program is to provide advanced training in the field of large animal clinical sciences. During this program, the student will be exposed to the fundamentals of research through various graduate courses and original research. The program will produce graduates with advanced analytical and research skills required to pursue doctoral research or an academic career in large animal clinical sciences.

Parasitology

Veterinary parasitology is an integral part of veterinary medicine. All domestic animal, avian, wildlife, and exotic species harbor parasites. Many of these parasites are zoonotic and are considered to be of public health significance. This program focuses on the biology, epidemiology, and control of clinically important parasites of domestic, wildlife, and exotic species. Emphasis is placed on clinical and diagnostic issues relating to host-parasite interactions and the development of evidence-based parasite control programs.

Pharmacology

An MSc in pharmacology provides a wide and solid scientific base in fundamental and applied pharmacology. This program enables students to strengthen their future career opportunities in pharmacology or cognate areas.

Small Animal Clinical Sciences

During this program, the student is trained to perform evidence based clinical reasoning and decision making, critical thinking, and high-quality research in one of the specialties within the Department of Small Animal Medicine and Surgery. The following disciplines are included in this program: Small Animal Anesthesiology, Dermatology, Emergency and Critical Care, Dermatology, Internal Medicine, Neurology, Radiology, and Surgery. The program is designed to prepare enrolled students for an academic clinical career.

Virology

All domestic animal, avian, wildlife, and exotic species, and even plants suffer from viral diseases. Many of the viral diseases are zoonotic (Influenza, SARS, and others) and are of significant public health importance. There is a real need for more specialists in veterinary virology to serve as useful resources for clinicians, teachers, researchers, and those involved in many aspects of comparative medicine. This program focuses on fundamental principles of virology through theoretical and practical training in veterinary virology with special emphasis on diagnostic and preventive measures.

Wildlife Medicine

In response to the growing need for veterinarians trained in aspects of wildlife and its conservation, St. George's University School of Veterinary Medicine offers a program leading to an MSc in wildlife conservation medicine. Aspects of conservation biology and veterinary medicine are integrated to highlight the interdependency of animal, human, and environmental health. Although the program focuses on research, the following aspects will be addressed in course work:

- Wildlife conservation and protected area management
- Diseases/parasites of free-ranging wildlife
- Management of free-ranging wildlife including disease investigation, management, epidemiology and wildlife immobilization

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy (PhD) degree programs at St. George's University require a total of 60 credits or more. All PhD programs require the production and defense of a doctoral thesis. Transfer credits are accepted from approved institutions and the candidate's supervisory committee determines the number of credits that may be incorporated, following specified guidelines. Research and coursework are directed by the candidate's supervisory committee. All completed theses, upon the recommendation of the chair of the supervisory committee, are submitted to the dean of the School of Graduate Studies and forwarded to an external examiner. A final oral presentation and defense of the thesis must be successfully completed prior to being awarded the degree.

The School of Veterinary Medicine currently offers a PhD degree program in anatomical pathology, anatomy, bacteriology, clinical pathology, aquatic animal health, parasitology, pharmacology, small animal clinical sciences, large animal clinical sciences, virology, and wildlife medicine.

MASTER OF SCIENCE PROGRAM

PROGRAM REQUIREMENTS

| | | | |
|----------------------------------|----------|--------------------------|--------|
| THESIS WORK 22 credits | IDGS 900 | Seminar Participation | 1 cr. |
| | IDGS 901 | Project Proposal Seminar | 1 cr. |
| | IDGS 902 | Written Project Proposal | 2 cr. |
| | IDGS 903 | Master's Degree Thesis | 15 cr. |
| | IDGS 904 | Thesis Seminar | 2 cr. |
| | IDGS 905 | Thesis Defense | 1 cr. |

| | | | |
|-----------------------------------|----------|---|-------|
| BASIC COURSES 6 credits | BIOE 801 | Research Ethics and Human Subjects | 1 cr. |
| | IDGS 807 | Research Design and Biostatistics | 3 cr. |
| | MICR 825 | Scientific Text Organization and Presentation | 2 cr. |

ANATOMICAL PATHOLOGY

| | | |
|----------|--|-------|
| VSGP 842 | Advanced Necropsy Training | 2 cr. |
| VSGP 843 | Pathology of Important Emerging and Exotic Diseases of Livestock and Poultry | 3 cr. |
| VSGP 844 | Advanced Molecular Techniques | 3 cr. |
| VSGP 845 | Special Topics in Veterinary Pathology | 1 cr. |
| VSGP 846 | Veterinary Neuropathology | 2 cr. |
| VSGP 847 | Pathology of Laboratory Animal Diseases | 2 cr. |
| VSGP 848 | Cellular Response to Injury/Stimuli | 2 cr. |

*A minimum of six (6) credits of courses specific to one's degree must be completed. Students can choose according to their interests from the list provided.

ANATOMY

| | | | |
|---|----------|--|-------|
| MAJOR-REQUIRED COURSES* 6 credits | VSGP 803 | Radiology and Ultrasonography | 2 cr. |
| | VSGP 810 | Special Veterinary Anatomy | 3 cr. |
| | VSGP 813 | Functional Anatomy of the Equine Limbs | 2 cr. |
| | VSGP 834 | Advanced Veterinary Neuroanatomy | 2 cr. |
| | VSGP 835 | Advanced Veterinary Anatomy | 4 cr. |
| | VSGP 836 | Advanced Avian Morphology | 2 cr. |
| | VSGP 837 | Histochemistry and Quantitative Enzyme Assays | 2 cr. |
| | VSGP 841 | Advanced Histology, Cytology & Molecular Biology | 2 cr. |

AQUATIC ANIMAL HEALTH

| | | |
|----------|---|-------|
| PUBH 803 | Principles of Epidemiology | 3 cr. |
| PUBH 807 | Environmental Health | 3 cr. |
| VSGP 807 | Wildlife Parasitology | 1 cr. |
| VSGP 827 | Diseases of North American Wildlife, Part 1 | 1 cr. |
| VSGP 828 | Diseases of North American Wildlife, Part 2 | 1 cr. |
| VSGP 829 | Special Topics in Fish Medicine and Surgery | 2 cr. |
| VSGP 831 | Histopathology of Fish | 1 cr. |
| VSGP 832 | Systemic Pathology of Fish | 1 cr. |
| VSGP 8XX | Pathology of Emerging and Exotic Diseases | 2 cr. |

MAJOR-REQUIRED COURSES*
6 credits

BACTERIOLOGY

| | | |
|----------|--|-------|
| VSGP 822 | Advances in Bacteriology | 3 cr. |
| VSGP 823 | Diagnostic Bacteriology | 3 cr. |
| VSGP 844 | Advanced Molecular Techniques | 3 cr. |
| VSGP 857 | Host and Pathogenic Bacteria Interrelationship | 1 cr. |

CLINICAL PATHOLOGY

| | | |
|----------|--|-------|
| VSGP 842 | Advanced Necropsy Techniques | 2 cr. |
| VSGP 844 | Advanced Molecular Techniques | 3 cr. |
| VSGP 848 | Cellular Response to Injury/Stimuli | 2 cr. |
| VSGP 860 | Diagnostic Cytology of Solid Masses | 2 cr. |
| VSGP XXX | Clinical Pathology of Endocrine Disorders in Dogs and Cats | 1 cr. |
| VSGP XXX | Bone Marrow Evaluation and Hematologic Oncology | 1 cr. |
| VSGP XXX | Hematology of Pisces (Fish Hematology) | 1 cr. |

LARGE ANIMAL CLINICAL SCIENCES

| | | |
|----------|---|-------|
| VSGP 866 | Special Topics in Large Animal Surgery | 1 cr. |
| VSGP 867 | Special Topics in Large Animal Reproduction | 1 cr. |
| VSGP 830 | Large Animal Clinical Parasitology | 2 cr. |
| VSGP XXX | Special Topics in Large Animal Medicine | 2 cr. |

PARASITOLOGY

| | | |
|----------|--|-------|
| PTHB 534 | Problem-Solving in Veterinary Parasitology | 1 cr. |
| VSGP 802 | Clinical Parasitology | 2 cr. |
| VSGP 807 | Wildlife Parasitology | 1 cr. |
| VSGP 830 | Large Animal Clinical Parasitology | 2 cr. |
| VSGP 844 | Advanced Molecular Techniques | 3 cr. |

PHARMACOLOGY

| | | |
|----------|---|-------|
| MICR 819 | Medicinal Plants | 1 cr. |
| MICR 822 | Medical Biofilms | 1 cr. |
| VSGP 812 | Practical Applications of Molecular Assays | 2 cr. |
| VSGP 823 | Diagnostic Veterinary Bacteriology | 3 cr. |
| VSGP 849 | Special Projects in Veterinary Pharmacology | 2 cr. |
| VSGP 850 | Molecular and Cellular Pharmacology | 1 cr. |
| VSGP 851 | Advanced Pharmacology of Autonomic Nervous System | 1 cr. |

*A minimum of six (6) credits of courses specific to one's degree must be completed. Students can chose according to their interests from the list provided.

MAJOR-REQUIRED COURSES*

6 credits

SMALL ANIMAL CLINICAL SCIENCES

| | | |
|----------|---|-------|
| VSGP 849 | Special Topics in Veterinary Pharmacology | 2 cr. |
| VSGP 850 | Molecular and Cellular Pharmacology | 1 cr. |
| VSGP XXX | Advanced Small Animal Internal Medicine | 2 cr. |
| VSGP XXX | Advanced Veterinary Anesthesiology | 3 cr. |

VIROLOGY

| | | |
|----------|---|-------|
| VSGP 843 | Important Emerging and Exotic Viral Diseases of Livestock and Poultry | 3 cr. |
| VSGP 844 | Advanced Molecular Techniques | 3 cr. |
| VSGP 847 | Pathology of Laboratory Animal Diseases | 2 cr. |
| VSGP 857 | Host and Pathogenic Bacteria Interrelationships | 1 cr. |
| VSGP XXX | Advanced Topics in Veterinary Virology | 1 cr. |
| VSGP XXX | Diagnostic Virology | 2 cr. |

WILDLIFE MEDICINE

| | | |
|----------|---|-------|
| PUBH 803 | Principles of Epidemiology | 3 cr. |
| VSGP 807 | Wildlife Parasitology | 1 cr. |
| VSGP 814 | Introduction to Conservation Medicine | 1 cr. |
| VSGP 818 | Wildlife Health and Diseases | 2 cr. |
| VSGP 821 | Reptile and Amphibian Medicine and Surgery | 2 cr. |
| VSGP 827 | Diseases of North American Wildlife, Part 1 | 1 cr. |
| VSGP 828 | Diseases of North American Wildlife, Part 2 | 1 cr. |
| VSGP 829 | Special Topics in Fish Medicine and Surgery | 2 cr. |
| VSGP 838 | Wildlife Casualties | 1 cr. |
| VSGP 844 | Advanced Molecular Techniques | 3 cr. |

*A minimum of six (6) credits of courses specific to one's degree must be completed. Students can chose according to their interests from the list provided.

DUAL DEGREE PROGRAMS

St. George's University School of Veterinary Medicine dual degree programs provide veterinary medical students with the opportunity to simultaneously pursue a baccalaureate, Master of Science, Master of Public Health, or Master of Business Administration degree. The DVM/MSc and DVM/MPH dual degree programs require three-and-a-half years for completion of course work and thesis preparation.

BACHELOR OF SCIENCE/DVM

The Bachelor of Science/DVM (BSc/DVM) dual degree program is designed to meet the needs of students in the preveterinary medical program who do not hold a first degree and wish to earn a baccalaureate degree at St. George's University while pursuing the Doctor of Veterinary Medicine degree. Students in the Doctor of Veterinary Medicine program may complete the requirements for a BSc degree after completion of the first year of the veterinary medical program.

This dual degree program allows students to complete their entire veterinary medical education in seven years, while simultaneously completing the Bachelor of Science degree. The bachelor's degree is awarded by the School of Arts and Sciences at the successful conclusion of the first year of the veterinary medical program, and the Doctor of Veterinary Medicine degree is obtained upon successful completion of the final clinical year component of the veterinary medical curriculum. Students who are accepted into the first term of the preveterinary medical program and meet sufficient academic progress guidelines are eligible for both the baccalaureate degree and the Doctor of Veterinary Medicine degree. Students who enter the second or third year of the preveterinary medical program (with Advanced Levels, International Baccalaureate, or CAPE) must complete additional coursework to be eligible for this degree. Applicants interested in this program will be evaluated for transfer credit.

DVM/MASTER OF PUBLIC HEALTH

Opportunities for veterinarians with postgraduate training in public health are almost unlimited. Some US federal agencies with a variety of public health careers include the US Public Health Services and its Centers for Disease Control, National Institutes of Health, Food and Drug Administration, the US Air Force and Army, and the US Department of Agriculture with its many varied programs. State, county, and local departments of health provide hundreds more opportunities.

The DVM/Master of Public Health (DVM/MPH) dual degree program incorporates coursework from the Master of Public Health program into the DVM schedule. Students take an additional 30 credits to acquire a firm foundation in public health, in conjunction with the veterinary medical program. The Veterinary Public Health Track accepts 12 credits from the preclinical DVM course sequence. These courses are supplemented by 30 credits of public health courses. The program is a combination of didactic lectures, hands-on training, a short-term practical internship in a public-health-related organization, and a capstone paper for written and oral presentation. Students who are accepted concurrently to the DVM and MPH programs will most likely complete the dual degree within three years. Students who are accepted into the MPH program after starting their DVM classes may need additional time to complete the dual degree.

Students seeking admission to the DVM/MPH program will first be reviewed for acceptance into the veterinary medical program. Upon acceptance, the Office of Admission will forward the application to the School of Graduate Studies for review and consideration.

To incorporate the MPH program into the combined degree requirements, the scheduling of DVM terms around the MPH schedule will differ for August-entering students and January-entering students. Students on loans will complete the capstone seminar and final elective during the third term of the veterinary medical program. Appropriate schedules will be distributed to students upon acceptance into the dual degree program.

The US accreditation authority for public health programs, The Council on Education for Public Health (CEPH), has granted accreditation for five years to St. George's University's Master of Public Health degree program. This makes St. George's University only the fifth institution outside of the United States to be accredited by CEPH.

For more information about the MPH program and for a list of course descriptions, visit sgu.edu/mph.

DVM/MASTER OF BUSINESS ADMINISTRATION

The DVM/Master of Business Administration (DVM/MBA) in Multi-Sector Health Management dual degree program allows students to achieve a Doctor of Veterinary Medicine degree in concert with a 34-credit MBA degree that equips participants to manage every aspect of small to medium-sized organizations, in the private or social sectors, especially in international settings. The MBA in multi-sector health management is taught with a distinctive holistic approach, providing knowledge that reaches across disciplines and sectors. The program is designed specifically for experienced professionals across all health disciplines that face growing management and executive responsibilities.

DVM/MASTER OF SCIENCE

The DVM/Master of Science (DVM/MSc) dual degree program gives students the opportunity to conduct active and original bench and/or field research in anatomical pathology, anatomy, bacteriology, aquatic animal health, clinical pathology, parasitology, pharmacology, small animal clinical cases, large animal clinical cases, virology, or wildlife medicine.

In this dual degree program, students will complete the veterinary medical requirements simultaneously with the MSc requirements. For the MSc program, students spend the first two summers of the veterinary medical program (an extra six months in total) in Grenada in order to meet the coursework requirements and for preparation and completion of the master's thesis.

The MSc requires completion of 34 graduate credits as prescribed by the program. Under the supervision of an academic advisor and a supervisory committee, students prepare a research project proposal. Once approved, an ongoing research experience is conducted throughout the period of enrollment in the degree program. The program culminates with a final comprehensive oral examination and defense of the thesis. The major selected determines the research area and graduate coursework requirements for the completion of the program.

DVM/MASTER OF PUBLIC HEALTH MPH PROGRAM DESIGN

| | | | | |
|--|---|----------------------------|--|-------|
| CORE COURSES 15 credits | • | PUBH 803 | Principles in Epidemiology | 3 cr. |
| | • | PUBH 804 | Principles in Biostatistics | 3 cr. |
| | • | PUBH 805 | Health Policy and Management | 3 cr. |
| | • | PUBH 806 | Social and Behavioral Aspects of Public Health | 3 cr. |
| | • | PUBH 807 | Principles of Environmental Health | 3 cr. |
| | • | | | |
| PROGRAM REQUIRED COURSES 6 credits | • | PUBH 831 | Concepts, Practice, and Leadership in Public Health | 3 cr. |
| | • | PUBH 832 | Public Health Research Methods and Ethics | 3 cr. |
| | • | | | |
| CULMINATING EXPERIENCE 9 credits | • | PUBH 889 | Practicum in Public Health | 3 cr. |
| | • | PUBH 893 | Capstone Seminar (Paper and Presentation) Letter Grade | 3 cr. |
| | • | PUBH 858 | One Health: Public Health Applications | 3 cr. |
| | • | PUBH 895 | MPH Onboarding | . |
| • | | | | |
| DVM COURSES 12 credits | • | PTHB 503 | Bacteriology/Mycology | 4 cr. |
| | • | PTHB 505 | Veterinary Parasitology | 4 cr. |
| | • | PTHB 510 | Veterinary Public Health | 2 cr. |
| | • | PTHB 512 | Veterinary Immunology | 2 cr. |
| • | | | | |
| ELECTIVE COURSES 3 credits | • | MUST TAKE 3 CREDITS | | |
| | • | PUBH 808 | Maternal and Child Health | 3 cr. |
| | • | PUBH 812 | Nutrition and Public Health | 3 cr. |



DVM/MASTER OF PUBLIC HEALTH

COURSE OUTLINE: AUGUST 2021 ENTRANTS

| DVM COURSES | | MPH COURSES | |
|-------------------------------------|---------------------------|--------------------------|--|
| | | TERM 1 | |
| | | Fall | |
| | | | PUBH 803 Principles of Epidemiology 3 cr. |
| | | | PUBH 804 Principles of Biostatistics 3 cr. |
| | | | PUBH 805 Health Policy and Management 3 cr. |
| | | | PUBH 807 Principles of Environmental Health 3 cr. |
| | | | PUBH 831 Concepts, Practice, and Leadership of Public Health 3 cr. |
| | | | PUBH 895 MPH Onboarding |
| DVM Term 1 courses | 20 cr. | TERM 2 | |
| | | Spring | |
| | | | |
| | | TERM 3 | |
| | | Summer | |
| | | | PUBH 806 Social and Behavioral Aspects of Public Health 3 cr. |
| | | | PUBH 832 Research Methods and Ethics 3 cr. |
| | | | PUBH 8XX One Elective 3 cr. |
| | | | PUBH 858 One Health: Public Health Applications 3 cr. |
| DVM Term 2 courses | 21 cr. | TERM 4 | |
| | | Fall | |
| | | | |
| | | TERM 5 | |
| | | Spring | |
| DVM Term 3 courses | 21 cr. | | |
| | | TERM 6 | |
| | | Fall | |
| DVM Term 4 courses | 21 cr. | | PUBH 893 Capstone Seminar 3 cr. |
| | | TERM 7 | |
| | | Spring | |
| DVM Term 5 courses | 22 cr. | | |
| | | TERM 8 | |
| | | Summer | |
| | | | PUBH 889 Practicum in Public Health 3 cr. |
| DVM Term 6 courses | 19 cr. | TERM 9 | |
| | | Fall | |
| TOTAL DVM CREDITS | 124 cr. | TOTAL MPH CREDITS | 33 cr. |
| TOTAL DVM CREDITS TOWARD MSC | 12 cr.[§] | | |

Calendar is subject to change. These are sample program outlines. Program outlines specific to each student will be distributed upon acceptance into the dual degree program.

GENERAL RULES AND REGULATIONS

HONOR CODE

St. George's University School of Veterinary Medicine is an institution of veterinary medical education dedicated to a high standard of ethics and academic achievement. It is the duty of the University community to nurture safe and competent veterinarians who exhibit professional maturity and sound moral character. To this end, the University has instituted an Honor Code to which all students must adhere upon matriculation at the School.

As a member of the student body of St. George's University School of Veterinary Medicine, I agree:

1. To adhere to the University's policy of maintaining a high standard of honor and academic integrity.
2. To refrain from violations of these ideals, for example, by cheating, plagiarizing, lying, or stealing.
3. To accept the responsibility of reporting such wrongdoing upon witness. It is understood that any breach of this Honor Code necessitates disciplinary action, subject to the discretion of University officials, the procedures for which are outlined in the [SGU Student Manual](#).

Once signed, adherence to this code is required and expected for the duration of students' matriculation at the University.

PROMOTION, PROGRESS, AND ACADEMIC RETENTION

The Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) reviews the records of all students in the Preclinical and Basic Science terms twice a year. Students are evaluated in terms of their academic performance, professional attitude, and moral character. The faculty reserves the right to refuse promotion to students who are believed to be unsuited for continued

study at the University. Information detailing promotion, progress, and academic retention guidelines are delineated in the SGU Student Manual on the University website members center.

HEALTH FORM

The University Health Form is comprised of three parts: Part I—Health History; Part II—Physical Examination; and Part III—TB Screening and Immunization Record. All three parts, filled out completely and accurately, must be submitted prior to registration at the University. After a leave of absence (LOA) for medical reasons, a new medical clearance might be required for rematriculation.

Due to public health regulations, students' health histories, physical examination reports, and immunization records must be current and accurate in order for students to do clinical rotations at hospitals in the United States and the United Kingdom. Students will not be admitted to the clinical program unless their health forms are complete, current, and cleared.

This information is also required for postgraduate training and when joining a hospital's medical staff as a fully licensed physician. Therefore, a copy of all this material, including updates, should be kept by students at all times and arrangements for current physicals should be made at appropriate intervals to eliminate delays in academic and career progress.

OUTSIDE EMPLOYMENT

Students are not permitted to obtain outside employment during the official school term without the written consent of the appropriate dean. Students who are not citizens of Grenada may not obtain employment in Grenada unless specifically permitted to do so by authorization of the applicable Grenadian authorities.

COURSE DESCRIPTIONS

PREVETERINARY MEDICAL PROGRAM

BIOL 211

Conservation and the Environment

This course is an introductory conservation biology course. As such, one of the primary goals of the course is to introduce students to the principles and general concepts of conservation biology. Students enrolled in this course will investigate current theories regarding the ongoing extinction of species. The primary focus of the course will be recent vertebrate extinctions. Students will become intimately acquainted with several species that we have lost (some within the lifetimes of the students) and several additional species that are currently on the verge of extinction. We will also be exploring ecological, educational, philosophical, economic and cultural values that affect human perceptions of conservation and extinction. This course will be intensive in terms of reading, writing, and self-expression. Students will be expected to verbalize their thoughts and observations on assigned readings in classroom discussions. Students will also help each other formulate and bring into focus, what will be their unique philosophical viewpoints on conservation and extinction. Student presentations will center on the basic conservation biology concepts introduced in the course. The formal concepts introduced in this class will be presented by your professors and will be supplemented by group discussions, lab/class activities, and field trips.

BIOL 215

Biology and Diversity of Life

This course is an introductory general biology course for non-science and new science majors. As such, one of the primary goals of the course is to introduce students to the principles and general concepts of biology. Students will be introduced to some of the methods by which scientists gather information about the living world. Lectures emphasize the science of systematics, taxonomy, classification, nomenclature, genetics, evolution, ecology, and the role of biodiversity in sustainability and conservation of biodiversity.

BIOL 217

Survey of Grenada Wildlife and Habitats

This course is designed to introduce students to the vertebrate wildlife species (both native and non-native) that inhabit the island of Grenada. Students will learn to recognize, by visual and auditory cues as well as by field sign, many of the different species that we share this island with. Students will also learn to recognize the various wildlife habitats found in Grenada and will be able to associate specific vertebrate species with specific habitat. We will also explore conservation issues within Grenada including the complex issues of invasive species management and habitat loss. In addition, students will be developing scientific skills that will include: gathering, interpreting and communicating

BIOL 220

General Biology/ General Biology Laboratory

This course is designed to complement the Human Biology course so that in tandem, these courses provide a sound foundation for the biology curriculum ahead. It will introduce students to the basic principles of biology. It includes the role of macromolecules in the cell, and cellular structure, organization, and communication. Energy storage via photosynthesis and the harvesting of energy through aerobic respiration will be explored. The cell cycle, meiosis, mitosis, genetics, the molecular basis of inheritance, evolution, and the origin of species will be explored.

BIOL 303

Biomedical Anatomy

Comprehensive mammalian gross anatomy course, using the dog as the model species; laboratory dissection; veterinary nomenclature with human correlates and the application of the anatomy to clinical situations. Prerequisites BIOL 1 and 2.

BIOL 320

Genetics

This is a basic course in Genetics appropriate for Arts and Science students as well as students of Premedical and Pre-Veterinarian studies. Genetics is presented over 16 weeks as part of the discipline-based curriculum in line

with the expectations of the St George's University School of Medicine, designed to provide a fundamental basis for understanding Human Genetics pertinent to clinical medicine based on the Genetics Learning Objectives published by the American Society of Human Genetics (ASHG). You will be introduced to the language embedded in Medical Genetics and Molecular Biology. These general competencies and specific objectives are described in the ASHG MEDICAL SCHOOL CORE CURRICULUM IN GENETICS. Specifically, this course is designed to introduce you to the fundamental design of DNA leading to the structure and function of the human genome.

You will learn how recent advances in genetic research have led to a greater ability to diagnose and treat many human disease states:

- Module 1 – Begins with an introduction to the history of genetics where you will learn how traits are inherited.
- Module 2 – Begins with understanding how genes are organized within genomic DNA. You will learn of the importance of this organization according to how many copies of a gene are required and their exact location within the genomic DNA.
- Module 3 – You will learn how genes are expressed.
- Module 4 – You will learn about linking the information that is found in an organism's DNA and how it is related to the way an organism looks and behaves, also known as "Genotype to Phenotype".

A basic understanding of chemistry, biology, and physics will be assumed.

BIOL 321/BIOL 331

Molecular Biology/Molecular Biology Laboratory

This upper-division course is designed to help students develop an understanding of the molecular mechanisms that biological organisms use to store and preserve genetic information, the means by which they use that information to create functional biological structures, and the techniques that are commonly used to manipulate and study these processes in the laboratory. A basic understanding of chemistry, biology, genetics, and biochemistry will be assumed.

BIOL 344

Cell and Developmental Biology

Introduction to animal development emphasizing vertebrate embryo, mechanisms governing morphogenesis and cell and tissue differentiation. The course covers topics ranging from microscopy, cell cycle, cell labeling techniques, gametogenesis (formation of sperm and eggs), organogenesis (formation of tissues), and evolution. The material is comparative using examples from both invertebrates and vertebrate model systems. The student will be provided with a foundation of classical embryology (embryo anatomy) while focusing on differential gene expression as the driving force that shapes an embryo. Topics of interest to society including human infertility, human birth defects, assisted reproductive technologies and embryonic stem cells will be included in the curriculum.

BIOL 401

Microbiology

This course is a 4-credit course for premed, prevet, Foundation to Veterinary Medicine, and Biology, Ecology, and Conservation students. It is taught over 16 weeks in two 75-minute weekly sessions.

Major components of the course are lectures, practical laboratories, quizzes, online activities/assignments, and self-study.

The aim of the course is to introduce you to the topic of microbiology. By looking at the basic characteristics and interactions of microorganisms with their environments, you will obtain an overall understanding of their beneficial and harmful contributions to ecosystems and human colonization. This exposure to the disciplines of bacteriology, mycology, virology, and immunology is intended to serve as a basis for understanding microorganisms and microbial processes (Life Sciences/Biology) and as a foundation for more in-depth future studies (pre-professional programs).

CHEM 122/CHEM 123

General Chemistry I/General Chemistry I Laboratory

This course, General Chemistry I, examines topics such as the nature and properties of matter; atoms, molecules and ions as basic building blocks of matter; measurement in chemistry; calculations involving chemical formulas and equations; general properties of aqueous solutions; electronic structure of atoms; periodic properties of the elements; basic concepts of chemical bonding; concepts in thermochemistry; characteristics of gases.

This course, General Chemistry I Laboratory, is designed to reinforce some of the concepts discussed in the General Chemistry I lecture (CHEM 122). It exposes them to basic technical and safety skills required for a chemistry laboratory. It also allows students to apply the scientific process while examining topics such as properties of matter, measurements, chemical formulas, thermochemistry, and basic concepts of bonding and molecular structure.

CHEM 124/CHEM 125

General Chemistry II/General Chemistry II Laboratory

This course, General Chemistry II, examines topics such as the impact of intermolecular forces on the physical properties of solutions; chemical kinetics and chemical equilibrium; acid – base and other types of equilibria; chemical thermodynamics and the role of entropy in chemical reactions; electrochemistry with the emphasis on oxidation-reduction reactions.

This course, General Chemistry II Laboratory, examines topics such as the impact of intermolecular forces on the physical properties of solutions; chemical kinetics and chemical equilibrium; acid – base and other types of equilibria; chemical thermodynamics and the role of entropy in chemical reactions; electrochemistry with the emphasis on oxidation-reduction reactions.

CHEM 222/CHEM 223

Organic Chemistry I/Organic Chemistry I Laboratory

This course, Organic Chemistry I, is the first semester one in a one-year course in Organic Chemistry for Pre-Clin, Pre-Vet and Biology students. It includes: the nomenclature and classification of organic molecules; the structure and reactivity of the hydrocarbons (alkanes, alkenes, alkynes), alkyl halides and alcohols; the study of substitution and elimination reaction mechanisms; and an introduction to stereochemistry.

This course, Organic Chemistry I Laboratory, is the laboratory component of CHEM 222. It gives students taking CHEM 222 the opportunity to carry out experiments which augment the content they have covered in the classroom. It included experiments to demonstrate the chemical reactions of alkanes alkyl halides and alcohols, and molecular geometry.

CHEM 224/CHEM 225

Organic Chemistry II/Organic Chemistry II Laboratory

This course, Organic Chemistry II, is a continuation of the material covered in Chemistry 222. Both constitute the one-year organic chemistry required by most professional schools. Lecture topics include but not limited to the structure, reactivity and synthesis of carbonyl compounds (Aldehydes, ketones, carboxylic acids, anhydrides, acyl halides, esters and amides), amines, aromatic compounds,



and biologically related molecules (Carbohydrates, amino acids, and proteins). The course will also provide an introduction to spectroscopy used for the characterization of chemical structures in organic chemistry.

This course, Organic Chemistry II Laboratory, is meant to reinforce some of the organic chemistry concepts in CHEM 224, especially characteristic reactions used in identifying the different functional groups in organic chemistry. Students will carry out physical and chemical experimental methods, used to identify organic compounds and also carry out some reactions that would synthesize some specific organic compounds.

CHEM 450/CHEM 451

Biochemistry/Biochemistry Laboratory

Living organisms are construed principally from macromolecules, ie proteins, lipids etc. In addition certain proteins (enzymes) catalyze most of the reactions occurring within cells. This course is designed to deal with the structure and function of proteins (including enzymes, cofactors and antibodies), carbohydrates, nucleic acids (DNA and RNA) and lipids (including membranes structure). All cells require a continual supply of energy in the form of adenosine triphosphate (ATP). This course begins by describing the structure and significance of ATP and explains how ATP is synthesized. The key process of the TCA cycle, oxidative phosphorylation, glycolysis and fatty acid degradation will all be described. The course will also explain how macromolecules such as carbohydrates and lipids are synthesized from simpler precursors.

This course, Biochemistry Laboratory, is meant to reinforce some of the Biochemistry concepts and techniques discussed in the Biochemistry lecture (CHEM 450), as well as expose students to routine procedures, such as TLC chromatography, spectrophotometry, enzyme assays and gel electrophoresis. A basic understanding of Chemistry, Biology is assumed.

COMM 204

Public Speaking

This course, Public Speaking, is designed to help students develop communication skills, both oral and written, that contribute to academic, vocational, personal and social success in a wide variety of contexts. This is achieved through practical application of the four methods of speech delivery—Impromptu, Extemporaneous, Manuscript and Memorization.

COMP 111

COMPUTER CONCEPTS AND APPLICATIONS

This course is designed to introduce students to basic computer concepts and to provide them with the necessary tools and techniques to produce documents, spreadsheets and presentations. The student will also be introduced to internet use and principles. This course will cover areas such as: computers systems, hardware and software, file management, document production, working with spreadsheets and presentations.

ENGL 107

College English I

This course introduces students to skills of academic reading, writing and critical thinking, thus training them to write clearly and intelligently in their various program disciplines.

ENGL 213

College English II

This course is the continuation of ENGL 107 College English I, and focuses on strengthening students' critical thinking, reasoning and research skills.

MATH 120

College Mathematics

This course provides a working knowledge of college-level mathematics and its applications. The following topics will be covered in this course: sets, computation, measurements, statistics, algebra, relations, functions and graphs, geometry, and trigonometry.

MATH 220

Statistics

Introductory statistics is designed to assist the student in acquiring a good intuitive grasp of statistics, specifically in terms of what it is, how and when to apply various statistical techniques to a host of managerial and other situations, how to interpret the results and draw meaningful conclusions from the data.

In today's world, the employment of simple but powerful statistical tools is critical to successful business practices. Introductory statistics will give students exposure to a wide range of statistical tools and concepts required in a quality management environment, as well as in various business fields and other functional areas. The ability to collect, organize, massage, interpret, and present data, is

a powerful asset to possess. These skills will be developed through the study of various statistical methods and techniques in this course. Additionally, the student will begin to develop a systematic approach to problem solving and statistical decision making.

PHYS 201

General Physics I

This course consists basically of linear kinematics, work, power and energy, momentum, and a brief introduction to heat, thermodynamics, and sound. This course is a noncalculus course designed to enable students to understand the basic principles of mechanics, heat, and sound.

PHYS 202

General Physics II

This course is an introduction to basic principles of electricity, magnetism, electromagnetism, alternating current, electric fields, and optics. This course is a non-calculus course.

PCLN 301

Learning Strategies for Preprofessionals

This is a skills development course through which students in the preprofessional programs find creative and constructive ways to gain and apply knowledge in learning situations. Students develop a commitment to learning in a more personalized, efficient, and effective way. Significant attention is given to study strategies and how to best place these strategies into practice in their course of study. Class sessions provide opportunities for students to gain exposure to various learning strategies, and for students to share their experiences, successes, and concerns with other students. Students gain exposure to various learning techniques. Students are exposed to levels of learning, types of studying, time management and planning, active review, memory, note-taking strategies, group study, and methods of developing critical thinking skills.

PCLN 302

Communication for Health Professions I

Practicing professionals need to be able to read, understand and evaluate research studies. They need to be able to critically evaluate research data and to determine whether research methods and arguments are sound and valid. They need to be able to summarize, paraphrase and synthesize published work, with appropriate documentation, to support their own

professional decisions, claims and arguments. This course is designed to support students in developing these skills.

PCLN 303

Communication for Health Professions II

This course aims to train students of the health professions to write clearly and effectively, to identify and correct punctuation and grammatical errors, and to write in style and registers that are appropriate for academic and professional contexts. Students will analyze several writing tasks commonly required in the health professions in order to identify and then apply the principles contributing to effectively performing these tasks. A process approach will be taken.

PSYC 201

Introduction to Psychology

This course will introduce students to the scientific discipline of psychology. Students will examine the emergence of the major schools of thought and the historical figures who contributed to the development of psychology as a science. Topics of study will include the history of psychology, research methods, the basis of behavior, sensation and perception, states of consciousness, learning and cognition, intelligence, motivation, social psychology and life span development. Within each subfield explored, focus will be on underlying issues such as the nature-nurture debate, the mind-body problem, stability versus change, and diversity versus universality, among others. The course will assume an interactive and real-life application approach.

SSCI 412

Social Science and Medicine

This course examines several aspects of medicine. First, it examines how the health care system is a social institution with norms and belief systems that may differ in other countries. Second, the doctor-patient relationship is examined and the concepts of doctor communication, patient adherence and compliance, and types of health care delivery are highlighted. Third, patients' own behavior and how it affects their health is examined. Specifically, the course discusses stress, personality, drug use, alcohol, smoking, diet, and pain management as important factors contributing to a person's health. As fewer people die from infectious diseases and more people die from diseases like cancer that may be prevented through a healthy lifestyle, understanding a patient's lifestyle outside of the hospital



is imperative. Overall, the course discusses health and illness within a biopsychosocial model that is replacing the biomedical model in medicine.

VSCI 301

Introduction to Veterinary Science and Medicine

This course is for students in the third year of the preveterinary medical program and focuses on topics such as applied animal nutrition, health, and welfare. In addition, students are introduced to principles of animal handling, including restraint, and discuss case histories and physiological aspects associated with the practice of veterinary medicine.

VSCI 400

Basic Animal Physiology

The pre-veterinary animal physiology course exposes students to a wide variety of topics within the field of comparative physiology. The course aims at deepening the understanding of how various life-forms have adapted to their environment niches from the most simple aquatic cellular organisms to highest terrestrial mammals.

Arts and Humanities Elective

Students will select two electives from the arts and humanities courses.

DOCTOR OF VETERINARY MEDICINE PROGRAM

The four-year curriculum (courses, credit hours, lecture/laboratory hours, and course descriptions) is provided below.

YEAR 1: TERM 1 REQUIRED COURSES

ANPH 501

Histology and Embryology

(5 cr.) (Didactic 4 cr./Laboratory 1 cr.) This course begins with the study of cell structure and progresses through the basic tissues to the study of the organ systems. The histology not only provides the microscopic study of the body but also the correlation between structure and function. Knowledge of the normal structure is necessary to understand the study of abnormal (pathology), which deals with the alteration in the structure and function of the body tissues/organs caused by the disease process. The course also includes the sequence of normal development from gametogenesis and fertilization to the establishment of body form and the development of the fetal membranes, placenta, and various organ systems. Important developmental anomalies occurring in the domestic species, and their various mechanisms leading to these will be discussed.

ANPH 506

Anatomy I

(5 cr.) (Didactic 3 cr./Laboratory 2 cr.) The course consists of a series of lectures on the general and systemic anatomy of the carnivores, the dog and cat. The lecture hall discussions

(didactic lectures) will be accompanied by dissection of the cadavers in the laboratory. The laboratory sessions include thorough, step by step dissection of the dog and cat cadavers. Whenever necessary, appropriate clinical references and discussions will be incorporated while presenting the content in the class and laboratory session.

ANPH 512

Veterinary Physiology I

(5 cr.) (Didactic) In the DVM program, veterinary physiology is covered by two courses: ANPH512/DVM 1 and ANPH513/DVM 2. Both courses focus on the fundamental mechanisms underlying the normal function of cells, tissues, organs, and organ systems of animals, commensurate with the requirements for a physician providing primary care to a variety of veterinary patients. Students will integrate the acquired knowledge about physiological functions of organ systems and learn to explain mechanisms of whole-body homeostasis. Emphasis is placed on introducing the pathophysiology of diseases, which are commonly seen in veterinary practice. The ANPH512 course covers the following organ systems: nerve & muscle, cardiovascular, hematology (erythron; hemostasis), gastrointestinal, respiratory, and renal physiology. This course also contains independent group work, in which students are exposed to clinical case studies and give short oral and written presentations. Students share responsibility for a collectively earned group grade and demonstrate professional behavior, including communication and teamwork skills.

LAMS 502

Clinical Orientation

(1 cr.) (Didactic 0.33 cr./Laboratory 0.67 cr.) This course is designed to expose the first-term SGU veterinary student to the basics of physical examination and handling of domesticated species. In addition, pertinent information regarding breeds, colors, and special characteristics of common small and large animal species will be presented. The course utilizes the SGU Simulation Laboratory for introductory cardiac and thoracic auscultation prior to live-animal physical examination laboratory sessions. Veterinary Clinical Orientation provides the foundation for additional SGU clinical skills courses held throughout Terms 2 through 6.

LAMS 540

Basic Small Animal Nutrition

(1 cr.) This course provides an introduction into basic concepts of animal nutrition focusing on dogs and cats.

It contributes to the foundation for other courses in the curriculum, such as small animal internal medicine and surgery. The course promotes a practical perspective regarding the different nutrient sources and additives used in the manufacture of pet food. The course includes the following main topics: 1) selection of diets based on adequate balance of ingredients; 2) additives and energy requirements in a diet; 3) adjustment of nutritional requirements according to variables such as the age, breed, physical activity or physiological status of an animal; 4) nutritional assessment of commercial feed content; and 5) safety issues regarding feed preparation and storage.

LAMS 541

Professional Development I

(2 cr.) This course is the first of six courses within the curriculum focused on professional development. Through experiential learning methods including a 2-day workshop, students will be exposed to the concepts of non-technical attributes such as teamwork, communication, self and social awareness, and self-care that are vital to their success as a student and veterinarian. Specific coursework related to study skills, ethics, financial literacy, and evidence based medicine is included. This course provides the foundation for their time at SGU, developing a sense of community within their class as they grow together into young professionals.

SAMS 501

Radiology I

(1 cr.) (Didactic 0.5 cr./Laboratory 0.5 cr.) This course covers the basic principles of radiographic image formation in didactic lecture, and is followed by a systems-based, case-based approach to small animal radiography of the thorax, abdomen, forelimb, hindlimb, vertebral column, and skull.

YEAR 1: TERM 2 REQUIRED COURSES

ANPH 503

Anatomy II

(5 cr.) (Didactic 3 cr./Laboratory 2 cr.) The basis of this course is the comparative regional anatomy of the main domestic species of animals: horses, ruminants, pigs, and domestic poultry. The course also includes didactic and laboratory sessions in fish anatomy. Emphasis is placed on those topics that are of particular clinical or applied importance. Formal lectures are accompanied by dissection sessions, with appropriate reference to the living animal.

ANPH 504**Veterinary Pharmacology I**

(3 cr.) (Didactic) This course describes the basic principles of pharmacology and the importance of pharmacokinetic and pharmacodynamic features of drugs and lays the foundation for the clinical application of veterinary medicinal products. The significance of correlating pharmacology with physiology provides a firm understanding of the subject concepts. This course aims to develop student's knowledge about the rational use of therapeutic drugs considering species variations and the drug's pharmacokinetic and pharmacodynamic features.

Special emphasis will be given to the clinical use of drugs in both healthy and diseased animals, thereby analyzing species specific sensitivities and adverse/side-effects. In this course, students will be exposed to the basic principles of pharmacokinetics and pharmacodynamics that underpin drug use. Classes of drugs covered include, autonomic drugs, anesthetic agents, analgesic drugs, anticonvulsant drugs and anti-inflammatory drugs.

Further, the therapeutic significance of hemostatic/ anticoagulant drugs, anabolic steroids and the important segments of a prescription are detailed. With the clinical use of these drugs in mind, their characteristics and prophylactic/therapeutic efficacy are explained, emphasizing the importance of ensuring the food safety and environmental bio-security.

ANPH 513**Veterinary Physiology II**

(3 cr.) (Didactic) In the DVM program, veterinary physiology is covered by two courses: ANPH512/DVM 1 and ANPH513/DVM2. Both courses focus on the fundamental mechanisms underlying normal function of cells, tissues, organs, and organ systems of animals, commensurate with the requirements for a physician providing primary care to a variety of veterinary patients. Students will integrate the acquired knowledge about physiological functions of organ systems and learn to explain mechanisms of whole-body homeostasis. Emphasis is placed on introducing the pathophysiology of diseases, which are commonly seen in veterinary practice.

The ANPH513 course covers the following systems: hematology (erythron; hemostasis); nervous system (i.p. the sensory nervous system); gastrointestinal system

including fermenters; metabolism; endocrinology; and reproduction. This course also introduces independent group work, in which students are exposed to clinical case studies and give short oral presentations. Students share responsibility for a collectively earned group grade, and should demonstrate professional behavior including communication and team-working skills.

LAMS 542**Professional Development II**

(2 cr.) This course is the second of six courses within the curriculum focused on professional development. Through experiential learning methods, students will be exposed to topics and skills related to personal development, self care, ethics, and animal welfare, communication skills, business and financial literacy, and evidence based veterinary medicine.

PTHB 503**Veterinary Bacteriology/Mycology**

(4 cr.) (Didactic 3 cr./Laboratory 1 cr.) The introductory part of this course will deal with bacterial morphology, structure, cultivation, and general principles of diagnosis, pathogenesis, disease transmission, use of antimicrobial agents, disinfectants, and epidemiological concepts. In the next section major bacterial and fungal pathogens of veterinary importance causing disease in domestic and pet animals will be the focus. Included here are the morphological features, habitat, transmission, pathogenesis related to clinical signs, diagnosis, prevention, biosecurity and control of these pathogens. Zoonotic significance will be mentioned where applicable.

PTHB 512**Veterinary Immunology**

(2 cr.) (Didactic) This course is designed to provide the student with an understanding of the basic principles and mechanisms underlying the immune system, with emphasis on the interaction between innate and acquired immunity in the response to infection. Mechanisms by which immunological components interact and clinically related topics are also emphasized. In addition to classroom instruction, small group sessions discuss veterinary-oriented clinical problems.

SAMS 502**Radiology II**

(1 cr.) (Didactic 0.6 cr./Laboratory 0.4 cr.) The course covers the principles of radiographic image formation, radiation safety concerns, and normal radiographic anatomy of the horse and bovine, with labs using case-based systems-based examples.

SAMS 515**Veterinary Physical Diagnosis I**

(1 cr.) (Didactic 0.33 cr./Laboratory-PBL 0.67 cr.) This course is a follow-up to Veterinary Clinical Orientation LAMS 502 and consists of a combination of didactic, hands-on and case-based learning sessions focusing on small animal patients. This course expands the basic physical examination to include specialty examinations including orthopedic, neurologic, dermatologic, and ophthalmologic examinations. The Problem-Oriented Medical Record approach is introduced with use of the SOAP format as students are required to participate in working up "paper cases." The laboratory exercises are tailored to provide the veterinary student with the opportunity to practice medical procedures that are commonly performed in the everyday clinical setting. Use of the SGU Simulation Laboratory allows students a more in-depth experience with cardiac arrhythmias, murmurs, and abnormal respiratory noises as they relate to commonly observed clinical case presentations.

YEAR 1: TERMS 1 AND 2 ELECTIVE COURSES**ELEC 507****Study Skills for Veterinary Medical Education**

(2 cr.) (Didactic) Students are exposed to factors affecting success in veterinary medical school and metacognition groups/teams/questioning. It includes assessment of learning in courses and self-assessment as a learning strategy, examination techniques, learning styles and approaches to learning, application of learning styles, and learning strategies for basic science courses, as well as veterinary medical problem solving for clinical cases. Multiple-choice test-taking skills are discussed.

ELEC 512**Special Topics in Fish Medicine and Surgery**

(1 cr.) (Didactic 0.67 cr./Laboratory 0.33 cr.) Students participate through practical clinical experience and perform a variety of medical and surgical techniques.

Students master the art of clinical examination, disease diagnosis, surgical and therapeutic approaches for fish species. Appropriate emphasis is placed on species-specific behavioral and physiological adaptations.

ELEC 513**Bioethics Today**

(1 cr.) (Didactic) This course is designed for students with an interest in bioethics who want to further develop their knowledge and professional competencies. It deals with newsworthy topics including public health, medicine, professionalism, research, veterinary medicine, and others.

ELEC 514**Forensics for First Responders**

(1 cr.) (Didactic) This course serves as an introductory course of forensic procedures as they may be needed by a health care or law enforcement professional. Future physicians, veterinarians, public health officials or law enforcement personnel will study the underlying principles and concepts of modern forensic procedures with emphasis on preservation of evidence and securing of crime scenes, and proper maintenance of the chain of custody in dealing with crime scene evidence.

ELEC 517-520**Research Experience**

Research Experience These courses provide students with the opportunity to engage in one-one faculty-mentored, focused research projects in veterinary medicine. They provide a flexible mechanism for obtaining one to four (1-4) course credits for successfully completing the research learning outcomes.

YEAR 2: TERM 3 REQUIRED COURSES**ANPH 505****Veterinary Pharmacology II**

(3 cr.) (Didactic) Information is presented on drugs used in the management of acute inflammation and control of pain, antineoplastic drugs, anthelmintics, insecticides, antimicrobial agents, and antifungal drugs.

LAMS 501**Veterinary Physical Diagnosis II**

(1 cr.) This course is intended to introduce 3rd term veterinary students to the practice of the physical diagnostic skills of an 'entry level' veterinarian. The course

consists of practical lectures, hands-on laboratories, along with case-based modules. The laboratory exercises are tailored to build upon the skills learned in LAMS 502 Clinical Orientation and incorporate material previously learned in the didactic science course.

LAMS 543

Professional Development III

(2 cr.) (Didactic 1.6 cr./Laboratory 0.4 cr.) This course is the third of 6 courses within the curriculum focused on professional development. Through experiential learning methods, students will be exposed to topics and skills related to personal development, self-care, ethics and animal welfare, communication skills, business and financial literacy and evidence based veterinary medicine.

PTHB 505

Parasitology

(4 cr.) (Didactic 3 cr./Laboratory 1 cr.) The course consists of lectures and laboratory classes covering the helminthes, arthropods, and protozoa occurring as important parasites of domestic and wildlife species. A taxonomic approach is taken, but emphasis is placed on practical aspects such as the parasites' developmental cycles, clinical features, pathogenesis of disease, immunology, epidemiology, public health aspects, laboratory and clinical diagnosis, treatment, and control. Particular attention is paid to providing a host approach so that the parasites and their hosts are placed in context.

PTHB 506

Pathology I

(4 cr.) (Didactic 4 cr./Laboratory 1 cr.) Pathology I serves as an introduction to the discipline and service of veterinary pathology. Through a series of didactic lectures and interactive laboratory sessions, students will learn the fundamental mechanisms of tissue injury and disease (General Pathology). Students will then continue the study of veterinary disease with a systematic approach focused on individual organ systems and their respective diseases (Systems Pathology).

PTHB 515

Virology

(3 cr.) (Didactic) The content of the course includes a general consideration of the unique biological features of viruses in terms of their reproduction as well as special points of relevance concerning their diagnosis and therapy. Viruses of particular importance in veterinary medicine

are studied, including their therapy, epidemiology, pathogenesis, and laboratory diagnoses.

PTHB 532

Clinical Pathology

(4 cr.) (Didactic 3 cr./Laboratory 1 cr.) Students gain an understanding of the principles of hematology, cytology, and clinical chemistry in the course. This introductory course is intended to provide the student with content, laboratory and critical thinking skills to:

- Identify explain pre-analytical and analytical aspects of laboratory analytes.
- Interpret laboratory data by being able to identify abnormalities using classifications and propose pathologic states, physiologic conditions, or specific diseases that might cause the abnormalities.
- Describe the pathogenesis of the laboratory data abnormalities (the series of events that lead to the disease or pathologic state and abnormal laboratory data).
- Identify cells microscopically or digitally or abnormalities in cells that are of diagnostic importance including microscopic features of cells in blood films, cavitory effusions, and aspirates from lesions in tissues (marrow, lymph nodes, & common inflammatory or neoplastic lesions).

Clinical cases are incorporated into the lectures and laboratories to emphasize correct interpretation of laboratory data.

YEAR 2: TERM 4 REQUIRED COURSES

LAMS 503

Introduction to Clinical Medicine

(4 cr.) (Didactic) This course is designed to introduce fourth-term students to the practice of clinical medicine. It is a team-taught course where presenting complaints, history, clinical signs, physical examination, and specific diagnostic testing is used to design problem lists, differential diagnoses, and introduce veterinary methods for case workup. Individual student assignments utilize practical case evaluation and use of current research via electronic journals for support of case evaluation. This course provides the foundation to the third-year courses that specifically cover small animal, equine, and food animal medicine.

LAMS 547

Professional Development IV

(2 cr) (Didactic 1.6 cr/Lab 0.4 (Lab, Workshop, Self-Study, Online Course & Small Group) This course is the fourth of 6 courses within the curriculum focused on professional development. Through experiential learning methods, students will be exposed to topics and skills related to personal development, self-care and animal welfare, communication skills, business and financial literacy and evidence based veterinary medicine.

LAMS 548

Introduction to Livestock Nutrition

(1 cr.) Livestock nutrition is included in the veterinary curriculum to aid students in understanding the relationship between nutrients in feeds and the health of livestock including equids. It provides a basic perspective of how nutrition is adapted for production/performance characteristics and provides and understanding of abnormalities that may arise during that process.

PTHB 507

Pathology II

(4cr.) Pathology II is a 4 credit course taught in the 4th term of the DVM programme. This course consists of lectures and interactive laboratories to conduct the study of pathology of the lymphatic, endocrine, nervous, respiratory, reproductive, cardiovascular, special senses (Eyes/Ear),

muscular and skeletal systems. Lectures emphasize principles and explain the concept of disease in the context of pathophysiology, morphological lesions, the clinical presentation of diseases, and ancillary diagnostic methods. Laboratory sessions entail using clinical cases and presenting gross and histological lesions to help students strengthen concepts covered in lectures and develop critical thinking in the context of animal diseases.

PTHB 510

Veterinary Public Health

(2 cr.) (Didactic) The role of the veterinarian in public health is considered with emphasis on the safety of foods of animal origin. The course includes the responsibilities of the veterinarian in the control of zoonotic diseases through meat inspection and the implementation of government control policies. The course also surveys zoonotic diseases of bacterial, viral and parasitic origins. Some lectures in this course are taken in common with medical students and are supplemented by assignments dealing with topics of particular relevance to veterinary medicine.

PTHB 511

Veterinary Epidemiology

(1 cr.) The course will consist of didactic material and in class presentations on study exercises. Topics to be covered will include:



- Epidemiologic study designs
- The avoidance of Bias and Confounding in Epidemiologic Studies
- The use of surveillance and mapping in reporting the distribution of disease in populations
- Concepts in Infectious Disease Epidemiology
- The Procedures involved in Investigation of an Outbreak
- The Epidemiologic approach to Screening Programs using diagnostic tests
- In-class Epidemiologic study exercises
- Biological disasters of animal origins to include bio-agroterrorism

PTHB 516

Avian, Fish, and Exotic Animal Diseases

(3 cr.) The Avian, Fish and Exotic Animal Disease course focuses on the etiology, pathogenesis, diagnosis and management of important diseases in non-traditional species that are commonly encountered as pets and within zoos, aquaria, wildlife and laboratory settings. This includes infectious and non-infectious etiologies as well as potentially zoonotic pathogens. Strategies for species management and disease prevention are emphasized using interactive lectures, case-based studies, and hands-on laboratory settings. Students apply principles and concepts learned in previous classes in a comparative approach while developing the ability to navigate clinical scenarios and practice evidence-based medicine in non-traditional animals.

SAMS 514

Introduction to Surgical Skills

(1 cr.) (Didactic 0.33 cr./Laboratory 0.67 cr.) The course is an introductory surgical course designed to introduce basic surgical principles and skills that will serve to prepare the student for veterinary surgery. Didactic and laboratory discussions include basic surgical principles: asepsis, sterilization, and disinfection; surgical instrumentation and surgical techniques; surgeon and patient preparation; suture materials and surgical needles; and hemostasis, wound healing and wound management. Surgical skills mastered during the laboratory sessions include knot tying, suture

patterns (skin, hollow organ, and tendon), ligatures, surgical drape application, and bandaging. Students are provided opportunities to practice surgical skills using both live tissue, simulation models (i.e., skin and intestine), and suture boards.

SAMS 520

Veterinary Anesthesiology

(3 cr.) (Didactic 2.5 cr./Laboratory 0.5 cr.) In the didactic portion of this course, students gain an understanding of the principles, concepts, and techniques utilized in general and local anesthesia in various small and large animal species, as well as the basic terminology and proper use of anesthetic equipment and monitoring devices. Laboratory sessions provide the opportunity to master equipment use (anesthetic machines and monitoring devices) necessary for providing safe anesthesia. The SGU Simulation Laboratory is used to practice and gain comfort with endotracheal intubation and video demonstrations of veterinary anesthesia-related procedures are used to familiarize the student with additional concepts in anesthesia. This course is designed to prepare the student to enter the Junior Surgery and Anesthesia Laboratory course (SAMS 527) in Term 5.

YEAR 2: TERMS 3 AND 4 ELECTIVE COURSES

All Year 1: Terms 1 and 2 elective courses listed above are available to Year 2: Terms 3 and 4 students. In addition, the following elective courses are available to Term 4 students:

YEAR 2: TERM 4 ELECTIVE COURSES

ELEC 511

Large Animal Clinical Parasitology

(2 cr.) The course will focus on the biology, epidemiology, and control of clinically important nematode parasites of ruminants and horses. Emphasis is placed on clinical and diagnostic issues relating to host-parasite interactions and the development of evidence-based parasite control programs. Traditional programs for parasite control are no longer valid and often fail due to the high prevalence of anthelmintic resistant parasites. Consequently, new strategies and approaches are required that consider broad issues relating to the biological factors associated with the development of drug resistance as well as modern principles of evidence-based veterinary medicine. This course will cover broad issues relating to host-parasite interactions, parasite epidemiology, parasite diagnosis, and the development of drug resistance. This information

will then be used to explain how to control parasites in ruminants and horses using evidence-based principles, and how drug resistance can be prevented and managed, while still achieving superior parasite control that is sustainable.

YEAR 3: TERM 5 REQUIRED COURSES

LAMS 516

Large Animal Surgery I

(2 cr.) This is part 1 of the 2 part Large Animal Surgery course series. It aims to introduce students to surgical conditions, including trauma, encountered in the livestock animal (bovine, porcine, ovine, caprine, and camelids) and equine species in terms of pathogenesis, diagnosis, treatment prognosis and management. Emphasis will be placed on the clinical approach to evaluate, diagnose and treat the patient, as well as up-to-date therapeutic opportunities and prognosis where available. Clinical reasoning will be honed using case-based scenarios, which in addition, will encourage better in-depth learning of the material. Mastery of material presented in this course will prepare the student for 4th year clinical rotations, the NAVLE board exam, and veterinary practice after graduation.

LAMS 519

Therigenology

(4 cr.) (Didactic 3.5 cr./Laboratory 0.5 cr.) Students are instructed in the diseases affecting the male and female reproductive systems of the large and small domestic mammals. Causes and treatment of male and female infertility are considered, as are obstetrical procedures in normal parturition and in dystocia. Techniques involved in breeding, artificial insemination, and embryo transfers are reviewed along with methods for determination of pregnancy in various species.

LAMS 544

Livestock Medicine I

(2 cr.) This course is part 1 of the 2 part Livestock Medicine course series. The principles of diagnosis, treatment and prevention of disease of bovine, ovine, caprine, swine and camelids are taught utilizing a lecture format and integrated case discussions to illustrate the context and application of material presented and to promote development of problem-solving skills. Individual and herd medicine and the role of the veterinarian

in promotion of a healthy food supply are addressed. Mastery of material presented in this course will prepare the student for 4th year clinical rotations, the North American Veterinary Licensing Examination, and veterinary practice after graduation. This course will continue to build on the livestock topics presented in earlier courses.

SAMS 513

Diagnostic Imaging

(3 cr.) (Didactic 2.75 cr./Laboratory 0.25 cr.) Principles of radiography are reviewed, including the various potential hazards of radiation. Radiographic imaging techniques utilized in small and large animal species are described along with other imaging methods such as ultrasonography, CT, and MRI as well as the basic principles/practices of radiation therapy. In small-group film-reading sessions, students practice proper interpretation of radiographs.

SAMS 518

Small Animal Surgery

(4 cr.) This core course in the veterinary curriculum was designed to use a team-teaching approach to tie together the basic science courses in the first 4 terms to surgical principles and prepare the students for their clinical year. The introductory portion of the course reviews principles of surgery, including asepsis, instrumentation and surgical techniques, plus approaches to the different body cavities. The remainder of the course covers the management and treatment of surgical conditions for small companion animals, including soft tissue, orthopedic, dentistry, neurologic, and ophthalmic conditions. Students will be exposed to the most common surgical procedures by organ systems. Use of state-of-the-art technology will be included among the different surgical procedures.

SAMS 522

Small Animal Medicine I

(3 cr.) (Didactic) Students are introduced to concepts concerning the diagnosis, treatment and management of medical diseases in dogs and cats. Emphasis will be placed on infectious diseases, dermatology, endocrinology, gastrointestinal and hepatic diseases.

SAMS 526

Introduction to Clinical Practice

(2 cr.) The class will be divided into Group A, Group B, and Group C for labs.



Each clinical lab is 4 hours long. These clinical sessions are laboratories, not clinical rotations, as student preparation and involvement is not expected to be at the level of a clinical rotation in this introductory course, and students will work more as a group than as individuals.

The first two clinical labs are formative while the last two clinical labs will have summative assessments, graded via a rubric on Examsoft.

On each clinical lab, students shadow to clinician doing consultations on companion animal medicine, surgery and emergency services at the Small Animal Clinic. Students collect historical data from clients in a clinical setting, perform physical exam, generate prioritized problem list and discuss prioritized differential diagnoses using the DAMNIT-V scheme. Students develop comprehensive diagnostic plans and get signed consent from clients. Students work with clinicians to write/discuss discharge instructions with plans. Student assist with writing medical records/SOAPs for patients. Students are involved with management of hospitalized patients, which may include administering medications, performing medical math and assessing pain scale where appropriate. Students will also participate in rounds.

A new component of the course involves students participating in 3 ophthalmology lectures and one ocular lab at the SIM Lab/Small Animal Clinic with small animal faculty/staff geared toward improving students clinical exposure to ophthalmology.

In total, each student will participate in 5 lectures (1 course overview/intro lecture, 1 lecture on small animal modules, 3 lectures on clinical ophthalmology by a Board Certified VP ophthalmologist) 16 hours of clinical labs at the Small Animal Clinic (8 lecture hours) and 4 hours of ocular examination labs at the SIM Lab/Small Animal Clinic using eye models and/or live patients (2 lecture hours).

This course's 1 credit/15 lecture hours are distributed as five lectures and 20 hours of lab.

SAMS 527

Junior Surgery and Anesthesiology Laboratory

(2 cr.) (Laboratory) Students are divided into teams of three (rotating as primary surgeon, assistant surgeon, and anesthetist) and are expected to apply knowledge gained from previous courses (SAMS 520/SAMS 514) and concurrent courses (SAMS 518/LAMS 519 Theriogenology) to the practice of surgery and anesthesia. Students perform canine and feline spay and neuter surgical procedures while maintaining aseptic technique. Additional basic orthopedic procedures are practiced using plastic bone models. Students induce, maintain, and monitor anesthesia and write surgical reports. Preanesthetic and postoperative patient care and pain management/ assessment, as well as medical recordkeeping, using the SOAP format is emphasized and required. Students practice communication skills by presenting historical/physical examination parameters of the presurgical patient, blood work, anesthetic protocol, and surgical plan for spay/neuter patients.

YEAR 3: TERM 6 REQUIRED COURSES

ANPH 520

Veterinary Toxicology

(2 cr.) (Didactic) Basic and clinical aspects of the more common poisonings that affect domestic animals, birds, and wildlife will be considered. Initial lectures introduce basic toxicological principles, calculations, concepts of antidotes as they relate to treatment/prevention of toxic cases, and diagnostic/forensic (investigative) considerations. Emphasis is given to intoxication by pesticides (rodenticides, insecticides, herbicides), heavy metals (arsenic, copper, lead, iron, zinc, etc.), plants, mycotoxins, gases, feed additives, poisonous and venomous animal toxins, household toxins, prescriptions/recreational/over-the-counter medications, selected industrial pollutants, and to forensic considerations.

LAMS 505

Equine Internal Medicine

(3 cr.) (Didactic) This course is designed to familiarize the sixth-term SGU student with the etiology, pathophysiology, epidemiology, clinical presentation, diagnostic evaluation, and treatment of commonly-observed equine diseases. Emphasis is placed on the clinical approach for evaluation, diagnosis, and treatment of the sick equine patient (both chronic and emergent), as well as up-to-date therapeutic opportunities available to equine veterinarians as detailed in the current scientific literature. Herd health issues, the importance of client education, and euthanasia issues are discussed.

LAMS 515

Livestock Medicine II

(3 cr.) (Didactic) This course is part 2 of the 2 part Livestock Medicine course series. The principles of diagnosis, treatment and prevention of disease of bovine, ovine, caprine, swine and camelids are taught utilizing a lecture format and integrated case discussions to illustrate the context and application of material presented and to promote development of problem-solving skills. Individual and herd medicine and the role of the veterinarian in promotion of a healthy food supply are addressed. Mastery of material presented in this course will prepare the student for 4th year clinical rotations, the North American Veterinary Licensing Examination, and veterinary practice after graduation. This course will continue to build on the livestock topics presented in earlier courses.

LAMS 533

Professional Veterinary Development VI

(2 cr.) This course is the sixth of 6 courses within the curriculum focused on professional development. Through experimental learning methods, students will be exposed to topics and skills related to personal development, self-care, ethics and animal welfare, communication skills, business and financial literacy .

LAMS 545

Large Animal Surgery II

(2 cr) This is part 2 of the 2 part Large Animal Surgery course series. It aims to introduce students to surgical conditions, including trauma, encountered in the livestock animal and equine species in terms of pathogenesis, diagnosis, treatment, prognosis and management. Emphasis will be placed on the clinical approach to evaluate, diagnosis and treat the patient, as well as up-to-date therapeutic opportunities and prognosis where available. Clinical reasoning will be honed using case-based scenarios, which in addition will encourage better in-depth learning of the material. Mastery of material presented in this course will prepare the student for the 4th year clinical rotations, the NAVLE board exam, and veterinary practice after graduation.

SAMS 524

Small Animal Medicine II

(4 cr.) Students are introduced to concepts concerning the diagnosis, treatment and management of medical diseases in dogs and cats. Emphasis will be placed on cardiology, gastrointestinal diseases, hepatobiliary diseases, emergency and critical care medicine, oncology, neurological diseases, and endocrinology.

SAMS 528

Introduction to Clinical Rotations

(2 cr.) (Clinical Rotation) Introduction to Clinical Rotations intends to allow 6th Term students to acquire some important clinical skills prepare of year 4 clinical rotations. Students will be exposed to a wide variety of clinical cases throughout their training. This course will be highly interactive and will be taught in individual and small group settings. Students will be interacting with private practitioners as well a faculty members from different departments within the School of Veterinary Medicine.

YEAR 3: TERM 6 SELECTIVE COURSES

Year 3, Term 6 students are offered a variety of specialty courses to augment the core curriculum. Sixth-term students select one of the following one-credit courses for their final semester of preclinical course work.

LAMS 537

Special Topics in Equine Practice

(1 cr.) (Didactic and Laboratory) This course provides an opportunity for equine-oriented students to work through commonly encountered disorders found in equine general practice. There will be individual and group research opportunities, small group discussions as well as hands-on laboratories. Students should become familiar with commonly observed practice problems with focus on evidence-based clinical therapies in equine medicine today.

LAMS 539

Production Animal and Medicine Surgery

(1 cr.) (Didactic and Laboratory) This course is aimed at students with an interest in production animal medicine. The goal is to expose students to relevant topics in more depth and give them the opportunity to have some hands-on experience to learn common skills in the field. The course is taught through a combination of group discussions, wet labs, role play and case studies. They will be required to present a case study in a small group as well as show professional behavior throughout the course.

PTHB 534

Problem Solving in Veterinary Parasitology

(1 cr.) (Didactic and Laboratory) This course provides the student with an opportunity to conduct literature searches regarding new research techniques in veterinary parasitology and become current with updates regarding treatment and control strategies.

SAMS 530

Critical Reasoning in Veterinary Medicine

(1 cr.) (Didactic and Laboratory) This course will provide students with the opportunity to integrate information from other courses through utilization the clinical reasoning approach. Case reports or clinical scenarios will be presented to students using the clinical reasoning approach. Students will professionally communicate and will create relevant differential diagnosis lists, diagnosis plans, treatment plans, and/or other clinical case management components as specified.

SAMS 531

Advanced Cardiology

(1 cr.) (Didactic and Laboratory) An in-depth and extensive didactic and laboratory-based approach to cardiology is introduced utilizing research, pertinent medicine, laboratory diagnostics, advanced imaging, and therapeutics for a listing of the most common canine and feline cardiovascular diseases.

SAMS 534

Special Topics in Small Animal/ Orthopedic Surgery

(1 cr.) (Didactic and Laboratory) This course is designed to enhance knowledge in small animal surgical orthopedic conditions for those students interested in obtaining an advanced knowledge in this discipline or surgical domain.

SAMS 535

Advanced Topics in Dermatology

(1 cr.) (Didactic and Laboratory) This course provides students with an opportunity for advanced training in clinical dermatology through the use of didactic lectures, clinical case discussions, and wet labs with an emphasis on the clinical approach to dermatologic cases. The course will review fundamental concepts in dermatology as well as introduce advanced topics and skills in dermatology.

Prerequisite: SAMS 522

SAMS 536

Special Topics in Emergency Critical Care

(1 cr.) (Didactic 0.7 cr. /Laboratory 0.3 cr.) This course provides an introduction into ECC topics, including small and large animal medicine. Laboratories (both live and simulated) demonstrate common diagnostics and procedures used in small animal critical care medicine, including AFAST/TFAST, central line placement, and CPR.

SAMS 537

Small Animal Clinical Nutrition

(1 cr.) (Didactic and Laboratory) This course provides students with advanced training in small animal clinical nutrition through the use of lecture, labs, and clinical case discussions. Clinical nutritional management of common disorders of dogs and cats and integration of nutrition with medical and surgical treatment modalities will be a focus.

Prerequisite: ANPH 502

SAMS 539**Shelter Medicine**

(1 cr.) (Didactic 0.8 cr. /Laboratory 0.2 cr.) The course will introduce students to the concept of Shelter Medicine and increase their knowledge of this emerging field, including such topics as herd health population management, disaster preparedness, public health, disease prevention, and zoonosis, population control, animal welfare, behavior assessment and modification, euthanasia protocols and compassion fatigue.

The field of shelter medicine is recognized by the AVMA as a specialty and valued for the benefits it can provide to animals, people, and the surrounding communities. The course will empower students with tools, resources, and skills to best practice shelter medicine in a variety of clinical settings upon graduation, following the Association of Shelter Veterinarians (ASV) guidelines.

The course will also present new career opportunities, both domestic and foreign, in the field of shelter medicine, such as non-profit community outreach programs, behavior consultation, animal welfare, ethics, and advocacy, and veterinary forensics.

The course is taught through interactive lectures and wet labs. The student will be required to review a scientific journal article in written format and give a final presentation in a group format to demonstrate teamwork and effective communication skills.

SAMS 546**Veterinary Practice Ownership, Management, and Leadership**

(1 cr.) (Didactic and Laboratory) This course aims to immerse the student in all aspects of owning and running a veterinary practice. Through experiential learning methods, students will be exposed to topics and skills related to starting/acquiring and owning a veterinary practice.

YEAR 3: TERMS 5 AND 6 ELECTIVE COURSES

All Year 1: Terms 1 and 2 elective courses and Year 2: Term 4 elective courses listed above are available to Year 3: Terms 5 and 6 students.

**YEAR 4: TERMS 7, 8, AND 9
REQUIRED CURRICULUM**

Year 4 consists of 48 weeks of clinical training at one of our 32 affiliated AVMA-accredited veterinary schools: 20 weeks of instruction in seven core subjects and 28 weeks of electives that may be a continuation of core subjects or concentrations in select specialties. The clinical core subjects include a minimum of four weeks each in small animal medicine and small animal surgery, six weeks of large animal medicine and surgery; and two weeks each in diagnostic laboratory, clinical anesthesiology, and diagnostic imaging. The remaining weeks of the clinical program are made up of elective rotations (clinical rotations). Externships approved by the affiliated schools may be included in the clinical training program.

GLOBAL VETERINARY HEALTH TRACK

Designed with an emphasis on public health, clinical skills, and hands-on training, the Global Veterinary Health program track provides students with the foundation and well-rounded practical clinical skills that will enable them to begin their veterinary career anywhere in the world.

The Global Veterinary Health Track is inspired by veterinary degrees in the UK, which are regulated by the Royal College of Veterinary Surgeons. This track is ideal for those students wishing to work in Europe, especially the UK or to prepare themselves for practical professional work anywhere in the world due to the large component of EMS. Students wishing to sit the RCVS statutory examination are encouraged to apply to this track.

ANPH 540**Pre-Clinical - Extra Mural Studies**

The entire EMS experience comprises 38 weeks of extra mural studies. The EMS is divided into 3 phases, each one consisting of one course: pre-clinical experience, preparatory clinical experience, and clinical experience.

This course is the pre-clinical experience component of the EMS course. The focus of the pre-clinical EMS course is for students to gain experience on the management, husbandry, and welfare related to healthy populations of the core species: bovine, ovine, porcine, equine, canine, feline, and avian.

PTHB 537

Veterinary Public Health: A Global Perspective (1 cr.)

The goal of this course is to address the Royal College of Veterinary Surgeons (RCVS) and World Organization for Animal Health (OIE) Day One competencies pertaining to Veterinary Public Health and Food Hygiene. Students will acquire knowledge on UK legislation and its application to Veterinary Public Health and on the relevant agencies in these countries, to which they must report statutory notifiable diseases. Additionally, students will learn the principles of risk assessment, risk application, and specific regulations regarding animal traceability, pain management at farm slaughter, farm assurance, carcass disposal and environmental issues as they relate to Veterinary Public Health. This course consists of 15 lectures and an examination based on Veterinary Public Health content that is relevant to Veterinary Public Health in the UK. The lectures will consist of a combination of didactic and problem-solving case based sessions.

PTHB 539

Transboundary Animal Disease

(1 cr.) Veterinarians play an integral role in the surveillance of animal diseases and the preservation of global health. In this course, students will learn how to recognize the clinical signs and diagnostic lesions associated with the most important transboundary animal diseases as identified by the World Organization for Animal Health [French translation: Office International des Epizooties (OIE)]. Further, students will learn about the authoritative organizations, both in the Americas and within relevant agencies in the United Kingdom and European Union, that coordinate rapid response systems during an animal disease outbreak. In addition, students will learn about proper sample collection in the field and the recommended molecular tests that are used to provide confirmatory etiologic diagnosis. A combination of seminars, small-group activities, guided peer teaching, clinical-based learning, and historical accounts of disease outbreaks will be utilized as teaching methods in this course. This course is also open to all DVM students as an elective. This course is particularly relevant for all veterinary students pursuing careers in large/mixed animal practice, as well as those students interested in careers in animal production, pathology, laboratory diagnostics, epidemiology, research, public health, government/military, and veterinary preventive medicine. Course material will be relevant to students of all nationalities including the

US- and UK-based students as part of the AVMA and RCVS requirements, respectively.

PTHB 540

Preparatory Clinical – Extra Mural Studies

(6 cr.) The Extra Mural Studies Course (EMS) is one of the components of the Global Veterinary Health Track (GVH). It has been designed to fulfill the requirements defined by the Royal College of Veterinary Surgeons (RCVS) for SGU students matriculated in the DVM degree to be recognized by the RCVS.

The EMS course comprises of 38 weeks of extra mural studies, and aims to equip students with day one professional competencies. It builds on and complements the intra mural studies undertaken in the 4 year DVM program. EMS is divided up into three components: Preclinical EMS, 12 weeks (12 credits), Preparatory Clinical EMS 6 weeks (6 credits) and Clinical EMS 20 weeks (20 credits). During the EMS placements, students are exposed to a variety of real-life work experiences, such as in animal husbandry, herd health, primary care veterinary medicine practice management, communication skills, self-management, decision making and clinical skills. The EMS course is also designed to assist in the transition from being a student to a practicing professional.

PTHB 541

Food Hygiene and Meat Inspection

(1 cr.) Food Hygiene and Meat Inspection (FHMI) is conducted as a standalone one-week, one-credit course that is completed in the United Kingdom at Bristol University. Should a student enrolled in the GVH track who conducts their final clinical year at one of our affiliate colleges where the components of this course comprise part of their final clinical year rotations then this component will be satisfied within their clinical year training. If such a component is not offered at an affiliate college, then students in the GVH track must register for this FHMI one-credit course. This is a core component of the GVH track.

Students will be exposed to relevant areas of Food Hygiene with a special emphasis on Hazard Analysis Critical Control Points (HACCP). The course is a 28-contact-hour experience in which students are required to attend and participate in presented lecture topics and attend live onsite demonstration sessions at the abattoir.

Questions to be posed at the abattoir site are encouraged and students have to develop a reporting system of ante mortem and post mortem inspections and present a seminar on Food Hygiene and Meat Quality. This course will contribute to the development of veterinarians who will demonstrate knowledge and competence in dealing with the practice associated with meat quality, provide evidence-based practice experience, foster interdisciplinary teamwork, and develop professional and ethical behavior in practice in order to promote food safety and public health.

As a prerequisite for the course, students will engage in the lecture component and two abattoir field-based experiences whilst in Grenada. This prerequisite experience will expose students to the principles of food hygiene and meat inspection, ante mortem, slaughter, and post-mortem demonstrations. Students will complete video reviews and analysis on ante and post-mortem inspections, slaughterhouse inspection theory, observations, and report writing.

GVH students will be responsible for their own transport and living costs, but there is no extra cost for tuition fees.

PTHB 542 **Clinical Extra Mural Studies**

(20 cr.) The Extra Mural Studies Course (EMS) is one of the components of the Global Veterinary Health Track (GVH). It has been designed to fulfill the requirements defined by the Royal College of Veterinary Surgeons (RCVS) for SGU students matriculated in the DVM degree to be recognized by the RCVS.

The EMS course comprises of 38 weeks of extra mural studies, and aims to equip students with day one professional competencies. It builds on and compliments the intra mural studies undertaken in the 4 year DVM program. EMS is divided up into three components: Preclinical EMS, 12 weeks (12 credits), Preparatory Clinical EMS 6 weeks (6 credits) and Clinical EMS 20 weeks (20 credits). During the EMS placements, students are exposed to a variety of real-life work experiences, such as in animal husbandry, herd health, primary care veterinary medicine practice management, communication skills, self-management, decision making and clinical skills. The EMS course is also designed to assist in the transition from being a student to a practicing professional.

SCHOOL OF GRADUATE STUDIES

INTERDEPARTMENTAL COURSES

IDGS 807

Research Design and Biostatistics

This course is designed to provide students with the skills necessary to conduct population-based research, consider questions being asked, and select appropriate measurement tools and types of data to be collected. Also addressed will be data management and the ethical considerations of conducting population research.

IDGS 900

MSc Seminar

1 credit

IDGS 901

MSc Project Proposal Seminar

1 credit

IDGS 902

MSc Written Project Proposal

2 credits

IDGS 903

MSc Thesis

12 credits

IDGS 904

MSc Thesis Seminar

2 credits

IDGS 905

MSc Thesis Defense

1 credit

PUBLIC HEALTH AND PREVENTIVE MEDICINE

PUBH 803

Principles of Epidemiology

(3 cr.) Principles of Epidemiology is the investigation of the factors that determine the distribution and dynamics of health and disease in human populations. The course covers the measure of disease frequency, descriptive epidemiology, study types, and methods to document variation in disease occurrence. The tools of epidemiology are used in all aspects of public health to describe the

patterns of illness in populations, design research studies, evaluate public health programs, and keep abreast of changes in the health status of populations.

PUBH 804

Principles of Biostatistics

(3 cr.) Principles of Biostatistics presents the principles and methods of data description and statistical analysis used for planning, development, and evaluation of health problems. This course provides an introduction to descriptive statistics, probability distributions, sampling, estimation, inference, and basic parametric and nonparametric tests. A program called Epi Info,[™] developed by the World Health Organization and Centers for Disease Control, is the primary computer program used for the course, although other computing programs will be demonstrated. Emphasis is placed on understanding and interpretation of data used in public health.

PUBH 805

Health Policy and Management

(3 cr.) The focus is on a comprehensive background in the organizational, financial, legal, and political issues surrounding the health care environment. Health Policy and Management examines the major substantive issues confronting health policy makers in the areas of health systems, health sector reform, family and community health, and environmental and occupational health.

PUBH 806

Social and Behavioral Aspects of Public Health

(3 cr.) This course explores the influence of social, psychological, and cultural factors on the health status of individuals and communities. While this topic may be studied from many perspectives, the class seeks to understand the origins of health-compromising behaviors, their distribution in the population, and ways to change or prevent them.

PUBH 807

Principles of Environmental Health

(3 cr.) In this course, students learn about the interaction between humans and physical, chemical, and biological agents, in addition to the important impact it has on health. This course considers important environmental health issues facing society. Topics include environmental physiology, radiation protection, air pollution control, water and wastewater management, food protection, hazardous material management, ecology and control of animal

vectors of disease, and basic community sanitation issues.

PUBH 831

Concepts, Practice, and Leadership of Public Health

(3 cr.) This course is one of four courses that the department requires of all graduate students in the Master of Public Health program. It focuses on the determinants of health, and the philosophical and organizational foundations of the professional practice of the core areas of public health. It provides an integrated overview of the field by surveying epidemiology, biostatistics, preventive medicine, environmental health, social and behavioral aspects of health, and health policy. The course will also give students an understanding of the tools needed to be effective leaders in carrying out the core public health functions of assessment, policy development, and assurance.

PUBH 832

Public Health Research Methods and Ethics

(3 cr.) As the second course required by the department, Public Health Research Methods and Ethics covers basic research tools needed to work successfully in public health and explores some of the common types of research encountered in public health settings. Topics include qualitative and quantitative data collection, design of research instruments, interpretation and dissemination of data, community assessments, and presentation of research findings. The course integrates case studies in public health ethics throughout the discussion of research so that the latter is considered in light of moral and ethical dilemmas that often occur. A combination of lecture, discussion, reading of literature, and computer applications are used to familiarize students with public research methods in public health.

PUBH 858

One Health: Public Health Applications

(3 cr.) One Health is a course for persons interested in the knowledge and application of medicine, veterinary medicine, environmental health and public health. The course is divided into seven modules each highlighting One Health in the following areas: History of Health, Introduction to the One Health Concept, Emerging Infectious Diseases, Zoonotic Diseases, Food Safety, Environmental Health and International Health

PUBH 889**Practicum/Internship in Public Health**

(3 cr.) The Practicum in Public Health (PUBH 889), hereafter known as "Practicum", is a required course in the MPH program.

It comprises of two components:

1. Course-based activities (experiential learning within core and program-required courses) Students will be required to upload to E-Value the finished product(s) for each of their course-based activities (instructions will come from individual courses).
2. 120-hours internship completed outside of school term: A planned, supervised and evaluated field-based exercise, to be conducted at a Public Health related organization, agency, department or community based organization.

As with all other MPH courses, students are required to register for Practicum/APEX to ensure it is properly logged in their course listing for the following term.

The Practicum is designed with the student in mind, starting from its seamless integration into coursework, followed by an on-site real world internship experience of 120 hours, which is student driven and facilitated by the Practicum Coordinators. For the 120-hour internship, the student, along with their site supervisor, will plan and identify activities/tasks and MPH Competencies to be fulfilled whilst on site. This must be approved by the practicum coordinator prior to commencing the internship.

In planning the internship, it is recommended that students begin their search for an appropriate site, whether in Grenada, the wider Caribbean, the United States, or elsewhere in the world, as early as possible to mitigate any unforeseen challenges which could impact their MPH completion date.

PUBH 893**Capstone Integrative Learning Experience (CILE)**

(3 cr.) Capstone Integrated Learning Experience (CILE) is an integrated experience in the Master of Public Health (MPH) that allows students to apply and synthesize the concepts, knowledge and skills acquired throughout their course of study to successfully demonstrate public health competency.

CILE's integration process starts during the first term with the completion of 10 brief modules aimed at enhancing the students' writing skills (PUBH 893) and with the selection of a CILE topic in Concepts, Practice & Leadership in Public Health (PUBH 831). The process continues into Public Health Research Methods and Ethics (PUBH 832) before terminating in the submission of the final Capstone paper and oral presentation (PUBH 893). The CILE final paper and presentation must meet the scholarly requirements of the Department of Public Health and Preventive Medicine (DPHPM), which include addressing the MPH's foundational and track specific competencies.

Students are required to enroll in PUBH 893 in every term until the completion of the MPH. Upon successful completion students are awarded three (3) graduate level credits.

PUBH 895**MPH Onboarding**

All new, (incoming) students will be enrolled in the MPH Onboarding course. This is a zero credit mandatory course that must be completed before the start of classes. It will prepare you on how to use our online Learning Management platform (MyCourses) and other software programs you will have to use in most of your MPH course (e.g. Zoom, Panopto, ProctorTrack). This Onboarding course will also list all of the university services that are available for you to use as well as providing in one location important information about the program (e.g. descriptions of all courses, program policies, professional requirements)

VSGP 809**Introduction to Veterinary Public Health**

(1 cr.) Didactic material will be presented by the instructor with key examples of current and historic descriptive research articles in veterinary public health assigned to students with in-class discussions, led by students, to follow. Students will be given two veterinary health problem sets and will work in teams of two to three to develop a plan to address the problem and then present their problem sets to fellow students for further discussion. Students will select a veterinary public health problem within their area of interest and identify two to three key articles to present and discuss with fellow students. Oral presentations will be critiqued by students and instructors.

AFFILIATED UNIVERSITIES

The final year of the Doctor of Veterinary Medicine program is delivered at affiliated veterinary medical schools in the United States, the United Kingdom, Canada, Ireland, and Australia. At these affiliated universities, listed below, students will complete 48 weeks of clinical training alongside veterinary medical students currently enrolled at these universities.

Upon successful completion of the final year, students graduate from St. George's University School of Veterinary Medicine. While St. George's University School of Veterinary Medicine will do everything possible to give students their preference of a final year seat, we cannot guarantee placement in any particular affiliated university.

UNITED STATES

Auburn University
Auburn, Alabama

Cornell University
Ithaca, New York

Iowa State University
Ames, Iowa

Kansas State University
Manhattan, Kansas

Lincoln Memorial University
Harrogate, TN

Louisiana State University
Baton Rouge, Louisiana

Michigan State University
East Lansing, MI

Mississippi State University
Starkville, Mississippi

North Carolina State University
Raleigh, North Carolina

The Ohio State University
Columbus, Ohio

Oklahoma State University
Stillwater, Oklahoma

Oregon State University
Corvallis, Oregon

Purdue University
West Lafayette, Indiana

Texas A&M University
College Station, Texas

Tuskegee University
Tuskegee, Alabama

University of Florida
Gainesville, Florida

University of Georgia
Athens, Georgia

University of Illinois
Urbana, Illinois

University of Minnesota
St. Paul, Minnesota

University of Missouri
Columbia, Missouri

University of Pennsylvania
Philadelphia, Pennsylvania

University of Tennessee
Knoxville, Tennessee

University of Wisconsin
Madison, Wisconsin

Virginia-Maryland Regional College of Veterinary Medicine
Blacksburg, Virginia

Washington State University
Pullman, Washington

AUSTRALIA

Murdoch University
Perth, Australia

CANADA

University of Prince Edward Island
Charlottetown, Canada

University of Saskatchewan
Saskatoon, Canada

IRELAND

University College Dublin
Dublin, Ireland

NETHERLANDS

Utrecht University
Utrecht, Netherlands

UNITED KINGDOM

Royal Veterinary College
London, England

University of Edinburgh
Edinburgh, Scotland

ACADEMIC PARTNERSHIPS

In order to provide select students with different avenues for pursuing their academic career goals, St. George's University has developed a number of academic partnerships with other institutions of higher learning. These partnerships are designed to expand the number of entry tracks into SGU's professional programs, and to broaden and enhance the educational experience. In addition, when the guidelines for continuation in these programs are met, they simultaneously serve to streamline the entry process into St. George's University School of Veterinary Medicine.

For more information about these programs, contact:

Lysa Selli
Director of Veterinary Enrolment
St. George's University
lselli@sgu.edu
1 (800) 899-6337 ext. 1357
+1 (631)-665-8500 ext. 1357

ADROIT COLLEGE Kuala Lumpur, Malaysia

Adroit College has joined with St. George's University to create a pathway for students of Adroit College to transfer and complete the five-year medical pathway at St. George's University School of Veterinary Medicine. The first year of the five-year degree at SGU is the third year of pre-veterinary medicine and is a transition year into the North American traditional model of a four year Doctor of Medicine Degree.

AMERICAN EDUCATION CENTRE Colombo, Sri Lanka

American Education Centre has joined with St. George's University to offer qualified students the opportunity to pursue a career in veterinary medicine at St. George's university following successful completion of the BSc degree or the Advanced Level Examinations at American Education Centre. Students with a BSc degree will enter the 4 year DVM degree while students with Advance Level Examinations will enter the 5 year DVM degree.

AMERICAN UNIVERSITY OF NIGERIA Nigeria, Africa

American University of Nigeria has joined with St. George's University to offer qualified students the opportunity to pursue a career in veterinary medicine at St. George's university following successful graduation with a degree in a pre-approved pre-veterinary medicine program at American University of Nigeria, allowing the students to obtain the BS/DVM degree.

BRANDON UNIVERSITY Manitoba, Canada

COMBINED BS/DVM PROGRAM

St. George's University has joined with Brandon University in Manitoba, Canada to offer students an opportunity to obtain a BS/DVM degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George's University following successful completion of the BSc degree at Brandon University. Upon successful completion of the BSc degree and meeting the requirements for entry, students enter the four year DVM program at SGU.

Brandon University, founded in 1899, promotes excellence in teaching, research, and scholarship, and educates students so that they can make a meaningful difference as engaged citizens and leaders. The university has a distinctive focus on teaching and learning through academic and professional programs that are based on a strong liberal arts and science tradition and supported by the leading research, scholarly and creative activities of faculty and staff members. Brandon University offers undergraduate and graduate degrees through its faculties of Arts, Education, Health Studies, and Science and its School of Music.

CALDWELL UNIVERSITY New Jersey, USA

COMBINED BS/DVM PROGRAM

Caldwell University in Caldwell, NJ, has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of the pre-veterinary medical program at Caldwell University.

Enrolled students will begin their studies at Caldwell University where they will spend the first three years in the pre-veterinary medical program. Qualified students will then proceed to Grenada to enter the first year of the St. George's University Doctor of Veterinary Medicine program.

Upon successful completion of their first year at St. George's University, students will fulfill the requirements for the Bachelor of Science in biology from Caldwell University. Qualified students are then eligible to complete the three remaining years of study at St. George's University, leading to the completion of the Doctor of Veterinary Medicine degree.

Caldwell University is a Catholic, coeducational, four-year liberal arts institution. Founded in 1939 by the Sisters of Saint Dominic, the College is accredited by the Middle States Association of Colleges and Universities, chartered by the State of New Jersey, and registered with the Regents of the University of the State of New York. Located on a 70-acre wooded campus in a quiet suburban community 20 miles from New York City, Caldwell provides a serene and secure environment conducive to study and learning.

CANADIAN EDUCATIONAL INSTITUTE OF TECHNOLOGY Ontario, Canada

COMBINED BS/DVM PROGRAM

St. George's University has joined with the Canadian Educational Institute of Technology (CIT) to offer students an opportunity to obtain the Doctor of Veterinary Medicine Degree at Saint George's University upon successful completion of graduation requirements at CIT and meeting the requirements for entry to the DVM program. The Canadian Institute of Technology delivers teaching programs

in English and its curricula meet requirements and standards of higher education in USA and Canada. CIT provides students with highly qualified academic staff, including professors with teaching experience from around the world, including many from the United States and Canada.

DOMINICAN UNIVERSITY OF CALIFORNIA California, USA

Dominican University of California has joined with St. George's University to offer qualified students an opportunity to obtain a BS/DVM degree. Students will spend their final year of undergraduate studies at St. George's University in the first year of the DVM program. Upon successful completion of the first year of the DVM program and after meeting all of the requirements for an undergraduate degree, students will be awarded their BS by Dominican University of California. Students will then complete their DVM degree program at St. George's University.

FELICIAN UNIVERSITY New Jersey, USA

Felician University has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of four years of undergraduate pre-veterinary medicine study at Felician University.

Qualified applicants successfully completing four years of study at the Felician University and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Veterinary Medicine program.

FRANKLIN PIERCE UNIVERSITY New Hampshire, USA

COMBINED BS/DVM PROGRAM

Franklin Pierce University has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of the preveterinary medical program and their bachelor's degree at Franklin Pierce University.

Applicants admitted to this combined degree program are granted a pathway from their undergraduate degree in biology or health sciences to a Doctor of Veterinary Medicine program. Students admitted to the pathway program complete their undergraduate degree in Biology or Health Sciences at Franklin Pierce in four years, and upon meeting established admission criteria, progress into the four-year Doctor of Veterinary Medicine program at SGU.

Franklin Pierce University is a regionally accredited university grounded in the liberal arts, with a focus on personal attention and high-quality instruction. The University consists of the College at Rindge and the College of Graduate & Professional Studies with locations in Arizona and throughout New Hampshire.

GEORGIAN COURT UNIVERSITY New Jersey, USA

St. George's University and Georgian Court University in Lakewood, New Jersey, have launched a new academic partnership that will allow qualified Georgian Court students to gain admission into SGU's School of Veterinary Medicine. Students will spend their final year of undergraduate studies at St. George's University in the first year of the DVM program. Upon successful completion of the first year of the DVM program and after meeting all of the requirements for an undergraduate degree, students will be awarded their BS by Georgian Court University. Students will then complete their DVM degree program at St. George's University.

Founded and sponsored by the <http://www.sistersofmercy.org>, Georgian Court University is located in Lakewood, New Jersey. Set on a magnificent 156-acre estate formerly

belonging to financier George Jay Gould, the campus is conveniently situated 60 miles from New York and Philadelphia, and only 10 miles from the Jersey Shore. Bordering Lake Carasaljo, the site is a National Historic Landmark with alluring statuary, beautiful architecture and lush gardens.

After a long history as a women's college with coeducational graduate programs and undergraduate evening programs, Georgian Court became fully coeducational in 2013.

KINGS COLLEGE Pennsylvania, USA

Kings College has joined with St. George's University to offer qualified students an opportunity to obtain a BS/DVM degree. Students will spend their final year of undergraduate studies at St. George's University in the first year of the DVM program. Upon successful completion of the first year of the DVM program and after meeting all of the requirements for an undergraduate degree, students will be awarded their BS by Kings College. Students will then complete their DVM degree program at St. George's University.

KWANTLEN POLYTECHNIC UNIVERSITY British Columbia, Canada

St. George's University and Kwantlen Polytechnic University (KPU) offer qualified students the opportunity to pursue a career in veterinary medicine at SGU. Following successful graduation with a four-year undergraduate degree at KPU, students can advance to obtain the BS/DVM at SGU.

Veterinary students will be eligible to complete the first three years of veterinary study in Grenada and their final clinical year at affiliated veterinary schools in the United States, United Kingdom, Canada, Australia, or Ireland.

KPU is Canada's only polytechnic university centered around hands-on skills in addition to traditional academics. KPU currently offers a range of credentials, many of which are completely unique, to successfully meet the evolving needs of regional and global employment markets. Students have the opportunity to bridge certificate and

diploma credentials into bachelor's degrees, creating the option of academic and professional enhancement of applied and technical programs.

MASSACHUSETTS COLLEGE OF PHARMACY AND HEALTH SCIENCES

Massachusetts, USA

Massachusetts College of Pharmacy and Health Sciences has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of undergraduate study at Massachusetts College of Pharmacy and Health Sciences.

Qualified applicants successfully completing undergraduate study at Massachusetts College of Pharmacy and Health Sciences and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Veterinary Medicine.

Massachusetts College of Pharmacy and Health Sciences is an accredited, private institution located in the Longwood Medical and Academic Area of Boston, Massachusetts. Specializing in medical careers, the University provides traditional and accelerated programs of study that combine in-depth knowledge with hands-on clinical practice focused on professional education in pharmacy and the health sciences. MCPHS University prepares students for successful careers in healthcare through excellence in teaching, scholarship, research, professional service, and community engagement.

MEDICAL EDUCATION PROGRAMS

Ontario, Canada

St. George's University has joined with Medical Education Advising in Toronto to offer students an opportunity to obtain a BS/DVM degree. Through the partnership, qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of an undergraduate degree and science prerequisites at Medical Education Advising and meeting the requirements for entry into the four year DVM program.

Medical Education Advising is a professional career college with campus locations in Downtown Toronto, Brampton, Markham, Mississauga, Oakville, Scarborough and Calgary, Alberta. The college provides training in the areas of business, healthcare, hospitality, social work, and technology.

POST UNIVERSITY

Connecticut, USA

Post University has joined with St. George's University to offer qualified students an opportunity to obtain a BS/DVM degree. Students will spend their final year of undergraduate studies at St. George's University in the first year of the DVM program. Upon successful completion of the first year of the DVM program and after meeting all of the requirements for an undergraduate degree, students will be awarded their BS by Post University. Students will then complete their DVM degree program at St. George's University.

REGIS COLLEGE

Massachusetts, USA

COMBINED BS/DVM DEGREE PROGRAM

St. George's University and Regis College offer students an opportunity to obtain a BS/DVM degree through a joint degree program. Qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of three years of preveterinary medicine coursework at Regis College. Qualified students meeting the requirements for promotion are admitted into the DVM program at St. George's University. Upon successful completion of the first year of the DVM program at SGU, qualified students will have fulfilled the requirements for a Bachelor of Arts or Bachelor of Science degree from Regis College and will then be eligible to complete the remaining three years of study at SGU leading to the DVM degree. Regis College is a Catholic liberal arts and sciences co-educational college founded in 1927 by the Congregation of Sisters of St. Joseph Boston. The college sits on a 32-acre campus located in the town of Weston, twelve miles west of Boston. Regis offers majors and graduate/professional programs to prepare students for such in-demand fields as nursing, health, public service, education, business and communication.

ST. LAWRENCE COLLEGE Ontario, Canada

COMBINED BS /DVM PROGRAM

St. Lawrence College has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of three years of study and a minimum of 90 credits at St. Lawrence College. Qualified students then proceed to Grenada to enter the first year of the St. George's University Doctor of Veterinary Medicine program leading to the completion of the Doctor of Veterinary Medicine degree.

With three friendly campuses in Brockville, Cornwall, and Kingston, St. Lawrence College is an integral part of the economic life and social fabric of Eastern Ontario with a close-knit community of 7,000 full-time students, and more than 80,000 proud alumni. Hundreds are also enrolled in our online and continuing education courses each year. As part of our ongoing sustainability initiatives, the College boasts more than 1,600 rooftop solar modules on our Kingston and Brockville campuses, the largest solar rooftop installation of any post-secondary institution in Canada. The college has many Applied Research projects in progress, as well, our Corporate Learning and Performance Improvement group has helped more than 350 organizations grow and prosper. Through our Employment Service offices we work with thousands of clients annually.

SUNY PLATTSBURGH New York, USA

SUNY Plattsburgh has joined with St. George's University to offer qualified students an opportunity to obtain a BS/DVM degree. Students will spend their final year of undergraduate studies at St. George's University in the first year of the DVM program. Upon successful completion of the first year of the DVM program and after meeting all of the requirements for an undergraduate degree, students will be awarded their BS by SUNY Plattsburgh

Students will then complete their DVM degree program at St. George's University.

UNIVERSITY OF DELAWARE Newark, Delaware

COMBINED BS/DVM DEGREE PROGRAM

The University of Delaware has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of four years of undergraduate study at the University of Delaware. Qualified applicants successfully completing four years of study at the University of Delaware and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Veterinary Medicine program.

The University of Delaware is the largest university in Delaware. The main campus is in Newark, with satellite campuses in Dover, Wilmington, Lewes, and Georgetown. UD offers a broad range of degree programs: 3 associate programs, 147 bachelor's programs, 119 master's programs, 54 doctoral programs, and 15 dual graduate programs through our seven colleges and in collaboration with more than 70 research centers. The student body encompasses more than 17,000 undergraduates, more than 3,600 graduate students and nearly 800 students in professional and continuing studies from across the country and around the globe.

UNIVERSITY OF ST. THOMAS Minnesota, USA

COMBINED BS/DVM PROGRAM

University of St. Thomas has joined with St. George's University to offer students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in veterinary medicine at St. George's University following successful completion of the preveterinary medical program at University of St. Thomas.

Enrolled students begin their studies at University of St. Thomas where they spend the first three years of the preveterinary medical program. Qualified students then proceed to Grenada to enter the first year of the St. George's University Doctor of Veterinary Medicine program.

Upon successful completion of their first year at SGU, students fulfill the requirements for the Bachelor of Science in Biology from University of St. Thomas. Qualified students are then eligible to complete the three remaining years of study at St. George's University leading to the completion of the Doctor of Veterinary Medicine degree.

The University of St. Thomas is a Catholic, comprehensive university that fosters a tradition of service to the public and an energetic, thoughtful approach to the challenges of contemporary life. Located in Minnesota's vibrant Twin Cities area, St. Thomas offers its students a wide range of employment opportunities, cultural events and volunteer activities. It is a campus connected to community to meet the challenges of today.

WIDENER UNIVERSITY Pennsylvania, USA

COMBINED BS/DVM DEGREE PROGRAM

Widener University has joined with St. George's University in an agreement to offer qualified students the opportunity to pursue a career in veterinary medicine at St. George's University following successful completion of three years of preveterinary medicine at Widener University, allowing the students to obtain the BS/DVM degree.

Enrolled students begin their studies at Widener University, completing three years of undergraduate study. After meeting the requirements for promotion, qualified students then proceed to Grenada to enter the first year of the St. George's University Doctor of Veterinary Medicine program.

STUDENT SUPPORT SERVICES

“LET’S TALK TEACHING AND LEARNING” PROGRAM

The Department of Educational Services has established a faculty development program that provides faculty members with different avenues for exploring new advances in pedagogy, classroom and laboratory technology, and course delivery. Through workshops and individual consultation, the program supports instructional faculty in their goals of developing techniques to enhance student learning and retention; defining learning styles to identify individual needs; reciprocal assessments of colleagues in mutual support; and sustaining the vitality, passion, and enthusiasm that captivate and motivate students to strive for their personal best.

In accordance with its mission, the University is fully committed to the creation and maintenance of an environment conducive to academic success for all students. A wide range of student academic and nonacademic support services are offered to ensure that the University is in partnership with each student to provide support for success.

DEAN OF STUDENTS

Lucy Clunes, PhD, Dean

The mission of the Dean of Students Office (DOS) is to encourage and enable students to achieve academic success, and to exhibit the highest standards of professionalism in their chosen fields of study at St. George’s University. This is accomplished by providing support and guidance in nonacademic areas. From orientation to graduation, the DOS assists all students in the University including the School of Medicine, the School of Veterinary Medicine, the School of Arts and Sciences, the School of Graduate Studies, as well as other University programs.

The DOS Office accomplishes its mission by providing guidance in both academic and nonacademic areas, enabling students to freely access the services and support mechanisms needed to achieve their professional goals, and enhance their personal growth during their tenure at St. George’s University.

The DOS enforces the student code of conduct as described in the SGU Student Manual. All students who have cognitive or non-cognitive concerns are provided with a wide range of support services, and the DOS serves as a student advocate in accessing needed services on- or off-campus. For additional ongoing support, matriculated students are assigned a faculty advisor as part of the Faculty Advisor Program, which is administered by the DOS. The advisor becomes personally acquainted with the student’s goals, strengths and challenges and serves as a source of support and advice throughout the student’s tenure at the University.

The DOS supports nearly 50 student organizations that enhance student life by promoting a variety of activities with a range of goals: religious, cultural, professional, political, social, and academic.

The Dean of Students is a member of the University Council of Deans; and the Student Nonacademic Affairs Committee. The Dean of Students is active on other committees and panels constituted in the interests of student affairs.

DEPARTMENT OF EDUCATIONAL SERVICES

Sara Rabie, PhD, Chair

St. George's University's dedicated Department of Educational Services (DES) teaches students how to learn and teachers how to teach. This unique and highly effective faculty is one of the largest departments on campus, and is an important component of our students' and graduates' successes. Almost 100% of the University's students and many of the professors in all schools avail themselves of the support offered through a variety of programs, courses, workshops, and individualized sessions focusing on developing skills in a wide range of areas such as time management, note-taking, scientific writing, communication, and skills in utilizing technology effectively in teaching and learning.

DES provides academic support services in Grenada through a variety of innovative programs.

- The Academic Enhancement Program is a proactive support initiative.
- The Faculty Development Program delivers workshops and certificate programs in concepts, methods, and techniques of education. They work closely with the Dean of the School of Veterinary Medicine on faculty development.
- The Learning Strategies Program provides individual and small group sessions to help students study more effectively to become more successful test-takers and learners.
- The Specialized English Language Program (SELP) provides classes, workshops, and individual tutoring in reading efficiency and comprehension, writing, oral communication, pronunciation, and grammatical accuracy.
- The Student Support Administrative Office (SSAO) manages weekly student-led review groups to promote active learning and help students review, integrate, and

strengthen content knowledge.

- The Supplemental Learning Program (SL) offers faculty-led review groups for undergraduate preveterinary courses.

TRUE BLUE CLINIC

Katherine Bourne-Yearwood, MBBS, Director, University Health Services

The True Blue Clinic maintains modern clinic facilities with scheduled and walk-in hours from 9:00 am to 4:30 pm AST, Monday through Friday.

Additionally, there is daily 24-hour coverage by well-credentialed physicians and physician assistants to provide students with emergency care when the clinic is not open. Medical emergencies in Grenada are referred to the Grenada General Hospital. University Health Services facilitates air evacuation, if indicated, on campus.

PSYCHOLOGICAL SERVICES CENTER

Barbara Landon, Psy.D, Director

The Psychological Services Center (PSC) is independent from the faculty and administration. While the Dean of Students may refer students to counseling, the PSC is administratively neutral. No report returns to the Dean or to any other faculty member.

Students have a completely secure avenue to discuss their concerns with highly-trained professionals. Counseling services are available on the Grenada campus. In the clinical years, counseling can be arranged on an individual basis through the Office of Clinical Studies.

STUDENT ORGANIZATIONS

ST. GEORGE'S IN THE GRENADA COMMUNITY

The University is the largest employer in the private sector and contributes over \$100 million USD into the economy annually (direct subsidies, charitable giving, local salaries, faculty and students living and spending, etc.). The University community is an active partner in the wider Grenadian community through its outreach programs, some of which include island-wide health fairs, fundraisers for local charities, ecological programs, education programs, and other activities.



St. George's University's student organizations are centered on different areas of student life—cultural, religious, social, academic, professional, and community service. The Student Government Association (SGA) is a highly developed and active group that has representation on the Faculty Senate committees of the University. The Office of the Dean of Students, cognizant of the benefits of active student involvement, offers support for over 50 student organizations in Grenada and for students in clinical rotations. Students seeking additional information on organizations that support the following categories may contact the Office of the Dean of Students.

The following descriptions of the student organizations are provided by the student organizations and do not represent the views or policies of St. George's University. St. George's University does not discriminate in its support of student organizations.

ACADEMIC ORGANIZATIONS

American Animal Hospital Association

St. George's University's student chapter of the American Animal Hospital Association (AAHA) was introduced in Fall 2002. The club promotes the ideals of this well-known association through informative lectures, hands-on wet labs, and up-to-date demonstrations by qualified veterinarians with concentration on practical small animal care. AAHA offers free national membership for all veterinary students, plus many more benefits. It is proud to be one of AAHA's largest and most active student chapters with over 70 percent student membership within the SVM.

Exotics And Wildlife Society

The Exotics and Wildlife Society works to increase veterinary knowledge and experience with unique, non-traditional animals for all levels of veterinary students at St. George's University. The organization focuses specifically on providing opportunities for student learning in the areas of avian, laboratory animal, marine, reptile, wildlife, and zoo medicine. By working with a wide variety of excellent faculty and visiting professors, it is able to offer students lectures, hands-on wet laboratories, and other activities focusing on these diverse categories of veterinary medicine.

International Veterinary Students Association

The International Veterinary Students Association (IVSA) exists to benefit animals and people by harnessing the potential and dedication of veterinary students to promote the international application of veterinary skills, education, and knowledge. IVSA wants to raise the overall standard of veterinary education by increasing international and intercultural exchange of ideas and knowledge by organizing student exchange programs and attending international congresses and symposiums. We also hope to encourage students to undertake education in important areas outside their normal training.

Large Animal Society

The Large Animal Society strives to enhance the veterinary education by conducting hands-on wet laboratories and lectures significant to large animal profession. Through student representatives from professional organizations such as the American Association of Bovine Practitioners, the American Association of Equine Practitioners, the American Association of Small Ruminant Practitioners, and the American Association of Swine Veterinarians, LAS remains current on all major topics of large animal medicine. An island outreach project provides care for the diverse population of large animals on the island.

Public Health Student Association

The Public Health Student Association (PHSA) is an organization primarily consisting of MPH, MD/MPH, and DVM/MPH students. Its function is to promote aspects of public health and preventive medicine through education and various activities within the school and broader community. An ongoing goal is to form a bridge between the Grenada Public Health Association and PHSA. Past events have included a poverty eradication forum, Woburn community cleanup, Carriacou day trip, etc.

School of Veterinary Medicine Surgery Club

The School of Veterinary Medicine Surgery Club (SVMSC) will further the knowledge and skills of the student body by introducing students to the basics of surgery as well as advancements and new techniques being applied to surgery. The SVMSC will provide examples of new and alternative techniques in the surgical field for all species.

The SVMSC will collaborate with human medicine and the development of trans-species surgical adaptations.

Student Chapter of the American College of Veterinary Internal Medicine

The St. George's University Student Chapter of the American College of Veterinary Internal Medicine promotes interest in the specialties of cardiology, neurology, oncology, large animal internal medicine, and small animal internal medicine. SCACVIM also supports individuals interested in pursuing residencies and internships in any field by the advancement of knowledge through informative lectures, hands-on wet labs and open forums discussions with our outstanding faculty and visiting professors.

Student Chapter of the American College of Veterinary Pathology

Student Chapter of the American College of Veterinary Pathology (SCAVP) is a student organization established to promote interest and provide learning opportunities within the field of veterinary pathology. To achieve this mission, the VPC is designed to facilitate student interactions with pathology faculty and board-certified veterinary pathologists. Regularly scheduled learning activities include: guest speakers, various necropsy wet labs, histopathology slide sessions, and career guidance. Wet labs, learning sessions, and guest seminars will revolve around the many different career paths within veterinary pathology: diagnostic pathology, forensic pathology, wildlife and exotic pathology, toxicologic pathology, as well as academia and research.

Student Chapter of the American Veterinary Dental Society

The Student Chapter of the American Veterinary Dental Society (SCAVDS) at St. George's University is committed to advancing the knowledge, education, and awareness of veterinary dentistry among veterinarians, veterinary students, and the public. SCAVDS increases awareness of the importance of this facet in animal medicine through education and programming.

Student Chapter of the American Veterinary Medical Association

The Student Chapter of the American Veterinary Medical Association (SCAVMA) coordinates chapter functions; organizes special lectures and seminars; promotes the exchange of ideas and information among students in all terms within and outside of St. George's University; promotes the development of professional knowledge, ethics and conduct; and represents its members in matters that concern them, both as students and future veterinarians.

Student Chapter of the Association of Shelter Veterinarians

The Student Chapter of the Association of Shelter Veterinarians (SCASV) is a student organization established to advance the practice of shelter medicine by promoting interest and raising awareness among SGU veterinary students. SCASV will achieve this goal, in line with the goals of the Association of Shelter Veterinarians, by providing its members with lectures and hands-on labs taught by professionals currently in the shelter medicine field. SCASV will also focus on disseminating valuable resources and current research to those members seeking a career in shelter medicine.

Student Government Association

The Student Government Association (SGA) has been organized to provide the students at St. George's University with a structured, democratic body that will represent them in administrative matters, student affairs, and provide representation to the Alumni Association. The organizational goals of the SGA are:

1. Represent student needs and concerns to University administration.
2. Assist the administration with the task of making improvements in SGU.
3. Increase the sense of community and cooperation among the students, faculty and administration of SGU.

Student Veterinary Emergency and Critical Care Society

The objective of the Student Veterinary Emergency and Critical Care Society (SVECCS) is to encourage the education

and involvement of veterinary students in all aspects of emergency and critical care medicine. SVECCS covers on-call shifts at the Small Animal Hospital assisting the veterinarians in whatever cases come in. The organization features various lectures from guest speakers and hands-on wet laboratories based on real life emergency situations. SVECCS also offers scholarships, educational reference materials, and gives opportunities for internships in emergency and critical care medicine to members.

The Preveterinary Club

The Preveterinary Club provides opportunities to gain basic knowledge and practical experience within the field of veterinary medicine for those with, and without, prior veterinary experience. We volunteer around the island to better the lives of animals in Grenada and the organizations who serve those animals. The club allows preveterinary students to get together both for fun and to address issues that affect us. We work with other clubs to make the preveterinary program more involved in the School of Veterinary Medicine.

Undergraduate Student Government Association (USGA)

The Undergraduate Student Government Association (USGA) of the St. George's University is a representative of all Undergraduate students in the School of Arts and Sciences, which comprises the following programs: premedical, preveterinary medical, life sciences, business, management information systems, liberal studies, information technology, and nursing. The USGA acts on behalf of undergraduate students to address concerns, and assist in their development in academic and non-academic matters in an effort to ensure that they are afforded the best experience possible at the University.

Veterinary Business Management Association

The Veterinary Business Management Association (VBMA) is a student-driven organization dedicated to advancing the veterinary profession through increasing business knowledge, creating networking opportunities and empowering students to achieve their personal and professional goals. The VBMA strives to expand student awareness and knowledge through scheduling speakers and organizing seminars to cover relevant topics to



veterinary practice that lie outside the current veterinary medical curriculum, with an emphasis on business management, finance, leadership, marketing, law, and communication skills.

Veterinary Student Herpetological Society

The mission of the Veterinary Student Herpetological Society (VSHS) is to improve veterinary education in herpetological medicine through the exchange of ideas and educational materials, by educating members about Grenada's unique herpetofauna and by giving members hands-on experience with the club's live animal collection. Additionally, as the first international student chapter of the Association of Reptile and Amphibian Veterinarians (ARAV), the VSHS strives to promote the conservation of the health and humane treatment of all reptilian and amphibian species through public education, captive breeding and reptilian and amphibian habitat preservation. In March 2008, the VSHS became a registered student organization at St. George's University. Visit the organization at vshs.org.

RELIGIOUS/CULTURAL ORGANIZATIONS

African Cultural Students Association

The African Cultural Students Association (AFCSA) is a union of different cultures of African descent representing the African cultural student body, and the unique needs of

students in all aspects of the school. The group provides a medium for unifying African cultures (between students on campus and people in the community), aid in the progression of students through their academic careers at SGU, and also establishing a network for students and alumni. Activities include weekly forums on development of leadership skills, community projects, and a once-per-semester cultural show that incorporates their cultural heritage and tradition to educate SGU of the diverse nature of Africa's culture on the continent and in the diaspora.

Armenian Students' Association

The Armenian Students' Association at St. George's University (ASA at SGU), founded in November 2012, strives to cultivate an understanding and appreciation of Armenian history, heritage, and culture through social, philanthropic, and educational activities. As an organization, they are focused on providing a space where students of Armenian descent can connect with their roots, network with one another, and give back to their communities—whether on campus or in Armenia—and local charity organizations supporting Grenada. The ASA at SGU works with other cultural, social, philanthropic, and academic groups on campus to promote an appreciation of all cultures and people.

Asian Pacific Islander Student Association

The Asian Pacific Islander Student Association (APISA) is an organization devoted to spreading awareness and visibility of Pan-Asian culture at St. George's Schools of Medicine, Veterinary Medicine, Public Health, Undergraduate Studies,

and the various professional schools with the goal of increasing the diversity of experiences of the student body and the island of Grenada. It is an all-inclusive organization and welcomes anybody interested in learning more about Asian culture and being involved with the community of St. George's and the island of Grenada.

Canadian Students Association

The Canadian Students Association (CanSA) is an organization dedicated to the development of a community that supports and enhances the lives of Canadian and non-Canadian students alike, at St. George's University. The goal of the club is to facilitate the transition of students to life at SGU and to provide information for Canadians studying abroad through a series of guest speakers. The organization also strives to enrich the entire community by sharing the rich heritage of Canada.

Caribbean Students Association

The Caribbean Students Association (CaSA) was started in 2001 by students who saw a need for Caribbean unity on campus. However, membership is open to all students, Caribbean and non-Caribbean. The purpose of the Association is not only to bring together Caribbean students, but to provide further knowledge of the Caribbean culture and customs.

Catholic Students Organization

The goal of the Catholic Students Organization (CSO) is to provide the students, faculty and staff of St. George's University with the spiritual guidance needed to live each day as practicing Catholics. In addition to facilitating weekly Sunday Mass on campus, the CSO is committed to providing support in celebrating the holidays of the Liturgical Year and sponsoring events that remind us that we walk with the Lord in faith. The CSO welcomes, as members, all SGU students and does not discriminate based on religion, race, gender, sexual orientation, or other personal beliefs.

Christian Students Association

The Christian Students Association (CSA) offers a non-denominational church service every Sunday morning at 11 am in Bourne Lecture Hall. The services are composed of a worship service, prayer time, a short Biblical message given by a member of their leadership team, and a time of

fellowship and refreshments afterward. The students that attend CSA come from a wide range of church backgrounds which lends to a balanced, enjoyable service for all. It is student-led and tries to offer an encouraging environment in which to go to school and grow in the knowledge of Christ.

Indian Cultural Student Association

The Indian Cultural Student Association (ICSA) is an organization that endeavors to share the Indian culture with the entire university and country of Grenada at large. The organization welcomes members from all races, colors, and creeds. ICSA hosts many different events on campus including a Diwali Show in the fall and a Holi Show in the spring. Both cultural shows include Indian dances, vocal acts, and various other performances.

Jewish Students Association

Being a medical/veterinary medical student and new resident of Grenada, it can be difficult to maintain a religious lifestyle. This is particularly true for the Jewish students of St. George's University, since there is no local affiliation. With the help of Chabad in New York and Puerto Rico, the Jewish Students Association (JSA) brings shofar blasts for the Jewish New Year, seders for Passover and get-togethers throughout the term. JSA makes services comprehensible to all sects of Judaism and is open to all SGU students interested in participating.

Muslim Students Association

The Muslim Students Association (MSA) is a student organization that provides religious services and support for the SGU community. Its goal is to promote a positive understanding of Islam and its practice among people of all faiths and nationalities. Besides providing weekly Jummah (Friday) Prayer Services, MSA also sponsors community gatherings, dinners, and biannual holiday celebrations.

Persian Students Association

The Persian Students Association (PSA) is a non-profit, non-political student organization whose objective is to sponsor Persian social and cultural activities and events, promote an understanding of Persian culture, to help foster friendship among different cultural groups, and to provide a source of union and support for the Persian community at SGU. PSA also provides various services to Iranian medical students in the form of its scholastic education which may include

academic and or financial support, general inquiries, or anywhere else the PSA can be of assistance.

Seventh-Day Adventist Students Organization

The Seventh-day Adventist Students Organization (SDASO) is comprised of Seventh-day Adventist students and staff from around the world. Members range in nationality from the Caribbean region to the African, North and South American continents. Membership in the organization transcends the barriers of religious affiliation. The group's mission is to foster the social and spiritual growth of students through fellowship and to proclaim the love of God and the second coming of Jesus Christ by the way they live. The members' vision is to be a perpetual light reflecting God's truth to the wider community. All are welcome to join and share in the life-changing experience that is the Seventh-day Adventist Students Organization.

St. John's Orthodox Club

The Orthodox Church is the oldest church in Christian history. It is rich in its sacraments, rituals, and teachings. The St. John's Orthodox Club (SJOC) welcomes all Orthodox Christian students as well as any other interested members. Its aim is to gain spiritual, social, and personal growth. The club's mission is summarized by what St. John the Beloved said, "Behold, if God so loved us, we also ought to love one another" (1 John 4:11).

SPECIAL INTEREST GROUPS

Angels in Armor (Animal Rescue Fund)

The mission of Angels in Armor (Animal Rescue Fund) (AAARF) is to provide financial relief to those students or faculty members of St. George's University who opt to rescue sick or injured companion animals in need of emergency care and are without ownership. The Angels in Armor Organization of St. George's University is a group of volunteers dedicated to encourage Good Samaritan behavior in our community as well provide an outlet to save the lives of animals that would otherwise be euthanized for lack of financial capabilities. AAARF intends to promote and advance emergency medicine and critical care as a specialty for veterinary students through demonstrations, case studies and lectures.

Athletics Facilities Committee

Sports and sporting facilities on campus are organized by the Athletic Facilities Committee (AFC). Currently, campus supports an intramurals program consisting of basketball, volleyball, soccer, flag football, badminton, tennis, street hockey, and a developing softball and cricket tournament. It also supports several SGU rep teams that participate in community-based competitions such as cricket, soccer, netball, and basketball. For those with less competitive interests, there is a plethora of regular pick-up events that take place on the athletic field and court facilities. In addition to the above-mentioned core activities, the campus supports numerous aerobics classes, lacrosse, martial arts, ultimate Frisbee, and an expanding weight room and cardio center. There are also community-based activities available such as scuba diving, snorkeling, kayaking, swimming, and cross country running or hiking. Check the Athletics section on Sakai for more information.

Improv Comedy Club

The mission of the Improv Comedy Club (ICC) is to practice improvisational comedy games on a weekly basis, and perform a free monthly show on campus. If you have never tried improv comedy before and you've always wanted to this is your chance. Anyone skill level is welcome to come and have fun. The club members practice basic acting skills, as well as work on public presentation skills and thinking on one's feet.

Orphanage Students Organization

The Orphanage Students Organization (OSO) is a group of volunteers that are committed to providing care and assistance to the abused, neglected and abandoned children in the Bel Air and Queen Elizabeth orphanages in Grenada. Many of the children suffer from development, social, and educational inadequacies. Through volunteer interactions the children receive well-needed attention, find a role model, and most importantly have fun. In addition to hosting beach days and holiday parties, the OSO also helps to address medical, academic, and other basic needs of the children.

Photography Club

The SGU Photography Club strives to provide students of the SGU community who seek to share their talent and learn more about the art of photography and/or filmmaking. The club will be based on the exchange of talents, knowledge,



and techniques between each student coming from a different background and expertise. In a way, every member will teach or improve his/her skills in the art of photography. Also, the members will have the opportunity to put their skills into action by being the photographer of a club event. The goal of the club is to introduce photography as a hobby that is accessible to everyone in the SGU community, be it a beginner, an amateur, or a professional.

Pothounds Against Pregnancy Student Association

Pothounds Against Pregnancy Student Association's (PAPSA) mission is to work with Pothounds Against Pregnancy in the sterilization of dogs and cats in Grenada. PAPSA's goal is to leave a PAWSitive impact by providing education to the local citizens of Grenada regarding proper animal husbandry and care, and veterinary services to surgical candidates presented for third year St. George's University School of Veterinary Medicine students. The association provides short-term foster homes for surgical candidates that are rejected due to health problems, so they can be rehabilitated and surgery can be rescheduled. Long term foster homes are also provided for unwanted puppies that need to find permanent adoptive homes and for severely injured or sick patients that need a place to recuperate.

Pride & Equality SGU

Pride & Equality (P&E) SGU exists for the benefit of all members of the University in the hope of enriching their experience at SGU. As a result, the organization is open to anyone and everyone. P&E SGU is committed to the development of an atmosphere that is both open and

equitable, specifically as that goal pertains to the needs of those who have been marginalized on the basis of their sexual and/or gender orientations, and/or identities. By working with a wide variety of excellent faculty and visiting professors, the club is able to offer a number of educational events and social activities throughout the term focusing on various aspects of the LGBT community.

Significant Others Organization

The Significant Others Organization (SOO) is comprised of spouses and significant others of students and faculty who have relocated to Grenada, in order to attend St. George's University. The mission of the SOO is to facilitate the transition of the significant others and their families to Grenada, to provide social and recreational activities for significant others and their families, to act as an informal support group for them, to participate in and organize philanthropic activities for the Grenadian community, and to work together with students and administrators of SGU on various projects and activities. Visit SOO at sgusignificantothers.org.

Volunteer Services

The student body has become increasingly involved with the community in Grenada through various volunteer projects. Students have donated time, money, and a tremendous amount of energy to projects such as the Kennedy Home for the Handicapped, the Grenada Health Fair, the St. George's University Fund for the Orphans and the Elderly, the Limes After School Program, the Queen Elizabeth Home for Orphans, and the Dorothy Hopkins Home for the Disabled. Information regarding volunteer opportunities can be found by contacting the Significant Other Organization.

ADMISSION

The School of Veterinary Medicine seeks students who exhibit strong academic potential; those who are compassionate, flexible, scientific-minded, and motivated. Students must be aware of the realities of veterinary medicine and be familiar with the ethical questions they will face in their daily work as a practicing veterinarian. They must have a sense of community responsibility, and be interested in lifelong learning. While the majority of our students hail from the United States, St. George's University's diverse student body, comprises individuals from many different countries and cultures, bringing together a wide range of educational and work backgrounds. This dedication to the scientific study of medicine combined with a truly global experience, sets SGU apart from more traditional schools.

Students can enter St. George's University in two different ways: as a preveterinary student, or as students who have completed their baccalaureate degree, directly into the four-year veterinary medical program. Successful completion of the preveterinary medical program provides a firm scientific foundation for promotion into the veterinary medical program. Dual degree programs provide veterinary students with the opportunity to study public health or to pursue an MSc in research with areas of concentration in anatomy, marine medicine, microbiology, morphological and clinical pathology, parasitology, pharmacology, or wildlife medicine while pursuing their veterinary education.

Additionally, preveterinary medical students who do not hold a first degree and wish to obtain a Bachelor of Science degree in the course of their studies may be eligible to do so. Evaluation of prior educational background will determine eligibility and appropriate placement within the BS/DVM program.

DOCTOR OF VETERINARY MEDICINE PROGRAM

ADMISSION REQUIREMENTS

St. George's University School of Veterinary Medicine offers a range of entry options for applicants of all ages and academic qualifications.

Up to three years of preveterinary medical sciences are offered as a foundation for veterinary medicine to accommodate students from different academic backgrounds. Students presenting secondary school (or Advanced Level or International Baccalaureate) credentials will be placed into the seven-, six-, or five-year Doctor of Veterinary Medicine program based on their academic backgrounds.

Students who do not hold a first degree and wish to obtain a bachelor's degree in the course of their preveterinary medical studies may be eligible to do so. Evaluation of prior educational background will determine eligibility and appropriate placement within the BS/DVM program.

As the world has become an increasingly technical environment, a basic knowledge in the use of a computer is imperative for all students.

If English is not the principal language, the applicant must have achieved a minimum score of 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 on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

Seven-Year Doctor of Veterinary Medicine Program

- Passes in Caribbean Secondary Education Certificate, Ordinary Levels, or the equivalent are required in mathematics, science, biology, chemistry, English, and at least one other subject.

OR

- High school diploma (or the equivalent) with a strong GPA in science and SAT scores.

Six-Year Doctor of Veterinary Medicine Program

- A matriculation examination, such as the South African or Australian examination (or the equivalent) with strong science grades.

OR

- Minimum of 30 university/college undergraduate level credits that include chemistry, biology, and other science foundation courses.

Five-Year Doctor of Veterinary Medicine Program

- A minimum of three General Certificate of Education (GCE) Advanced Level Examinations, CAPE, or the equivalent with strong science grades, which must include chemistry and biology.

OR

- The IB diploma with higher level sciences.

OR

- Minimum of 60 university/college undergraduate level credits that include all science foundation courses.

Four-Year Doctor of Veterinary Medicine Program

The Faculty Student Selection Committee (FSSC) does not stipulate a minimum number of hours of animal experience, we seek students who are passionate about the study and have undertaken efforts to get a feeling for the essence of the veterinary profession. We encourage applicants to have garnered experience working with companion animals as well as large animals. Work with other animals like exotics and lab animals, as well as research and regulatory experience, will be considered as additional strong points in the application.

FOR NORTH AMERICAN APPLICANTS

- Applicants should possess a bachelor's degree from an accredited university. Those students who do not possess a bachelor's degree should have a minimum of 60 credit hours.
- The following specific undergraduate coursework (or its equivalent) is part of the veterinary medical sciences requirements for admission: one year of general biology or zoology, with lab; one year of inorganic chemistry (general or physical), with lab; one semester of organic chemistry, with lab; one semester of biochemistry (no lab is required for Biochemistry); one semester of physics, with lab; and one semester math (calculus, computer science, or statistics); one semester of English.
- Standardized Examinations: Due to the impact on testing facilities, we are waiving Graduate Record Examination (GRE) requirements for the North American applicants for the fall 2021 and 2022 application cycles. If you would still like to include a test score with your application, we will accept scores from the new at-home versions of the GRE. Candidates may submit their MCAT alternatively. The University's GRE code is 7153; the MCAT code is 21303.

FOR BRITISH APPLICANTS

- A bachelor's degree with a strong science background is required for direct entry into the four-year Doctor of Veterinary Medicine program.
- Applicants with strong passes at the Advanced Level of the GCE (or the equivalent) will be assessed individually and will be considered for entry into the five-year Doctor of Veterinary Medicine program.
- If English is not the principal language, the applicant must have achieved a minimum score of 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 on the International English Language Testing System (IELTS). The University's TOEFL code is 2864.

FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

- Applicants must have achieved successful completion of secondary school (12 years post-kindergarten, comprising four years post-primary/elementary that in itself is at least eight years long), preferably in a science curriculum or track.
- Applicants must have completed a bachelor's degree (or the equivalent), which includes a science background and the study of English.
- If English is not the principal language, the applicant must have achieved a minimum score of 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 on the International English Language Testing System (IELTS). The University's TOEFL code is 2864.

MCAT EXAM FOR NON-US AND NON-CANADIAN APPLICANTS

Based on the complexities of different curricula from around the world, we do not encourage our non-US and non-Canadian citizens (including those educated in North America) to sit the Medical College Admission Test (MCAT). The MCAT is a US-centric exam, and international students do not tend to score well on this exam.

Application Process

As a member of the Association of American Veterinary Medical Colleges (AAVMC), SGU uses the AAVMC's centralized Veterinary Medical College Application Service (VMCAS).

Most US citizens who are aspiring veterinary medical students use the AAVMC's application service to apply to veterinary medical schools that are accredited by the American Veterinary Medical Association (AVMA).

VMCAS collects, processes, and submits application materials to the veterinary medical schools and responds to inquiries about the application process from applicants, advisors, parents, and schools. The system also has electronic evaluation and submission capability, and serves as a social media hub via Facebook, where applicants can ask questions, interact, and obtain updates.

To apply through VMCAS, please visit: aavmc.org/becoming-a-veterinarian.

Non-VMCAS Applicants

If you are not applying through VMCAS, you are able to apply online through the SGU website and track your application status through Self-Service Admission. As an alternative, you can still download a PDF copy to complete electronically or print and complete manually.

All supporting documents must be in English or must have a certified English translation attached and must be originals or certified copies.

In addition to the completed application, the following are required:

1. Application fee: \$50 US for Pre-Veterinary medical and veterinary medical sciences.
2. Official secondary school transcripts.
3. Undergraduate coursework transcripts must be submitted by the undergraduate institution.
4. Official TOEFL or IELTS scores if English is not your principal language.

5. Two letters of recommendation. In order of importance to the Faculty Student Selection Committee (FSSC), these are the categories:

- A veterinarian with whom you have worked
- A university professor (or, for those applying for the Pre-Veterinary program, a teacher)
- A Pre-Veterinary advisor committee, or an advisor/counselor

6. 1,500-word personal statement discussing the significant factors that led to your decision to pursue a career in veterinary medicine and how you see yourself using this career to make a difference in the world

If you are not applying through VMCAS, apply here: sgu.edu/apply.

Admission Deadlines

The Faculty Student Selection Committee (FSSC) utilizes a rolling admission policy in the School of Veterinary Medicine; therefore, applications are accepted and reviewed on an ongoing basis. The final deadline for receipt of direct (non-VMCAS) applications and all supporting documentation is April 15 of the current year for the August class, and November 15 of the preceding year for the January class. Prospective candidates should note that the entering classes are highly competitive and those applications completed early have the advantage of being reviewed at the beginning of the admission process. The time necessary to secure official transcripts, standardized test scores, and letters of recommendation should be taken into consideration. The Committee reserves the right to defer an application to the following semester if there are no available seats.

Academic Indicators

Applicants are advised that the Faculty Student Selection Committee (FSSC) requires an academic indicator (completed coursework or examination score) within the three years prior to making application. North American applicants are advised that GRE/ MCAT scores may be used as a recent academic indicator.

*Application fee may be waived for applicants outside of the United States and Canada.



Advanced Standing Applications

Applications for advanced standing are rarely considered, and only for the beginning of the second year of the four-year veterinary medical program. The Committee on Admission does not seek or encourage transfer applications. A candidate seeking advanced standing should write to the Chairman of the Committee on Admission to determine whether an application will be considered. The letter should include the citizenship of the candidate, the prior veterinary medical school with years attended, a brief summary of academic achievement, and the reason for leaving. Should the Committee on Admission consider the application, the candidate will be notified of the procedures for application.

Selection Factors

The Committee on Admission takes seriously its charge of choosing future veterinarians who will contribute positively to the world's community of veterinary medicine. The selection of students is made after careful consideration of many aspects: academic ability; emotional and professional maturity; academic achievement; community service; indicators of responsibility and motivation; time in a veterinary medical practice or farm experience; and letters of recommendation regarding the applicant's personal qualities, character, motivation, and academic abilities. Candidates for admission will be invited for an interview.

Admission Process

The Office of Admission will acknowledge receipt of a candidate's application within two weeks of its arrival. A candidate will be informed of any required supporting documents missing at that time. Within one month after receipt of all application materials, a candidate will receive notice that the application is complete and being reviewed to determine whether an interview will be granted.

The Office of Admission encourages candidates who have been approved for an interview to request interviews in Grenada, and will schedule one upon the applicant's request. The University recognizes that financial considerations may prevent many candidates who reside at great distances from Grenada from choosing this option. Interviews, therefore, may be conducted in the United States, the United Kingdom, Canada, the Caribbean, or other locations that best serve the diverse applicant pool.

Candidates are advised that being granted an interview is no guarantee of acceptance; the interview itself plays a significant part in the decision by the Committee on Admission. Applicants are notified of the decision of the Faculty Student Selection Committee (FSSC). A record of the notification is kept for one year.

Students' acceptance into the School of Veterinary Medicine is granted upon the presumption by the Faculty

Student Selection Committee (FSSC) that: (1) all courses currently being taken by applicants will be completed prior to registration and, (2) all statements made by applicants during the admission process, whether oral, written, or in submission of academic documentation, are true and correct. If it is subsequently discovered that false or inaccurate information was submitted, the University may nullify a candidate's acceptance or, if the student is registered, dismiss the student.

A complete health history report must be submitted prior to registration. Students must submit a signed acknowledgment of admission along with a nonrefundable tuition deposit to reserve a seat in the class.

Acceptances cannot be deferred. Applicants who wish to matriculate in a later term than the one offered must put their request in writing to be reviewed with the application by the Committee on Admission for a final determination. Applicants should be aware that there is no guarantee that they will be offered the same terms of acceptance as all candidates are reviewed with consideration of the existing pool of applicants.

Important COVID-19 Update

Due to COVID-19 disruptions, the GRE will be waived for the upcoming 2021–2022 application cycle (both the January and the August intake terms).

The Faculty Student Selection Committee (FSSC) for St. George's University School of Veterinary Medicine, the Faculty Student Selection Committee (FSSC), will review applicants for the January 2022 and August 2022 intake terms without a GRE score. Applicants who have already taken and received scores for the GRE are encouraged to submit their scores.

Students can choose one of two application methods:

1. Apply through the centralized Veterinary Medical College Application Service (VMCAS)
2. Apply directly to SGU by completing the application and submit to the Office of Admission at vetadmission@sgu.edu.

Please be advised you need to save and open this application in Adobe Reader. You can download this free software here: <https://get.adobe.com/reader>. Please

note that if you do not save this prior to entering your information your application may be delayed.

MASTER OF SCIENCE DEGREE PROGRAMS

Graduates of an approved university who have achieved at least a B grade (GPA 3.0) in a Bachelor of Science or equivalent degree program are eligible for registration into the Master of Science (MSc) and dual DVM/MSc degree programs. Those applying for the dual degree must be accepted into the four-year veterinary medical program first. Upon acceptance, the School of Graduate Studies will review the student for acceptance into the dual degree program.

DUAL DEGREE PROGRAMS

Students applying to the dual degree programs must first meet the admission requirements for the appropriate phase of the Doctor of Veterinary Medicine program. Please refer to the respective programs for details on admission requirements. For graduate programs, in addition to the the professional application, applicants must submit the graduate addendum insert that accompanies the application. Once a candidate is offered admission into the professional program, the Faculty Student Selection Committee (FSSC) will evaluate the potential for success in the dual degree program, and render an admission decision based on the information provided. Students applying to the BS/DVM program will be reviewed for eligibility and additional course requirements that may be mandated based on academic background.

THE ORIENTATION PROCESS

The Office of Admission and the administration as a whole consider a realistic assessment of the veterinary medical program and the student experience in Grenada, the United States, the United Kingdom, Ireland, Canada, and Australia a necessary component of a responsible decision to attend St. George's University School of Veterinary Medicine. Therefore, accepted and prospective candidates are invited to visit the campus in Grenada during the academic year, if possible. Accepted candidates who are unable to do so are encouraged to attend one of the Welcome Sessions for entering students that are held before registration, usually in New York City, Los Angeles,

Port St. Lucie, Toronto, Trinidad, and Grenada. Enrolment Planning representatives, faculty members, graduates, students, and others will attend the Welcome Sessions in order to guide prospective students in making their decisions and preparing for medical school.

As part of welcoming all new students to SGU, there is an extensive mandatory academic orientation program on campus commencing five days prior to the start of classes—including a two day interactive team building leadership exercise, the Professional Attributes Workshop (PAWS) which is focused on promoting peer collaboration, communications skills, and nontechnical competencies for becoming a successful student of veterinary medicine. For students arriving by air, transportation to the campus is provided from the airport.

Entering students are required to attend all academic sessions as well as the seminar on safety, campus rules, Grenadian law, off-campus housing, busing, and disaster preparedness. All students are encouraged to participate in walking tours of the campus and to familiarize themselves with the many recreational opportunities on campus and in Grenada.

FINANCES

FINANCIAL OBLIGATIONS

Tuition

All tuition fees and other University charges must be paid before students are permitted to register for classes (see tuition and fees chart on separate insert). Responsibility for payment of tuition and all other University charges is solely that of the student. Billing is posted to the Student Self-Service Account. Notification that bills are available for viewing is sent via email to students' University email accounts approximately one month prior to the due date. In the event students do not have fees posted to their account, it is their responsibility to contact the Office of Student Finances to request proper billing.

Housing

University policy requires that entering medical, veterinary medical, and graduate students live in campus residence halls for their first term; students entering into the premedical, preveterinary medical, and undergraduate programs must live in the campus residence halls for their first year and will be billed accordingly. Students will be assigned housing and roommates in order of their acceptance. If students have a specific roommate request, it should be indicated to the housing coordinator. After this initial period on campus, upperclassmen who did not initially contract for their second term will be accommodated on campus according to availability by a lottery system and will be billed accordingly (see housing rates on separate insert). There are many houses, apartments, and efficiency units close to campus. All matriculated students on the Grenada campus are strongly advised to live in University-recommended housing either on- or off-campus, at the discretion of the University. There are currently no housing accommodations available on campus for students with children or pets. Students residing off-campus are responsible for their own housing expenses. The University reserves the right to require students to live on campus. During clinical terms, students are responsible for their own room and board; although, the University and affiliated hospitals may provide some assistance.

UNIVERSITY REFUND POLICY

Refund Policy

Students who withdraw or take an LOA, who fail to return from an approved LOA, who are dismissed, or otherwise fail to complete the term for which they are charged, will receive a tuition adjustment of University charges based on a pro rata calculation if the student withdraws during the first 60% of a term. University charges are prorated based on the percentage of the term that has elapsed. Applicable University charges may consist of tuition, administrative fees, and on campus housing. If a withdrawal takes place after the 60% point, full University charges remain due. All tuition adjustments for students on LOA or students withdrawing are based on the date the LOA begins or the date the student began the withdrawal process or was administratively withdrawn. While a refund may be possible, it is not guaranteed.

- Tuition adjustments may result in either a refund to the student or a balance due to the University.
- For information related to the Housing Cancellation Policy, please consult the University Website.

Return of Title IV Funds

In accordance with US Federal Title IV Regulations (34 CFR 668.22), St. George's University is required by the Higher Education Act to recalculate the eligibility for federal Title IV aid for students who withdraw or take a Leave of Absence (LOA), up to 60% of a semester. When a student withdraws or takes a leave during the semester, the amount of Title IV program assistance that a student has earned up to the point of withdrawal is determined on a pro-rata basis. The amount earned is based on the number of days the student completes in the semester as of the withdrawal date or Leave of Absence begin date for official withdrawals and the last date of documented attendance at an academically related activity as determined by SGU, for unofficial withdrawals. Scheduled breaks of five days or more are excluded from the calculation. For students who officially withdraw from SGU, the withdrawal date is the date the student began the withdrawal process.

Though Title IV aid is generally posted to a student's account at the start of each semester, these funds are earned as a student progresses through the semester up to the 60% point when the funds are completely earned. If a student withdraws or takes a leave during the semester, the amount of Title IV program aid earned up to the withdrawal date is determined by a specific pro-rata formula of days completed to the total days in the semester and is called the return to Title IV funds (R2T4) calculation. For example, if a student completes 30% of the days in the semester, the student would earn 30% of the Title IV aid originally scheduled for the semester and the 70% of unearned funds is returned. Once more than 60% of the semester is completed, all the Title IV aid the student was scheduled to receive for the semester is earned. However, some earned Title IV aid may not be eligible for disbursement due to other eligibility requirements.

In compliance with federal regulations, the Financial Aid Office will perform the R2T4 calculation within 30 days of the student's date of determination (DOD) of withdrawal and funds will be returned to the appropriate federal aid program within 45 days of the DOD. As part of the R2T4 calculation process, an evaluation is done to determine if aid was eligible to be disbursed but was not disbursed as of the withdrawal date.

If a student received less Title IV aid than the amount earned, a student may be eligible to receive those additional funds as a post-withdrawal disbursement. If a student received more assistance than earned however, the excess funds must be returned by the school and/or the student.

Students who are eligible for a post-withdrawal disbursement are notified of their eligibility within 30 days of determining the student's date of withdrawal and permission must be given by the student to make the disbursement within 14 days of this email notice. A student may choose to decline some or all of the post-withdrawal disbursement, to avoid additional debt

If the student received Title IV aid in excess of what was needed to pay tuition and fees, a portion of the unearned funds may be considered an overpayment and due to be repaid from student instead of the institution. An overpayment exists when the excess unearned Title IV funds are to be returned in part by the institution and in part by the student because each party received a portion of the

unearned funds according to the R2T4 calculation. For any loan fund overpayment that a student is required to return, repayment will be in accordance with the terms of the promissory note. That is, scheduled payments should be made to the holder of the loan over the term of repayment.

Unearned Title IV funds held by the institution are returned within 45 days of the date of determination of withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Grad PLUS Loan
- Private or institutional sources of aid
- The student

The requirements for the R2T4 policy calculation described above are separate from the calculation of the University's Refund Policy, which determines the amount of tuition and fees a student is charged upon withdrawal from a semester. Therefore, a student may owe unpaid institutional charges that were once paid by Title IV aid which were deemed unearned by the R2T4 calculation.

The student will receive a notice from the University, which details the outcome of both the R2T4 policy and the University's Refund policy and information on any returns that were paid or balance due.

If you have questions about your Title IV program funds, you may contact the Office of Financial Aid directly, or call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available online at studentaid.ed.gov.

FINANCIAL AID

The Office of Financial Aid administers the financial aid programs available to St. George's University students; assists in financial planning, budgeting, and completion of the application documents; and counsels' students regarding management of their student loan debt

Applicants who wish to review the process or receive counseling prior to acceptance are welcome to contact the Office of Financial Aid.

The financial aid process is described in detail with instructions and application forms on the University website at [sgu.edu/academic-programs/school-of-veterinary-medicine/scholarships-financial-aid/#loans](https://www.sgu.edu/academic-programs/school-of-veterinary-medicine/scholarships-financial-aid/#loans). Applications for financial aid can be completed almost entirely online.

For information or applications, please contact:

Office of Financial Aid

c/o University Support Services, LLC
3500 Sunrise Highway, Building 300
Great River, NY 11739
Phone: +1 (631) 665-8500 ext. 1232
Email: faid@sgu.edu

Partial scholarships are available to some entering students who demonstrate financial need and/or academic excellence. Those students who meet the criteria for one or more of the programs offered are encouraged to apply. The University participates in US and Canadian government loan programs and private educational loan programs offered by private lenders. The credit-based private educational loan programs are available to US students. US students who meet the eligibility requirements are able (if necessary) to finance their entire cost of attendance through loans. International students whose governments do not provide scholarship and loan programs usually need substantial personal and private resources to pay for costs of attendance not covered by the partial scholarships and loans made available through the University.

Students may wish to research and pursue outside sources of financial aid; however, the responsibility for paying for the cost of attendance is solely with the student. It is important that students anticipating the need for financial assistance at any time during their veterinary medical education undertake early long-term planning. The Office of Financial Aid welcomes the opportunity to help students develop these plans. Financial aid is used only to supplement personal and/or family financial resources. In some cases, because both the personal contribution and sources of financial aid are limited, students may be unable to enroll in veterinary medical school. Students who believe they may be unable to attend due to financial constraints should call the Office of Financial Aid for information and counseling.

UNIVERSITY-SPONSORED SCHOLARSHIPS

St. George's University seeks intelligent, dedicated, passionate students who will succeed in their professional objectives and become successful practitioners adding value to their communities and to global health as a whole. To that end, the scholarship program at SGU is robust, offering partial scholarships to students in need, and to those who have demonstrated academic excellent.

For more information about scholarship opportunities and to download applications, visit <https://www.sgu.edu/academic-programs/school-of-veterinary-medicine/scholarships-financial-aid/#scholarships>.

Scholarship Programs For Non-US Students

INTERNATIONAL PEACE BURSARY

Partial scholarship awards to non-US citizen/permanent residents who exhibit academic excellence and demonstrate financial need, the International Peace Bursary program is committed to promoting a student body made up of diverse nationalities and cultural backgrounds, which in the future will contribute to a worldwide medical community. Partial tuition scholarship awards are granted to international students who exhibit academic excellence, demonstrate financial need, and who will return to their home countries as physicians dedicated to the enhancement of the countries' medical care systems. These awards are grants-in-aid and do not have to be repaid.

Submit the application and be sure to submit the Confidential Financial Statement section of the admission application.

MORRIS ALPERT SCHOLARSHIPS

This scholarship is dedicated to the memory of Morris Alpert, MD, the first Dean of Kingstown Medical College. Each year several partial tuition scholarships will be awarded to upperclassmen who have achieved academic excellence. Recipients of these awards must also demonstrate financial need and meet the high moral and ethical standards set by Dr. Alpert for his students during his tenure on the faculty of St. George's University.

A prospective Upperclassman award candidate must have completed Terms 1 and 2 of their academic program

Determinations are made annually. Students are welcome to re-apply each academic year.

Submit the Morris Alpert Scholarship application located on the SGU website. Applications will be reviewed and award determinations made in a timely manner.

Application Deadline

June 1: Applicants will have the opportunity to be awarded for full academic year.

WILLIAM M. MCCORD SCHOLARSHIPS

This scholarship is dedicated to the memory of William M. McCord, MD, a leader in the field of medical education in the United States who had a major impact on the development of St. George's University School of Medicine's clinical program. These partial tuition scholarships are awarded to students who withdraw from a term due to compelling personal reasons, and when they return to resume their studies suffer undue financial hardships which affect their ability to pay for their education. These awards are grants-in-aid and do not have to be repaid.

Send an email to the Office of Financial Aid at faid@sgu.edu detailing your circumstances surrounding your leave of absence or contact by phone at +1 (631) 665-8500 ext.1232 with any questions about this scholarship.

Special Scholarships

GRENADIAN SCHOLARSHIPS

Two scholarships are awarded annually to Grenadian citizens. Applicants must have been accepted into the University by the Faculty Student Selection Committee (FSSC), nominated by the Scholarship Selection Panel, and awarded by the Grenadian Government. The scholarships provide full tuition and administrative fees. This scholarship is only awarded in January.

Applications are made to the Grenada Ministry of Education and Human Resource Development. Contact your regional admissions counselor or Colin Dowe at cdowe@sgu.edu or +1 (473) 444-4680.

LOAN PROGRAMS

United States Citizens or Permanent Residents

US FEDERAL STUDENT LOANS

St. George's University participates in the William D. Ford Federal Direct Loan Program. These loans are available to students in the School of Veterinary Medicine.

The William D. Ford Federal Direct Loan Program consists of the Federal Direct Unsubsidized Loan and Federal Direct Graduate PLUS Loan. The maximum loan amount for which a student is eligible may not exceed the cost of attendance (as defined by St. George's University) minus any other assistance received for the academic period in which the student is enrolled. Eligible students can borrow up to \$20,500 per academic year from the Federal Direct Unsubsidized Loan not to exceed an overall aggregate amount borrowed of \$138,500. The Federal Direct Graduate PLUS Loan program is used to bridge the gap between the unsubsidized loans and the remaining cost of attendance. Students must have a satisfactory credit history in order to qualify for a Federal Direct Graduate PLUS loan. The Direct PLUS Loan does not have an aggregate limit.

Loans are typically processed for an academic year and are disbursed in two installments. Disbursements typically occur 10 days before the start of an academic term. For example, a student requests an \$20,500 Federal Direct Unsubsidized Loan, the Department of Education will release half the requested amount, minus any applicable fees for the first term of the academic year and release the second half of the approved amount (minus fees) 10 days before the start of the second term.

The interest is currently set at an annual fixed rate of 5.28% for Direct Unsubsidized loans and 6.28% for Direct Graduate PLUS loans. Students may choose to pay the interest while attending school; if allowed to accrue it will be capitalized (added to the principal balance) at the beginning of the repayment period. Loans disbursed after October 1, 2020, will have a loan origination fee of 1.057% for Unsubsidized loans and 4.228% for Grad PLUS loans. These fees will be subtracted from the amount borrowed, and will be reflected in the disbursements issued to the student's account.

Under the Direct Unsubsidized and Graduate PLUS loan programs, the student is responsible for all accruing interest and may choose to repay the interest while in school or defer it until repayment begins. Upon graduation, a grace period is applied automatically to your Federal Direct Loans. The grace period is a six-month period of time during which no payments are required, although interest will continue to accrue on these loans. If a student ceases to be enrolled at least half time (withdraws or takes a leave of absence), the six-month grace period would apply in most circumstances.

Students can apply for US federal loans by completing the Free Application for Federal Student Assistance (FAFSA) at studentaid.gov/h/apply-for-aid/fafsa. When completing the FAFSA, be sure to use the appropriate school code. The SGU School of Veterinary Medicine federal school code is G39743. Students will also need to complete online Entrance Counseling and Master Promissory Notes in order to complete the application process.

To receive Direct Loans, recipients must be either permanent residents or citizens of the United States, be enrolled in the School of Veterinary Medicine at least half-time, maintain satisfactory academic progress, and not be in default on any prior US government guaranteed loan. These guidelines are subject to statutory and/or regulatory changes in the U.S. Higher Education Act and the Title IV Program Regulations.

For details on how to apply, visit sgu.edu/academic-programs/school-of-veterinary-medicine/scholarships-financial-aid/#loans.

PRIVATE EDUCATIONAL LOANS

Private educational lenders in the United States offer St. George's students alternate loans. Students can obtain these loans to meet all or part of their cost of attendance. These private loan programs are all credit based and are offered only to students who have a satisfactory credit history as determined by the lender. The loans typically have a variable interest rate, with the interest rate tied to an index, such as LIBOR or PRIME, plus a margin. The interest rates and fees you pay on a private student loan are based on your credit score and the credit score of your cosigner, if applicable. These loans have repayment terms that begin following graduation or withdrawal from school and may be extended up to 25 years.

The Office of Financial Aid at SGU provides extensive financial aid counseling services to students in order to help them understand the eligibility requirements, terms and conditions.

Canadian Citizens

St. George's University is approved by the Canadian Ministry of Education, entitling most students to the ability to receive Canadian federal loans, provincial loans, and federal grants. The Canada Student Loans Program (CSLP) financial assistance to full-time students pursuing post-secondary education in the form of loans, grants, and offers repayment assistance. The CSLP delivers student financial assistance in partnership with most provinces and territories. Quebec and the Northwest Territories operate their own programs.

These loans are interest-subsidized by the Canadian government while the student is enrolled in school and maintaining satisfactory academic progress as determined by the individual province. Below is a comprehensive list of available funding by province.

To supplement the financing of their education, students usually apply for a professional line of credit available through the banks in Canada. Credit lines can be approved for between \$80,000 and \$140,000 depending on the bank the student chooses to apply with. Please note that most banks will require a credit worthy co-signer.

St. George's University is committed to ensuring that students are aware of all of their financial aid options and we have designated counselors to work directly with Canadian students to address their questions and needs.

Beth Cohen

Canadian Loan Specialist
1 (800) 899-6337 ext. 1237
bcohen@sgu.edu

Tina DiLorenzo

Canadian Loan Specialist
1 (800) 899-6337 ext. 1629
tdilorenzo@sgu.edu

CANADIAN FUNDING AMOUNTS

ALBERTA STUDENT FINANCIAL ASSISTANCE
studentaid.alberta.ca/

Students are eligible for both federal and provincial funding as well as grants. The estimated combined maximum a student can receive is \$42,000 (CAD) per year. Loan and grant funding is based on the student's loan period. If the term starts/ends mid-month, the award is prorated and the award is made for the whole month or nothing for that month. Students' awards are based on the number of months in a term.

BRITISH COLUMBIA STUDENT FINANCIAL AID studentaidbc.ca

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$320 (CAD), \$210 federal and \$110 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is provided one term at a time.

MANITOBA STUDENT AID edu.gov.mb.ca/msa

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

NEWFOUNDLAND STUDENT FINANCIAL ASSISTANCE aes.gov.nl.ca/studentaid/

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

NOVA SCOTIA STUDENT ASSISTANCE novascotia.ca/studentassistance/

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$410 (CAD), \$210 federal and \$200 provincial, and \$6,180 per year

in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Students may be awarded up to 40% of the provincial loan amount in a scholarship.

NWT STUDENT FINANCIAL ASSISTANCE ece.gov.nt.ca/income-security/student-financial-assistance-sfa

Students are eligible to receive scholarships and bursaries up to \$14,400 Canadian combined loans and grants per year.

ONTARIO STUDENT ASSISTANCE PROGRAM osap.gov.on.ca

Students are eligible for federal funding only (not provincial). Maximum federal funding is \$210 (CAD) per week of instructional time. Students are also eligible for grants (up to \$4,500 (CAD) per year). Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

QUEBEC STUDENT FINANCIAL ASSISTANCE PROGRAMS

afe.gouv.qc.ca/en/index.asp

Students are eligible for both federal and provincial funding. Maximum eligibility is \$985 (CAD) per month of education. Students can receive up to \$37,430 (CAD) for the program. Funding is awarded by the number of months in a loan period.

SASKATCHEWAN STUDENT LOANS PROGRAM saskatchewan.ca/residents.education-and-learning/student-loans

Students are eligible for both federal and provincial funding up to \$575 (CAD), \$365 federal and \$210 provincial, per week. Awards are based on actual number of weeks of instructional time. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

VETERAN AFFAIRS BENEFIT PROGRAMS

St. George's University is a participant in the Department of Veteran Affairs Educational Programs. Only students who are/were a uniformed service member, veteran, veteran's dependent, surviving spouse, or child of a deceased veteran, and are registered in the MD or DVM programs are eligible for the VA Benefit.

Veteran Affairs Education Programs

The following is a list of Veteran Affairs benefit programs that the SGU MD program is eligible for:

- Chapter 30, Montgomery GI Bill™ – Active Duty
- Chapter 32, Veterans Educational Assistance Program (VEAP)
- Chapter 33, Post-9/11 GI Bill™
- Chapter 34, GI Bill™
- Chapter 35, Dependents' Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill™—Selective Reserves

Student eligibility for each of these programs is first determined by the Department of Veteran Affairs. Once eligibility is determined, the School's Certifying Official will fill out an Enrollment Verification Form and submit it to the Department of Veterans Affairs on the student's behalf. The claim will be handled by the Buffalo Regional Processing Office.

Application

Submit the appropriate application form listed below to the VA.

VETERANS/SERVICEPERSONS/RESERVISTS

Submit VA Form 22-1990, Application for Education Benefits, if you are a veteran, serviceperson, or reservist and are applying for the first time.

Submit VA Form 22-1995, Request for Change of Program or Place of Training, if you are a veteran, serviceperson, or reservist and you are requesting a change of program or place of training.

VETERANS' DEPENDENTS

Submit VA Form 22-5490, Application for Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and are applying for the first time.

Submit VA Form 22-5495, Request for Change of Program or Place of Training—Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and you are requesting a change of program or place of training.

DISABLED VETERANS

Submit VA Form 28-1900, Disabled Veterans Application for Vocational Rehabilitation, if you have a service-connected disability which the VA has rated at least 20 percent disabling, or 10 percent disabling if you have a serious employment handicap.

Once your eligibility for VA Benefits has been approved, you will be issued a Certificate of Eligibility showing the number of months of entitlement you have, as well as the date your eligibility expires. If possible, you should have this document in your possession prior to enrollment in the SGU MD program. You will need to supply a copy of your Certificate of Eligibility to the Office of Financial Aid in order for a VA enrollment certification form (Form 22-1999) to be completed and sent to the VA on your behalf. Payment of benefit can take up to eight weeks.

For more information, please contact:

Michele Wulfken – Basic Science

St. George's University Certifying Official

mwulfken@sgu.edu

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1391

Kim Chodkowski – Clinical

St. George's University Certifying Official

kchodkow@sgu.edu

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1364

For additional information, please visit:

gibill.va.gov/

gibill.va.gov/Vet_Info/OS_TrngV.htm

todaysgibill.org/

DUAL DVM/MPH, DVM/MBA, AND DVM/MSC DEGREE PROGRAMS

Scholarships

For more information regarding scholarships available for the School of Graduate Studies, please contact the Office of Financial Aid.

Private Education Loans for the Dual DVM/MPH or DVM/MSc Degree Programs

Private educational loans may be available to US students. Students who qualify for private loans may be able to use these loans to fund the full cost for the MPH or MSc portion of their education. These private loan programs are credit-based and offered only to students who meet the credit requirements determined by the lender. Students may be required to have a cosigner for these loans. Repayment begins after graduation or withdrawal from the University.

Applications for private loans are completed by the applicant and certified by the Office of Financial Aid. The Office of Financial Aid also provides counseling services to our students to help them understand the eligibility requirements, terms, and conditions of these loans.

For further information about our financial aid counseling services and alternate loan programs, contact the Office of Financial Aid.

Further information about credit services and alternate loan programs is available on the University website at sgu.edu/academic-programs/school-of-veterinary-medicine/scholarships-financial-aid/#loans.

IMPORTANT DATES FOR ENTERING STUDENTS 2021–2022

Basic Veterinary Medical Sciences

AUGUST 2021

- July 26–Aug 8 Mandatory Academic Orientation (Freshman only)—self-paced orientation course site
 - August 1 Emancipation Day
 - August 2 Holiday Observance—Emancipation Day
 - August 3 Registration Check-in—ALL Students
 - August 9–15 Mandatory Academic Orientation (Freshman only)—in-person on the Grenada campus
 - August 16 Classes begin (All Programs)
 - August 16–17 Resit/Completion Examination—
Terms 1–5
 - August 17 Late Registration Check-in Period Begins All Terms
 - August 23 Late Registration Check-in Period Ends for ALL TERMS—5 pm
- NO REGISTRATION CHECK-IN AFTER THIS DAY**
- TBA Family Weekend
 - TBA White Coat Ceremony
 - October 25 Holiday—Grenada Thanksgiving
 - October 26 Last day to enter the IAP All Terms—5 pm
 - December 6 First Day of Examinations for Terms All Terms
 - December 10 Last Day of Examinations for ALL Terms
 - December 16 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—ALL Terms

JANUARY 2022

- January 7 Registration Check-in—ALL Students
 - January 10 Classes Begin – Term 6 ONLY
 - January 10 & 11 Resit/Completion Examination – Term 5
 - January 11 Late Registration Check-in Period Begins—Term 6 ONLY
- NO REGISTRATION CHECK-IN AFTER THIS DAY**
- TBA Mandatory Academic Orientation (Freshman only)
 - January 17 Classes Begin—Terms 1–5
 - January 17 Late Registration Check-in Period Ends —Term 6 at 5 pm
- NO REGISTRATION CHECK-IN AFTER THIS DAY**
- January 17 & 18 Resit/Completion Examination—Terms 1–4
 - January 18 Late Registration Check-in Period Begins—Terms 1–5
 - January 24 Late Registration Check-in Period Ends—Terms 1–5 at 5 pm
- NO REGISTRATION CHECK-IN AFTER THIS DAY**

Dates are subject to change

JANUARY 2022 CONTINUED

| | |
|------------|---|
| TBA | Family Weekend |
| TBA | White Coat Ceremony |
| February 7 | Holiday—Independence Day |
| March 21 | Last day to enter the IAP—Term 6 ONLY |
| March 28 | Last day to enter the IAP—Terms 1–5 at 5 pm |
| April 15 | Holiday—Good Friday |
| April 18 | Holiday—Holy Monday |
| April 25 | First Day of Examinations for Term 6 |
| May 1 | Labor Day |
| May 2 | Holiday Observance—Labor Day |
| May 3 | First Day of Examinations for Terms 1–4 |
| May 6 | First Day of Examinations for Term 5 |
| May 6 | Last Day of Examinations for Term 6 ONLY |
| May 12 | Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—Term 6 ONLY |
| May 13 | Last Day of Examinations for Terms 1–5 |
| May 19 | Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—Terms 1–5 |
| June 6 | Holiday—Whit Monday |
| June 16 | Holiday—Corpus Christi |

AUGUST 2022

| | |
|----------------|--|
| TBA | Graduation Diploma Date (no ceremony) |
| August 1 | Holiday—Emancipation Day |
| August 5 | Registration Check-in—ALL Terms |
| August 8 | Holiday—Grenada Carnival Whole Day |
| August 9 | Holiday—Grenada Carnival Half Day |
| TBA | Mandatory Academic Orientation (Freshman only) |
| TBA | Graduation Diploma Date (no ceremony) |
| August 15 | Classes Begin—ALL Terms |
| August 15 & 16 | Resit/Completion Examination—Terms 1–5 |
| August 22 | Late Registration Check-in Period Ends—Terms 1–6 at 5 pm |

NO REGISTRATION CHECK-IN AFTER THIS DAY

| | |
|-------------|---|
| TBA | Family Weekend |
| TBA | White Coat Ceremony |
| December 5 | First Day of Examinations for Terms All Terms |
| December 9 | Last Day of Examinations for All Terms |
| December 15 | Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—ALL Terms |

Preveterinary Medical Sciences and Foundation to Veterinary Medicine Program

AUGUST 2021

- July 26–Aug 8 Mandatory Academic Orientation (Freshman only)—self-paced orientation course site
- August 1 Emancipation Day
- August 2 Holiday Observance—Emancipation Day
- August 3 Registration Check-in—ALL Students
- August 9–5 Mandatory Academic Orientation (Freshman only)—in-person on the Grenada campus
- August 16 Classes begin (All Programs)
- August 17 Late Registration Check-in Period Begins
- August 23 Last day to Add/Drop a course (PVet Year 1 and 2)—5 pm
- August 23 Late Registration Check-in Period Ends—5 pm

NO REGISTRATION CHECK-IN AFTER THIS DAY

- TBA Family Weekend
- October 4–8 Midterm week
- October 25 Holiday—Grenada Thanksgiving
- October 29 Last Day to Withdraw from a Course (PVet Year 1 and 2)—5 pm
- November 1–5 and 8–12 Course Selection for Pre-Registration for January 2022
- December 3 Last day of course examinations (All Programs)
- December 6–7 PVSCE Examination—PVet
- December 7 PVSCE Examination—FTV
- December 9–10 Completion Examinations
- December 10 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—FTV
- December 13 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—PVet

JANUARY 2022

- January 7 Registration Check-in—ALL Students
- TBA Mandatory Academic Orientation (Freshman only)
- January 17 Classes Begin
- January 18 Late Registration Check-in Period Begins
- January 24 Last day to Add/Drop a course—5 pm (PVet Year 1 and 2)
- January 24 Late Registration Check-in Period Ends—5 pm

NO REGISTRATION CHECK-IN AFTER THIS DAY

- TBA Family Weekend
- February 7 Holiday—Independence Day
- March 7–11 Midterm Week
- April 1 Last Day to Withdraw from a Course—5 pm (PVet Year 1 and 2)
- April 11–14, 19–22, 25–26 Course Selection for Pre-Registration for August 2022
- April 15 Holiday—Good Friday

Dates are subject to change

JANUARY 2022 CONTINUED

- April 18 Holiday—Holy Monday
- May 1 Labor Day
- May 2 Holiday Observance—Labor Day
- May 6 Last day of course examinations—All Programs
- May 9 & 10 PVSCE Examination—PVet
- May 10 PVSCE Examination—FTV
- May 12 & 13 Completion Examination
- May 13 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—FTV
- May 14 Graduation Ceremony
- May 16 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—PVet
- June 6 Holiday—Whit Monday
- June 16 Holiday—Corpus Christi

AUGUST 2022

- August 1 Holiday—Emancipation Day
- August 5 Registration Check-in—ALL Students
- August 8 Holiday—Grenada Carnival Whole Day
- August 9 Holiday—Grenada Carnival Half Day
- TBA Mandatory Academic Orientation (Freshman only)
- August 15 Classes Begin
- August 22 Late Registration Check-in Period Ends—5pm
- NO REGISTRATION CHECK-IN AFTER THIS DAY**
- TBA Family Weekend
- October 3–7 Midterm Week
- December 2 Last day of course examinations—All Programs
- December 5–6 PVSCE Examination—PVet
- December 6 PVSCE Examination—FTV
- December 8–9 Completion Examination
- December 9 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—FTV
- December 12 Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)—PVet

ADMINISTRATION AND FACULTY

OFFICERS OF THE UNIVERSITY

CHARLES R. MODICA, JD
Chancellor

PATRICK F. ADAMS
Secretary

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Associate Professor of Pharmacology

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Director of Research

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Steve Babiak
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Diane Beltrani
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Gary Belotzerkovsky
Vice President, Clinical Education Operations
University Registrar

Martha Preddie, MLIS
Director, University Library Services

Sara Rabie, PhD
Chair of the Department of Educational Services
Director of Student Support and Development

Colin Dowe
Associate Dean of Admission

Nadine Baksh, MA
Senior Associate Registrar, Campus Operations and Initiatives

Anthia Parke
Executive Administration for Senior Leadership

Ann-Marie Palmer
Executive Assistant to the Provost

Indeira Persaud, PhD
Associate Dean of Students

Tarlisha Noel, MA
Assistant Dean of Students

David Twum-Barimah
Assistant Dean of Students

Andrea Noel-Victor, MPH
Judicial Affairs Officer

Andrea Blair, MEd

Director of Student Accessibility and Accommodation Service

Claire Purcell

Director of University Campus Life

UNIVERSITY HEALTH SERVICES

Barbara Landon, PsyD

Director, Psychological Services Center

Katherine Bourne-Yearwood, MBBS

Director, University Health Services

UNIVERSITY COMMITTEES

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SGU Leadership

University Senate

Advisory Management Committee

Board of Admission

Financial Aid Committee

Library Panel

Research and Scholarly Activities

Student Assessment Program Evaluation Sub-Committee

Non Academic Affairs Committee

Committee for Technology-Based Teaching and Learning

SCHOOL OF VETERINARY MEDICINE

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Professor of Theriogenology

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Assistant Dean, Academics

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Associate Dean, Graduate Studies

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Instructor/Coordinator of Curriculum and Student Assessment

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Assistant Dean of 4th Year Clinical Training

Austin Kirwan, BVSc, MRCVS

Assistant Dean for UK Clinical Affairs

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Medical Director, Small Animal Clinic

Anatomy, Physiology, and Pharmacology Department

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Professor

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Professor

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Professor

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Assistant Professor

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Instructor

Rhea St.Louis, BSc, DVM

Instructor

Crissy-Ann Harrylal, BSc, DVM

Instructor

COOPERATING FACULTY MEMBERS

Justina Aire, BED, MED, PhD
Cooperating Faculty Member, Pre-Veterinary Program/
Leadership Programs

Marios Loukas, MD, PhD
Cooperating Faculty Member, Research and Anatomy

Randall Waechter, BBA, PhD
Cooperating Faculty Member, Bee Research

Pathobiology Department

FACULTY

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Ray Kaplan, DVM, PhD, Dipl. EVPC, Dipl. ACVM
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Rohini Roopnarine, DVM, MPhil, EdD, MRCVS
Professor,

Dawn Seddon, BVSc, MSc, Dipl. ACVP
Professor (.75 FTE)

Alfred Chikweto, BVetMed, MSc, PhD
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Josephine Azikuru Afema, BVM, MPVM, PhD
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Andy Alhassan, DVM, MS, PhD
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Sharianne Suepaul, DVM, PhD
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Bhumika Sharma, BS, MSc, PhD
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Camille Coomansingh, BS, MS
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Jonnell Edwards, BSc
Demonstrator III

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Cooperating Faculty Member, Bioethics and Graduate Studies

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Cooperating Faculty Member, Marine Medicine

Stephen Nimrod, PhD
Cooperating Faculty Member, Marine Medicine

Trevor Noel, PhD
Cooperating Faculty Member, Comparative Research

Andrew Sobering, PhD
Cooperating Faculty Member, Genetics

Paul Fields, PhD
Cooperating Faculty Member, Biostatistics

ADJUNCT PROFESSORS

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Adjunct Professor, Graduate Studies

James Ellis, PhD
Adjunct Professor, Honeybee Research

Jeffrey Pettis, BS, MS, PhD
Adjunct Professor, Honeybee Research

Ernesto Guzman, DVM, MS, PhD
Adjunct Professor, Honeybee Research

Denis Vanengelsdorp, BS, MS, PhD
Adjunct Professor, Honeybee Research

Richard Linnehan, DVM
Marine Medicine

John Lumsden, DVM, MS, PhD, DACVP
Marine Medicine

VISITING PROFESSORS

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Gerald Johnson, DVM, MVSc
Professor, Fish Diseases, Atlantic Veterinary College

Daniel Johnson, DVM, Dipl. ABVPc
Avian & Exotic Animal Care

Large Animal Medicine and Surgery Department

FACULTY

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Professor

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Inga Emma Karasek, BS, DVM
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Firdous Khan, BVSc, MVSc, Dipl. ACT
Associate Professor

Bowen Louison, DVM
Associate Professor (.50 FTE)

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Animal Practice)
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Jaelene Haynes, DVM
Instructor

Nyoni Winchester, MS, DVM
Instructor

Afroza Khanam, BSc, MSc, PhD
Instructor

Small Animal Medicine and Surgery Department

FACULTY

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Adria Rodriguez, DVM, MSc, CVA, CVCH, MS, TCVM
Associate Professor

Talia Guttin, DVM, DACVIM, MEd
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Flavia Restitutti, DVM, PhD
Associate Professor

Keith Kalasi, BS, DVM
Assistant Professor

Mercedes Miccio, DVM
Assistant Professor,

Emily Turrito, BS, DVM
Assistant Professor

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