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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STAY CONNECTED WITH SGU

What’s the latest news at SGU? Find out by visiting us on social media, including Facebook, Twitter, YouTube, Google Plus, Instagram, and LinkedIn. Like us, follow us, +1 us, and subscribe to stay up-to-date on everything SGU.

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.
Since 1976, St. George’s University has been educating students from around the world. The first truly international center of medical education, globalism has been at the core of our curriculum since the beginning. With the creation of the Doctor of Veterinary Medicine program, established in 1999 and accredited by the American Veterinary Medical Association Council on Education (AVMA COE) in 2011, and embracing the concept of One World, One Health, One Medicine, the University has had an opportunity to more deeply integrate this mission into our standards for academic excellence.

St. George’s has always developed programs that look to the future of the world to meet rapidly developing needs. As we become more globally connected, the business of health care and a renewed commitment to the public health requires the training of veterinarians to meet these needs. SGU’s DVM students have the unique opportunity to become leaders in their chosen field and to stand out from their peers with the addition of an MBA or CEPH-accredited MPH degree to their DVM.

The combination of our dual degree programs, along with a campus that boasts students and faculty from over 140 countries, has created an academic environment that leads to our graduates being better suited than most to meet the needs of a diverse patient population. SGU’s veterinary
graduates also apply the knowledge and skills learned here across a wide variety of veterinary medical fields. They run private practices, serve as head veterinarians at large zoos, teach veterinary medicine at prestigious universities, and work with their medicine counterparts on zoonotic diseases.

St. George’s has a long history of academic success across its programs. We seek the best and brightest students who are dedicated to their chosen profession. Our campus is beautiful and we provide students with modern technology and learning resources to help them meet their goals.

But don’t take my word for it. Come to Grenada, visit our campus, and see for yourself. If you apply and ultimately matriculate, we will reimburse you for your trip. I hope you plan a visit as you consider your future.

Charles R. Modica, Chancellor
UNIQUE INTERNATIONAL EDUCATION

- Bringing together students, graduates, and faculty from more than 140 countries in a conscious effort to create and maintain a unique international education.

- SGU’s Department of Public Health and Preventive Medicine has been designated as a World Health Organization (WHO) Collaborating Center on Environmental and Occupational Health, the first of its kind in the Caribbean.

- $250 million USD, magnificent, purpose-built campus filled with state-of-the-art lecture halls, laboratories, and study space.

- St. George’s University’s Department of Educational Services is dedicated to teaching students how to learn and teachers how to teach. This unique and highly effective faculty is an important component of our student and graduate success.
• St. George’s University School of Veterinary Medicine Doctor of Veterinary Medicine (DVM) program earned full accreditation in September 2011 from the American Veterinary Medical Association Council on Education (AVMA COE).

• 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 23 US veterinary schools, two Canadian schools, two UK veterinary programs, as well as one each in Ireland and Australia, 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 90 percent pass rate on the North American Veterinary Licensing Examination (NAVLE) in 2015–2016.
• The faculty is highly qualified, dedicated to teaching, and committed to learning and utilizing the best teaching techniques of the 21st century.

• SGU students in the School of Veterinary Medicine benefit from unparalleled personal attention with a 6-to-1 student-to-faculty ratio.

• Faculty members are drawn to SGU from schools in the United States, Canada, the United Kingdom, and around the world to help others learn what it is to be a veterinarian and a scholar while pursuing lifelong knowledge themselves.
DUAL DEGREE PROGRAMS FOR MEDICAL LEADERSHIP

• St. George’s dual degree students are trained to think beyond the individual patient into the community, large and small, and learn skills that are necessary for health care in the 21st century.

• Students can become medical leaders in their communities with dual degree opportunities, combining the DVM degree with a Master of Public Health or Master of Business Administration degree.

• Dual DVM/MSc degree opportunities are available in specialties such as marine biology, parasitology, wildlife conservation and environmental sciences.
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 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.
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.

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.

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 Committee on Admission 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 Science/Doctor of Veterinary Medicine 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 29 schools of veterinary medicine. Twenty-four 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, and one is in Australia. 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.
“I give tremendous credit to the professors and mentors throughout my training for giving me a foundation to build a successful career.”

Brian Butler, MPH ’04, DVM ’05

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 220</td>
<td>General Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Biology and Diversity of Life</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHEM 122/123</td>
<td>General Chemistry I/General Chemistry I Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td>CHEM 124/125</td>
<td>General Chemistry II/General Chemistry II Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td>COMP 111</td>
<td>Computer Concepts &amp; Applications</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ENGL 211 or 212</td>
<td>College English I or College English II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MATH 120</td>
<td>College Mathematics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities Elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 1/2**

**31 credits**

---

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 211</td>
<td>Conservation and the Environment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BIOL 217</td>
<td>Grenada Wildlife and Habitats</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHYS 201</td>
<td>General Physics I</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>Public Speaking</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 222/223</td>
<td>Organic Chemistry I/ Organic Chemistry I Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHYS 201/202</td>
<td>General Physics I/ General Physics II</td>
<td>4 cr.</td>
</tr>
<tr>
<td></td>
<td>Arts and Humanities Elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 1/2**

**31 credits**

---

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 303</td>
<td>Biomedical Anatomy</td>
<td>4 cr.</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Genetics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BIOL 321/331</td>
<td>Molecular Biology/Molecular Biology Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td>BIOL 344</td>
<td>Cell &amp; Developmental Biology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>Microbiology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>CHEM 450</td>
<td>Biochemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 451</td>
<td>Biochemistry Lab</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PMED 301</td>
<td>Learning Strategy/Pre Prof Prog</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PMED 302</td>
<td>Communications for the Health Professionals I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PMED 303</td>
<td>Communications for the Health Professionals II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SSCI 412</td>
<td>Social Science and Medicine</td>
<td>3 cr.</td>
</tr>
<tr>
<td>VSCI 301</td>
<td>Introduction to Veterinary Science &amp; Medicine</td>
<td>2 cr.</td>
</tr>
<tr>
<td>VSCI 400</td>
<td>Basic Animal Physiology</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 1/2**

**37 credits**

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Course outline is subject to change

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

†Or appropriate science elective
### PROGRAM OUTLINE: VETERINARY MEDICAL PHASE OF THE DVM PROGRAM

#### BASIC VETERINARY SCIENCES

<table>
<thead>
<tr>
<th>Academic Year One</th>
<th>Academic Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td>21 credits</td>
</tr>
<tr>
<td>ANPH 501</td>
<td>5 cr.</td>
</tr>
<tr>
<td>ANPH 502</td>
<td>Animal Nutrition</td>
</tr>
<tr>
<td>ANPH 506</td>
<td>Veterinary Anatomy I</td>
</tr>
<tr>
<td>ANPH 512</td>
<td>Veterinary Physiology I</td>
</tr>
<tr>
<td>ANPH 514</td>
<td>Animal Welfare and Behavior</td>
</tr>
<tr>
<td>ANPH 516</td>
<td>Professionalism</td>
</tr>
<tr>
<td>LAMS 502</td>
<td>Veterinary Clinical Orientation</td>
</tr>
<tr>
<td>PTHB 502</td>
<td>Veterinary Research Investigator I</td>
</tr>
<tr>
<td>SAMS 501</td>
<td>Radiology I</td>
</tr>
<tr>
<td>ANPH 503</td>
<td>Veterinary Anatomy II</td>
</tr>
<tr>
<td>ANPH 504</td>
<td>Veterinary Pharmacology I</td>
</tr>
<tr>
<td>ANPH 513</td>
<td>Veterinary Physiology II</td>
</tr>
<tr>
<td>PTHB 503</td>
<td>Veterinary Bacteriology/Mycology</td>
</tr>
<tr>
<td>PTHB 512</td>
<td>Veterinary Immunology</td>
</tr>
<tr>
<td>SAMS 502</td>
<td>Radiology II</td>
</tr>
<tr>
<td>SAMS 503</td>
<td>Veterinary Research Investigator II</td>
</tr>
<tr>
<td>SAMS 515</td>
<td>Veterinary Physical Diagnosis I</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td>21 credits</td>
</tr>
<tr>
<td>ANPH 503</td>
<td>Veterinary Anatomy II</td>
</tr>
<tr>
<td>ANPH 504</td>
<td>Veterinary Pharmacology I</td>
</tr>
<tr>
<td>ANPH 513</td>
<td>Veterinary Physiology II</td>
</tr>
<tr>
<td>PTHB 503</td>
<td>Veterinary Bacteriology/Mycology</td>
</tr>
<tr>
<td>PTHB 512</td>
<td>Veterinary Immunology</td>
</tr>
<tr>
<td>SAMS 502</td>
<td>Radiology II</td>
</tr>
<tr>
<td>SAMS 503</td>
<td>Veterinary Research Investigator II</td>
</tr>
<tr>
<td>SAMS 515</td>
<td>Veterinary Physical Diagnosis I</td>
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</tbody>
</table>

#### AUGUST 2017 ENTRANTS

<table>
<thead>
<tr>
<th>Academic Year One</th>
<th>Academic Year Two</th>
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<tbody>
<tr>
<td>Aug. 21, 2018 to May. 15, 2018</td>
<td>Jan. 15, 2018 to May 11, 2018</td>
</tr>
<tr>
<td>Aug. 20, 2018 to Dec. 14, 2018</td>
<td>Jan. 15, 2018 to May 11, 2018</td>
</tr>
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Calendar is subject to change.
VETERINARY MEDICAL PROGRAM OUTLINE (continued)

BASIC VETERINARY SCIENCES (CONTINUED)

Academic Year Three

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>22 credits</th>
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<tbody>
<tr>
<td>LAMS 516</td>
<td>Large Animal Surgery</td>
</tr>
<tr>
<td>LAMS 519</td>
<td>Theriogenology</td>
</tr>
<tr>
<td>SAMS 513</td>
<td>Diagnostic Imaging</td>
</tr>
<tr>
<td>SAMS 518</td>
<td>Small Animal Surgery</td>
</tr>
<tr>
<td>SAMS 522</td>
<td>Small Animal Medicine I</td>
</tr>
<tr>
<td>SAMS 526</td>
<td>Introduction to Clinical Practice</td>
</tr>
<tr>
<td>SAMS 527</td>
<td>Junior Surgery and Anesthesiology Laboratory</td>
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</table>

<table>
<thead>
<tr>
<th>TERM 6</th>
<th>21 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANPH 520</td>
<td>Veterinary Toxicology</td>
</tr>
<tr>
<td>LAMS 505</td>
<td>Equine Internal Medicine</td>
</tr>
<tr>
<td>LAMS 515</td>
<td>Food Animal Internal Medicine</td>
</tr>
<tr>
<td>LAMS 529</td>
<td>Ambulatory Services</td>
</tr>
<tr>
<td>LAMS 533</td>
<td>Professional Veterinary Development</td>
</tr>
<tr>
<td>PTHB 531</td>
<td>Laboratory Diagnostics</td>
</tr>
<tr>
<td>SAMS 524</td>
<td>Small Animal Medicine II</td>
</tr>
<tr>
<td>SAMS 528</td>
<td>Small Animal Clinical Services</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SELECTIVES (ANY 2)</th>
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<tbody>
<tr>
<td>LAMS 537</td>
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<tr>
<td>PTHB 533</td>
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<td>PTHB 535</td>
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<tr>
<td>PTHB 537</td>
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<tr>
<td>SAMS 531</td>
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<tr>
<td>SAMS 535</td>
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<tr>
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</tbody>
</table>

AUGUST 2016 ENTRANTS

Aug. 20, 2018 to Dec. 14, 2018

Jan. 14, 2019 to May 10, 2019
“It’s important to always get the most out of every experience that you have. As much as the academic part of it, going to St. George’s was great because you were exposed to different people and cultures.”

Danielle Pugliese, DVM ’03
GRADUATE DEGREE PROGRAMS

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; Animal Product, Processing, Entrepreneurship, and Food Safety (APPES); Bacteriology; Small Animal Clinical Science; Clinical Pathology; Marine Medicine; Parasitology; Pharmacology; Virology; and Wildlife Conservation Medicine

Dual Degrees

- DVM/Master of Science (DVM/MSc)
  Anatomical Pathology, Anatomy, Bacteriology, Clinical Pathology, Marine Medicine, Parasitology, Pharmacology, Virology, and Wildlife Conservation Medicine

- DVM/Master of Public Health (DVM/MPH)
  Veterinary Public Health

- DVM/Master of Business Administration (DVM/MBA)
  Multi-Sector Health Management

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.
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

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.

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; animal product processing, entrepreneurship and food safety (APPES); bacteriology; marine medicine; morphological and clinical pathology; parasitology; pharmacology; virology; or wildlife conservation 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.
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 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.

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.

Animal Product Processing, Entrepreneurship and Food Safety (APPES)
Food and animal products play a major role in the lives of humans, and minimizing the public health risks associated with animal handling and distribution processes are of paramount concern. Recently, due to an inability to meet international standards, many developing countries have seen their market share of animal products drop sharply. Some developing countries are seen as “incubators” of many animal diseases which pose a risk to public health and global trade.

The School of Veterinary Medicine at St. George’s University recognizes these challenges and has developed this unique, innovative, demand-driven, multidisciplinary master’s degree to produce graduates who can provide practical solutions to the animal sector and society at large. The APPES curriculum is intended to equip students with competences in livestock economics, vocationalization, entrepreneurship, processing, food safety, value chain addition, and international trade policies related to but not limited to milk, beef, poultry, fish and honey.

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.

Marine Medicine
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.
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.

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 Conservation 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, marine medicine, parasitology, pharmacology, virology, and wildlife conservation medicine.
## MASTER OF SCIENCE PROGRAM

### PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Thesis Work</th>
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<tbody>
<tr>
<td>IDGS 900</td>
<td>Seminar Participation 1 cr.</td>
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<tr>
<td>IDGS 901</td>
<td>Project Proposal Seminar 1 cr.</td>
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<tr>
<td>IDGS 902</td>
<td>Written Project Proposal 2 cr.</td>
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<tr>
<td>IDGS 903</td>
<td>Master’s Degree Thesis 15 cr.</td>
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<tr>
<td>IDGS 904</td>
<td>Thesis Seminar 2 cr.</td>
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<td>IDGS 905</td>
<td>Thesis Defense 1 cr.</td>
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<table>
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<tr>
<th>Basic Courses</th>
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<tr>
<td>BIO 803</td>
<td>Scientific Ethics: Responsible Conduct of Research 1 cr.</td>
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<tr>
<td>IDGS 807</td>
<td>Research Design and Biostatistics 3 cr.</td>
</tr>
<tr>
<td>MPTH 825</td>
<td>Scientific Text Organization and Presentation 2 cr.</td>
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<table>
<thead>
<tr>
<th>Major-Required Courses*</th>
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<tbody>
<tr>
<td>VSGP 842</td>
<td>Advanced Necropsy Training 2 cr.</td>
</tr>
<tr>
<td>VSGP 843</td>
<td>Pathology of Important Emerging and Exotic Diseases of Livestock and Poultry 3 cr.</td>
</tr>
<tr>
<td>VSGP 844</td>
<td>Advanced Molecular Techniques 3 cr.</td>
</tr>
<tr>
<td>VSGP 845</td>
<td>Special Topics in Veterinary Pathology 1 cr.</td>
</tr>
<tr>
<td>VSGP 846</td>
<td>Veterinary Neuropathology 2 cr.</td>
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<tr>
<td>VSGP 847</td>
<td>Pathology of Laboratory Animal Diseases 2 cr.</td>
</tr>
<tr>
<td>VSGP 848</td>
<td>Cellular Response to Injury/Stimuli 2 cr.</td>
</tr>
</tbody>
</table>

**ANATOMICAL PATHOLOGY**

| 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 2 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. |

**ANATOMY**

| 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. |

**BACTERIOLOGY**

| VSGP 842 | Advanced Necropsy Techniques 2 cr. |
| VSGP 844 | Advanced Molecular Techniques 3 cr. |
| VSGP 848 | Cellular Response to Injury/Stimuli 2 cr. |
| VSGP XXX | Diagnostic Cytology of Skin Masses and Internal Organs 1 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. |

*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.*
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.

### MAJOR-REQUIRED COURSES*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MARINE MEDICINE</td>
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<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
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<tr>
<td>PUBH 807</td>
<td>Environmental Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>VSGP 807</td>
<td>Wildlife Parasitology</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 827</td>
<td>Diseases of North American Wildlife, Part 1</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 828</td>
<td>Diseases of North American Wildlife, Part 2</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 829</td>
<td>Fish Medicine and Surgery</td>
<td>1 cr.</td>
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<tr>
<td>VSGP 831</td>
<td>Histopathology of Fish</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 832</td>
<td>Systemic Pathology of Fish</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 8XX</td>
<td>Pathology of Emerging and Exotic Diseases</td>
<td>2 cr.</td>
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<td>PARASITOLOGY</td>
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<tr>
<td>PTHB 534</td>
<td>Problem-Solving in Veterinary Parasitology</td>
<td>1 cr.</td>
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<tr>
<td>VSGP 802</td>
<td>Clinical Parasitology</td>
<td>2 cr.</td>
</tr>
<tr>
<td>VSGP 807</td>
<td>Wildlife Parasitology</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 830</td>
<td>Large Animal Clinical Parasitology</td>
<td>2 cr.</td>
</tr>
<tr>
<td>VSGP 844</td>
<td>Advanced Molecular Techniques</td>
<td>3 cr.</td>
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<td>PHARMACOLOGY</td>
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<tr>
<td>MPTH 811</td>
<td>Advanced Pathogenic Microbiology</td>
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<td>MPTH 819</td>
<td>Medicinal Plants</td>
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<td>MPTH 822</td>
<td>Medical Biofilms</td>
<td>1 cr.</td>
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<tr>
<td>VSGP 812</td>
<td>Practical Applications of Molecular Assays</td>
<td>2 cr.</td>
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<tr>
<td>VSGP 823</td>
<td>Diagnostic Bacteriology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>VSGP 849</td>
<td>Special Projects in Veterinary Pharmacology</td>
<td>2 cr.</td>
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<td>VSGP 850</td>
<td>Molecular and Cellular Pharmacology</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP 851</td>
<td>Advanced Pharmacology of Autonomic Nervous System</td>
<td>1 cr.</td>
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<tr>
<td>VIROLOGY</td>
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<tr>
<td>VSGP 843</td>
<td>Important Emerging and Exotic Viral Diseases of Livestock and Poultry</td>
<td>3 cr.</td>
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<tr>
<td>VSGP 844</td>
<td>Advanced Molecular Techniques</td>
<td>3 cr.</td>
</tr>
<tr>
<td>VSGP 847</td>
<td>Pathology of Laboratory Animal Diseases</td>
<td>2 cr.</td>
</tr>
<tr>
<td>VSGP XXX</td>
<td>Advanced Topics in Veterinary Virology</td>
<td>1 cr.</td>
</tr>
<tr>
<td>VSGP XXX</td>
<td>Diagnostic Virology</td>
<td>2 cr.</td>
</tr>
<tr>
<td>VSGP XXX</td>
<td>Host and Virus Relationship</td>
<td>1 cr.</td>
</tr>
<tr>
<td>WILDLIFE CONSERVATION MEDICINE</td>
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<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
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<td>VSGP 807</td>
<td>Wildlife Parasitology</td>
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<tr>
<td>VSGP 814</td>
<td>Introduction to Conservation Medicine</td>
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<tr>
<td>VSGP 818</td>
<td>Wildlife Health and Diseases</td>
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<tr>
<td>VSGP 821</td>
<td>Reptile and Amphibian Medicine and Surgery</td>
<td>2 cr.</td>
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<tr>
<td>VSGP 827</td>
<td>Diseases of North American Wildlife, Part 1</td>
<td>1 cr.</td>
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<tr>
<td>VSGP 828</td>
<td>Diseases of North American Wildlife, Part 2</td>
<td>1 cr.</td>
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<tr>
<td>VSGP 829</td>
<td>Fish Medicine and Surgery</td>
<td>2 cr.</td>
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<td>VSGP 838</td>
<td>Wildlife Casualties</td>
<td>1 cr.</td>
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<tr>
<td>VSGP 844</td>
<td>Advanced Molecular Techniques</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>
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 wonderful thing about SGU is that you are truly learning from a global perspective. This translates to endless professional opportunities. With a dual degree, job opportunities are expanded and fundamental knowledge is reinforced. There is a natural balance between public health and veterinary medicine.”

Rachel Halbert, MPH ’09, DVM ’11

“SGU is offering a unique opportunity for its graduates to set themselves apart from professionals in the field, giving them the upper hand when it comes to choosing a position with any employer—whether academic, non-profit, or private.”

Heather Douglas, DVM ’09, MBA ’11
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 31 credits to acquire a firm foundation in public health, in conjunction with the veterinary medical program. The Veterinary Public Health Track accepts 11 credits from the preclinical DVM course sequence. These courses are supplemented by 31 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, marine medicine, morphological and clinical pathology, parasitology, pharmacology, virology, or wildlife conservation 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
- **6 credits**
  - PUBH 889 Practicum in Public Health 3 cr.
  - PUBH 893 Capstone Seminar (Paper and Presentation) Letter Grade 3 cr.

### Seminar Series
- **1 credit**
  - PUBH 855 Community Medicine Seminar Series 1 cr.

### DVM Courses
- **11 credits**
  - ANPH 514 Animal Welfare and Behavior 1 cr.
  - PTHB 503 Bacteriology/Mycology 4 cr.
  - PTHB 505 Veterinary Parasitology 4 cr.
  - PTHB 510 Veterinary Public Health 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 2016 ENTRANTS

<table>
<thead>
<tr>
<th>DVM COURSES</th>
<th>MPH COURSES</th>
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<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>PUBH 803</strong> Principles of Epidemiology 3 cr.</td>
</tr>
<tr>
<td><em>Fall</em></td>
<td><strong>PUBH 804</strong> Principles of Biostatistics 3 cr.</td>
</tr>
<tr>
<td>DVM Term 1 courses</td>
<td><strong>PUBH 805</strong> Health Policy and Management 3 cr.</td>
</tr>
<tr>
<td>21 cr.</td>
<td><strong>PUBH 807</strong> Principles of Environmental Health 3 cr.</td>
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<tr>
<td><strong>TERM 2</strong></td>
<td><strong>PUBH 831</strong> Concepts, Practice, and Leadership of Public Health 3 cr.</td>
</tr>
<tr>
<td><em>Spring</em></td>
<td><strong>TERM 3</strong></td>
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<tr>
<td>DVM Term 2 courses</td>
<td><strong>PUBH 806</strong> Social and Behavioral Aspects of Public Health 3 cr.</td>
</tr>
<tr>
<td>20 cr.</td>
<td><strong>PUBH 832</strong> Research Methods and Ethics 3 cr.</td>
</tr>
<tr>
<td><strong>TERM 4</strong></td>
<td><strong>PUBH 8XX</strong> One Elective 3 cr.</td>
</tr>
<tr>
<td><em>Fall</em></td>
<td><strong>PUBH 855</strong> Community Medicine Seminar Series 1 cr.</td>
</tr>
<tr>
<td>DVM Term 3 courses</td>
<td><strong>TERM 5</strong></td>
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<tr>
<td>21 cr.</td>
<td><strong>TERM 6</strong></td>
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<tr>
<td>DVM Term 4 courses</td>
<td><strong>PUBH 893</strong> Capstone Seminar 3 cr.</td>
</tr>
<tr>
<td>20 cr.</td>
<td><strong>TERM 7</strong></td>
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<tr>
<td>DVM Term 5 courses</td>
<td><strong>TERM 8</strong></td>
</tr>
<tr>
<td>22 cr.</td>
<td><strong>PUBH 889</strong> Practicum in Public Health 3 cr.</td>
</tr>
<tr>
<td><strong>TERM 9</strong></td>
<td><strong>TERM 9</strong></td>
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<tr>
<td><em>Fall</em></td>
<td><strong>TOTAL MPH CREDITS</strong> 31 cr.</td>
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<tr>
<td>DVM Term 6 courses</td>
<td><strong>TOTAL DVM CREDITS</strong> 125 cr.</td>
</tr>
<tr>
<td>21 cr.</td>
<td><strong>TOTAL MD CREDITS TOWARD MSC</strong> 11 cr.3</td>
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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.
### DVM/Master of Public Health

**Course Outline: January 2017 Entrants**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td>PUBH 803: Principles of Epidemiology</td>
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</tr>
<tr>
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<td>PUBH 804: Principles of Biostatistics</td>
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<td></td>
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<tr>
<td></td>
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<tr>
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<td>PUBH 807: Concepts, Practice, and Leadership of Public Health</td>
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</tr>
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<td>PUBH 806: Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
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<td></td>
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<tr>
<td></td>
<td>PUBH 855: Community Medicine Seminar Series</td>
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</table>

- **DVM Term 1 courses**: 21 cr.
- **DVM Term 2 courses**: 20 cr.
- **DVM Term 3 courses**: 21 cr.
- **DVM Term 4 courses**: 20 cr.
- **DVM Term 5 courses**: 22 cr.
- **DVM Term 6 courses**: 21 cr.

**TOTAL DVM CREDITS**: 125 cr.

- **TOTAL MPH CREDITS**: 31 cr.

### MPH Courses

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- **TOTAL MPH CREDITS**: 31 cr.
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 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

Prec Veterinary 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. However, we will also explore some case studies of recent plant and invertebrate 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 we are about to lose. We will also be exploring ecological, educational, philosophical, economic and cultural values that affect human perceptions of conservation and extinction.

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. An additional goal of the course is to introduce students to some of the methods by which scientists gather information about the living world.

BIOL 217
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
General Biology is specifically for students in the preprofessional programs. These courses aim to explain the role of macromolecules in the organization of cells and the compartmentalization of metabolic reactions, as well as the role of the cell cycle with regard to inheritance.

BIOL 303
Biomedical Anatomy
Students will learn the anatomical position, anatomical terms, anatomical planes, and anatomical regions pertaining to the dog.

BIOL 320
Genetics
This course is designed to introduce undergraduate students in the preprofessional programs to the principles of classical, molecular, and population genetics. It will summarize one of the most dynamic and productive areas of modern biology by providing a historical background of our knowledge of heredity and a review of advances in our knowledge of gene structure and function. Students are expected to develop problem-solving skills in the course of their study. Testing will emphasize the use of problem-based questions in which students must apply principles learned in lecture to novel situations. The application of genetic principles to medicine (human and veterinary) will be emphasized throughout the course.

BIOL 321/BIOL 331
Molecular Biology/Molecular Biology Laboratory
This course is designed to help students to 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, and biochemistry will be assumed. The goal of the accompanying laboratory sessions is to help students...
develop an understanding of the study of molecular biology in the laboratory, develop an understanding of the technical limitations and potential errors that can be encountered in the laboratory, develop an understanding of the scientific method and the source of the facts studied in lecture, and develop the ability to interpret, organize, and present scientific information.

**BIOL 344**  
Cell and Developmental Biology  
The course covers topics ranging from 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 attempts to provide a general introduction into the microbial world with information on microbial physiology, growth and its control, nutrition, interactions within various ecosystems, biotechnology, and industrial aspects.

**CHEM 122/CHEM 123**  
General Chemistry I/General Chemistry I Laboratory  
A one-semester course in general chemistry for students in science-related majors and the premedical program. The course will introduce basic concepts in physical and inorganic chemistry.

**CHEM 124/CHEM 125**  
General Chemistry II/General Chemistry II Laboratory  
General Chemistry II covers topics in kinetics, equilibrium, acid-base, thermodynamics, electrochemistry, metallurgy, nonmetals, nuclear chemistry, transition elements, and organic chemistry.

**CHEM 222/CHEM 223**  
Organic Chemistry I/Organic Chemistry I Laboratory  
Organic Chemistry I covers topics including nomenclature and classification of organic molecules, structure, and reactivity of functional groups (hydrocarbons, alcohols, alkyl halides, alkadienes, and allylic systems).

**CHEM 224/CHEM 225**  
Organic Chemistry II/Organic Chemistry II Laboratory  
Organic Chemistry II is an advanced course that consists of structure and reactivity of functional groups (aromatic compounds, carbonyl compounds, carbohydrates, organ metallic compounds, carboxylic acids and their derivatives, amines, and amino acids). This course covers all the essentials needed for biochemistry.

**CHEM 450/CHEM 451**  
Biochemistry/Biochemistry Laboratory  
This course describes the structures and functions of key biological molecules (proteins, lipids, nucleic acids, and carbohydrates). It explains how the energy required by living organisms is obtained and describes how key macromolecules are synthesized and degraded.

**COMP 103**  
Presentations and Spreadsheets  
This course seeks to give students an understanding of good presentation concepts and effective problem-solving techniques using spreadsheets.

**COMP 110**  
Word Processing and Internet Use  
This course seeks to give students an understanding of word processing and responsible use of the Internet.

**COMP 111**  
COMPUTER CONCEPTS  
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 204**  
Public Speaking  
There are many occasions in professional and private life that call individuals to speak in public. This course is designed to introduce students to the fundamentals of public speaking. It will consider the importance of communication and cover speech building (including the collection and collation of material, structure, and content), speech writing, and event management.
ENGL 211
College Writing
This course will emphasize writing as a process. It relies on instruction, practice, and feedback. A range of whole group, small group, and individual activities will provide participants with the opportunity to practice and develop writing skills. Active participation is essential.

ENGL 212
College Reading
College Reading is the study and practice of reading comprehension through structure, meaning, and evaluation. This course is especially valuable for those contemplating a college career and for teachers of reading.

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 130
College Math
An introduction to mathematical modeling, overcoming quantitative illiteracy, and the development of mathematical competency are the main features of this course. The work is neatly tailored to fit the needs of students who are not mathematics majors but are taking mathematics for liberal arts purposes. The course seeks to develop and enhance problem-solving capabilities, enable students to apply simple mathematical models as a means of solving real-world problems, and make students more competent mathematically through the exercise of logic, as well as the application of mathematical concepts and problem-solving skills.

MATH 220
Statistics
This course is designed to assist students in acquiring a good intuitive grasp of statistics, specifically in terms of what it is, how and when to apply various statistical techniques, how to interpret the results, and how to draw meaningful conclusions from the data.

PHYS 201
General Physics I
This course consists basically of linear kinematics, works, 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 noncalculus course.

PMED 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.

PMED 302
Communication for Health Professions I
This course aims to develop students’ skills in locating, selecting, evaluating, and using research to answer questions, which are personally and professionally relevant. The course will help students to develop skills in reading, paraphrasing, and summarizing, and in using APA style to document sources. Students will learn to evaluate research methods and will analyze structure and writing style in research articles.

PMED 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
Introduction to Psychology covers systematic and experimental approaches to understanding human behavior and cognition. The course is an in-depth introduction to the science and profession of psychology, as it will present what is known about human nature and how it reveals general principles of the functioning of the brain, individuals, and groups.

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.

Arts and Humanities Elective
Students will select an elective from the arts and humanities courses.

Social and Behavioral Science Elective
Students will select an elective from the social and behavioral science courses.
VSCI 400
Basic Animal Physiology
This course exposes students to a variety of topics in basic animal physiology. The course aims at providing a sound foundation to facilitate entrance into the veterinary physiology courses in DVM Terms 1 and 2.

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
Veterinary 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 502
Animal Nutrition
(2 cr.) (Didactic) This course introduces students to the field of animal nutrition with emphasis on nutrients, the digestive processes, and the application of nutritional sciences to the health and well-being of various species of animals.

ANPH 506
Veterinary Anatomy I
(5 cr.) (Didactic 3 cr./Laboratory 2 cr.) The course consists of a series of lectures on the systematic gross anatomy of carnivores. These are accompanied by a series of laboratory classes that cover the dissection of the dog and also include normal, radiographic, and live anatomy.

ANPH 512
Veterinary Physiology I
(4 cr.) (Didactic) This course is designed to provide the student with a strong background in the basic physiological mechanisms and concepts of cellular, muscle, nerve, cardiovascular, renal, and respiratory physiology. It helps the student to gain a fundamental understanding of the mechanisms controlling these systems and to determine the effects of pathological conditions on organ function as they relate to veterinary medicine.

ANPH 514
Animal Welfare and Behavior
(1 cr.) (Didactic) The normal and abnormal behavior and bionomics of various domestic livestock, companion and laboratory species are examined in this course. Issues of importance to the general welfare of animals are reviewed.

ANPH 516
Professionalism
(1 cr.) (Didactic 0.33 cr./Laboratory 0.67 cr.) Through experiential learning methods, students will be exposed to the concepts of life skills such as values, attributes, aptitudes, and behaviors that are essential to their success as veterinary medical professionals. Emphasis will be placed on skills relating to teamwork, communication, and professionalism.

LAMS 502
Veterinary 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.

PTHB 502
Veterinary Research Investigator I
The concepts of Evidence Based Veterinary Medicine (EBVM), One Health Medicine, and Public health will be explored.
in this course, which is the start of a series of 4 terms of mentored research in 28 research groups. During 11 highly interactive lectures it will be shown how research translates into clinical patient care, and how clinical work relates to research. Frequently used laboratory methods will be explained, and examples from different fields of ongoing research on Campus and abroad will be given to reflect on understanding. During this course the student will work through all steps of hypothesis driven research, and practice in scientific writing.

SAMS 501
Radiology I
(1 cr.) (Didactic 0.5 cr./Laboratory 0.5 cr.) This course allows students to become acquainted with normal radiological structures, learn the physics behind the taking of a radiograph and interpretation of basic quality assessment in an X-ray. The focus of this course is small/companion animals.

YEAR 1: TERM 2 REQUIRED COURSES

ANPH 503
Veterinary 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) In this course, the principles of pharmacology, the mechanisms of action, pharmacokinetic properties, and the effects (therapeutic and adverse) produced on the various systems of the body by representative drugs belonging to each pharmacological class of drugs are presented. Species variations in pharmacodynamic activity or pharmacokinetic behavior that contribute to differences in drug dosage requirements are described, and special attention is given to unusual sensitivity of particular animal species (or breeds) to the effects produced by certain drugs. Students are presented with the requisite information for rational selection and appropriate use of drugs for therapeutic purposes in domestic animal species and other species of veterinary interest. The material is presented with an applied veterinary clinical orientation.

ANPH 513
Veterinary Physiology II
(4 cr.) (Didactic) The aim of this course is to introduce fundamental concepts of blood cellular, gastrointestinal, metabolic, endocrine, reproductive, and nervous systems of domestic animals. At the end of the course, the student has gained a basic understanding of these systems’ physiological functions in health and their interrelationships with other systems of the body. The student is able to discuss possible consequences and signs of their malfunction, and can apply this knowledge to basic cases.
**PTHB 503**
Veterinary Bacteriology/Mycology
(4 cr.) (Didactic 3 cr./Laboratory 1 cr.) The introductory part of this course deals with bacterial morphology, structure, cultivation, and general principles of diagnosis, pathogenesis, use of antimicrobial agents and disinfectants, and epidemiological concepts. Following this, bacterial and fungal pathogens of animals are covered with respect to habitat, virulence factors, pathogenesis, and effect on different animal species. Specimen collection and isolation, and control by antimicrobial drugs and biological agents also receive emphasis.

**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.) This course accentuates what students learned from the previous course (Radiology I/SAMS 501) with emphasis on normal large animal structures.

**SAMS 503**
Veterinary Research Investigator II
(1 cr.) In this course the student will be exposed to and involved in biomedical research. Students will learn to make a work plan, collect and analyse biological data, and work together in a team. Students will be provided with the opportunity to practice the presentation of data in a seminar, as well as in written format. At the end of the course each group will submit a written project proposal on E-Value.

**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 501**
Special Topics in Reptile and Amphibian Medicine
(1 cr.) (Didactic 0.67 cr./Laboratory 0.33 cr.) Students practice and master the clinical examination, disease diagnosis, and surgical/therapeutic approaches of reptiles and amphibians. Appropriate emphasis is placed on species-specific behavioral and physiological adaptations.

**ELEC 502**
Introduction to Wildlife Conservation Medicine
(1 cr.) (Didactic 0.8 cr./Laboratory 0.2 cr.) This course encompasses formal lectures, interactive sessions, and practical work with special emphasis on field and in situ investigations.

**ELEC 503**
Communication Skills in Veterinary Practice
(1 cr.) (Didactic 0.25 cr./Laboratory 0.75 cr.) In this course, the students become aware of and demonstrate communication and teamwork skills in dealing with clients, technicians, and other veterinarians. The course is taught using lectures, role modeling, videotaping, discs, and group discussions. Various scenarios are developed around problems veterinarians face in dealing with clients, technicians, and other veterinarians. Behavioral models are presented on how to handle each of these types of problems. The students are organized into groups of three. Each group has a role for the veterinarian, and either the client, technician, another veterinarian, or an observer. The students play out their roles, and the observer evaluates how well the veterinarian followed the behavioral model. The group discusses the role
playing in terms of what the veterinarian did that followed the behavioral model and what he/she could have done differently compared to the model. After some rounds of practicing, the role playing is videotaped and put on discs. The videotape and disc are analyzed by comparing the veterinarian’s role behavior to the behavioral model.

**ELEC 504**  
**Captive Wildlife Management I (Mammals)**  
(1 cr.) (Didactic 0.8 cr./Laboratory 0.2 cr.) This course introduces students to principles of captive wildlife management from the viewpoint of a veterinarian. Concepts which are essential to the successful management of wild mammals in captivity are taught in didactic lectures and interactive sessions and will include aspects of: (1) husbandry such as housing, nutrition and behavioral requirements, (2) major diseases including zoonoses, their prevention and control, and (3) principles of manual and chemical restraint and anesthesia.

**ELEC 505**  
**Captive Wildlife Management III (Birds)**  
(1 cr.) (Didactic) This course introduces students to principles of captive wildlife management from the viewpoint of a veterinarian. Concepts which are essential to the successful management of wild birds in captivity are taught in didactic lectures and interactive sessions and includes aspects of: (1) husbandry such as housing, nutrition and behavioral requirements, (2) major diseases including zoonoses, their prevention and control, and (3) principles of manual and chemical restraint and anesthesia.

**ELEC 506**  
**Practical Applications of Molecular Assays**  
(2 cr.) (Didactic 0.5 cr./Laboratory 0.5 cr.) This course provides basic information and experience in developing and utilizing standard and real-time PCR and RT PCR techniques in detection and diagnosis of infectious diseases.

**ELEC 507**  
**Study Skills for Veterinary Medical Education**  
(1 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 508**  
**Captive Wildlife Management II (reptiles)**  
(1 cr.) (Didactic) This course introduces students to principles of captive wildlife management from the viewpoint of a veterinarian. Concepts which are essential to the successful management of reptiles and amphibians in captivity are taught in didactic lectures and interactive sessions and will include aspects of: (1) husbandry such as housing, nutrition and behavioral requirements, (2) major diseases including zoonoses, their prevention and control, and (3) principles of manual and chemical restraint and anesthesia.

**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 516**  
**Client Grief in Veterinary Practice**  
(1 cr.) (Didactic) Students explore the parameters of grief
and loss as they relate to veterinary clients and their companion animals. Students build supportive skills to help clients deal with emotion and events surrounding their loss. The following topics are discussed: the human and animal bond, grief, communication skills in delivering “bad news” and how to talk with clients about terminal illness and pet death, euthanasia, pet death and children, after-care including cremation, burial, memorialization and remembering, and establishing a support system for clients, as well as veterinary hospice and understanding caring for caregivers.

ELEC 518
Special Topics in Research
(2 cr.) (Other) Students are provided an opportunity to receive course credit for work performed in specific areas of research or other related veterinary medical interest. This participation may take place within the SGUSVM research program or off-campus during the summer/winter school break alongside a veterinary researcher. Approval of the overall project as well as approval of the principle investigator/veterinarian and assignment of course credit is made by the appropriate SGU academic program director and the SGU associate dean of research.

ELEC 519
Special Topics in Research
(3 cr.) (Other) Students are provided an opportunity to receive course credit for work performed in specific areas of research or other related veterinary medical interests. This participation may take place within the SGUSVM research program or off-campus during the summer/winter school break alongside a veterinary researcher. Approval of the overall project as well as approval of the principle investigator/veterinarian and assignment of course credit is made by the appropriate SGU academic program director and the SGU associate dean of research.

ELEC 520
Special Topics in Research
(4 cr.) (Other) Students are provided an opportunity to receive course credit for work performed in specific areas of research or other related veterinary medical interest. This participation may take place within the St. George’s University School of Veterinary Medicine research program or off-campus during the summer/winter school break alongside a veterinary researcher. Approval of the overall project as well as approval of the principle investigator/veterinarian and assignment of course credit is made by the appropriate SGU academic program director and the SGU associate dean of research.

ELEC 522
Veterinary Disaster Emergency Management
(2 cr.) (Didactic 0.67 cr./Other 0.33 cr.) This course covers the background and basic training needed for veterinary responders in natural and human-made disasters. Topics covered include animal and public health in disasters; the veterinarians role in preparation response, liability, and legal issues; local, federal, and global organizations involved in disaster planning and response; decontamination; water/foodborne illnesses, pets, zoonoses; animal disease outbreaks; carcass disposal; crisis communication; human and animal bond. One-third of the course is dedicated to small-group assignments/presentations involving animal issues in disasters and recommended preparedness/responses.

ELEC 523
Special Topics in Avian Medicine and Surgery
(1 cr.) (Didactic 0.67 cr./Laboratory 0.33 cr.) Students learn general clinical and medical procedures through active participation with live animals. Surgical procedures typically used in clinical practice are presented using instructor-facilitated review and discussion of videotapes from actual clinical cases. Emphasis is placed on species-specific behavioral and physiological adaptations of birds as they relate to clinical practice.

ELEC 524
Culture and the Practice of Medicine
(1 cr.) (Didactic) This course discusses the relationship between culture, illness and disease, and the cultural environments of both biomedical and traditional healers: the ways cultural beliefs and behaviors influence the emergence, spread, incidence, prevention and control of diseases, are emphasized. Culture-specific and culture-impacted disease problems are used as examples and focus on, but are not limited to, infectious diseases that influence the practice of both human and veterinary medicine, such as Ebola, SARS, Chagas disease, and avian influenza.

ELEC 527
Special Topics in Small Mammal Medicine and Surgery
(1 cr.) (Didactic 0.67 cr./Laboratory 0.33 cr.) This course introduces fundamental concepts and methods of small
mammal medicine and surgery, emphasizing practical clinical applications through the use of interactive lecture and laboratory format. Students will perform a variety of techniques to encourage mastery of clinical examinations, disease diagnosis, and surgical/therapeutic approaches.

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.) (Didactic 0.6 cr./Laboratory-PBL 0.3 cr./Other 0.1 cr.) This course is the large animal corollary to Veterinary Physical Diagnosis I SAMS 515 and consists of expanded physical examination to include lameness and cranial nerves/neurologic examination, as well as practical lectures, hands-on laboratories, and case-based modules for equine and bovine species. The POMR/SOAP format is emphasized and practiced with case-based learning, which also encourages students to integrate material from previous and concurrent anatomy, physiology, and basic science courses as they relate to clinical cases. Students practice ultrasonographic imaging, radiography, limb bandaging and other diagnostic evaluations of the large animal patient. Utilization of the SGU Simulation Laboratory allows technical training in venipuncture, intravenous catheter placement, intramuscular/dermal injection, and sterile preparation technique. Group presentation format requires students to perform and practice case workup and communication skills through presentation of medical cases to faculty and classmates.

PTHB 505
Veterinary Parasitology
(4 cr.) (Didactic 3 cr./Laboratory 1 cr.) The course consists of lectures and laboratory classes covering the helminthes, anthropods, 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
Veterinary Pathology I
(5 cr.) (Didactic 4 cr./Laboratory 1 cr.) The course includes general pathology and systemic pathology. The general principles and mechanisms of disease are discussed through the basic principles of cell and tissue reactions to injury, including degeneration, necrosis, pathological pigmentation, disturbances of circulation, disturbances of growth, neoplasia, inflammation, and immunopathology.

PTHB 515
Veterinary 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. Instruction in interpretation of alterations in peripheral blood smears, cytological samples from various organ systems, and chemical data derived from blood serum or other body fluids is provided. Extensive use is made of clinical cases to emphasize correct interpretation of reports.

SAMS 504
Veterinary Research Investigator III
In this course students will be exposed to and involved in biomedical research. Students will collect, analyse present and discuss biomedical data, and work together with a mentor, and as a team. Students will be provided with the opportunity to practice the presentation of data in a seminar, as well as in a poster format. At the end of the course each group will submit a research poster on E-Value.

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.

**PTHB 507**
**Veterinary Pathology II**
(5 cr.) (Didactic 4 cr./Laboratory 1 cr.) This course completes the systemic pathology of domestic animals with emphasis on the etiology, pathogenesis, gross and microscopic lesions, and diagnosis of diseases of the organ systems in the body. Formal classroom lectures are complemented with laboratory classes and necropsy demonstrations aimed at interpretation of gross and microscopic lesions.

**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 prevention and control of zoonotic diseases and surveys zoonotic diseases of bacterial and viral origins with special attention to emerging infectious diseases.

**PTHB 511**
**Veterinary Epidemiology**
(1 cr.) (Didactic) The course provides students with an understanding of the basic concepts of veterinary epidemiology and includes practical exercises on the strengths and weaknesses of different epidemiological study designs. The quality of evidence of causal relationships provided by different epidemiological study designs is compared and discussed within the framework of evidence-based medicine in order to judge the benefits of treatment and/or prevention and control methods. The course includes the application of epidemiological principles and the veterinarian’s role in the investigation of outbreaks in animal and human populations.

**PTHB 516**
**Avian, Fish, and Exotic Animal Diseases**
(4 cr.) (Didactic 3 cr./Laboratory 1 cr.) This course focuses on the etiology, pathogenesis, diagnosis, and treatment of the important diseases in domestic poultry, pet avian, and exotic animal species that are commonly encountered as pets and used for laboratory purposes (including reptiles, amphibians, rabbits, small rodents, ferrets, etc.). Strategies for species management, handling and disease prevention are emphasized. The course deals with various aspects of medicine.
of aquaculture, including food fish, shellfish, pet fish, and public display aquaria.

SAMS 505
Veterinary Research Investigator IV
In this course students will be involved in biomedical research. They will learn how to understand, analyse and present research results (written and orally). Students will work together on a scientific manuscript of their research project. In addition students present a summary of their manuscript in a research seminar, and reflect on the work of other class participants. At the end of the course each group will submit an electronic manuscript on E-Value.

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 509
Diseases of North American Wildlife I
(1 cr.) (Didactic) This course focuses on common North American wildlife species from the viewpoint of a veterinarian involved in their management. The impact of transmission of wildlife diseases on human and domestic animal health are addressed and interactions between diseases, environment, and population management are highlighted.

ELEC 510
Diseases of North American Wildlife II
(1 cr.) (Didactic) This course focuses on common North American wildlife species from the viewpoint of a veterinarian involved in their management. The impact of transmission of wildlife diseases on human and domestic animal health are addressed and interactions between diseases, environment and population management are highlighted. Families of wildlife in part two of this course are felines, fur-bearing mammals, rodents, lagomorpha, and birds.

ELEC 511
Large Animal Clinical Parasitology
(2 cr.) (Didactic 0.5 cr./Laboratory 0.5 cr.) The course focuses 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. This course covers broad issues relating to host-parasite interactions, parasite epidemiology, parasite diagnosis, and the development of drug resistance.

ELEC 515
Wildlife Parasitology
(1 cr.) (Didactic) This course introduces students to major parasites of wildlife species of North America. Parasitic life cycles are presented on major nematodes, cestodes, trematodes, blood protozoans and ectoparasites. Emphasis
is placed on those common parasites which cause diseases in wildlife and/or are of major zoonotic importance.

**ELEC 521**  
**Wildlife Casualties**  
*(1 cr.)* *(Didactic)* This course introduces students to the critical care of injured wildlife. With the principal aim of release of successfully treated wild animals back into their natural environment, this course links aspects of rehabilitation work with those of veterinary care. Relevant medical issues are addressed with an emphasis on ethical and legal implications of dealing with wildlife species.

## YEAR 3: TERM 5 REQUIRED COURSES

**LAMS 516**  
**Large Animal Surgery**  
*(4 cr.)* *(Didactic)* Surgical conditions, including trauma, encountered in the food-producing and equine species are presented in terms of diagnosis, treatment, and management.

**LAMS 519**  
**Theriogenology**  
*(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.

**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**  
*(5 cr.)* *(Didactic)* The introductory portion of the course reviews principles of surgery, including asepsis, instrumentation, and surgical techniques. The remainder of the course covers the management and treatment of surgical conditions for small companion animals, including soft tissue, orthopedic, neurologic, and ophthalmic conditions. Introduction to dentistry is also covered in this course.

**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 is placed on infectious diseases, dermatology, gastrointestinal, renal, and respiratory diseases, and emergency/critical care medicine.

**SAMS 526**  
**Introduction to Clinical Practice**  
*(1 cr.)* *(Laboratory)* As a continuum of the POMR skills learned in SAMS 515 and LAMS 503, the student practices and refines methods of incorporating physical examination, historical information collection, and development of problem lists based on current clinical cases from the Small Animal Clinic. Client relations and communication skills are enforced. Creation of the medical record and the importance of clinical practice management are discussed and practiced by the student.

**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
Food Animal Internal Medicine
(5 cr.) (Didactic) The principles of diagnosis, treatment, and prevention of diseases of domesticated ruminants, as well as swine and camelids, are taught utilizing a lecture format with integrated case discussions to illustrate the context and application of material presented and to promote development of problem-solving skills. Individual and herd medicine are discussed.

LAMS 529
Ambulatory Services
(1 cr.) (Clinical Rotation) This course provides students with hands-on large animal training during visits to local farms. Students gain experience in radiography, anesthesia, physical diagnosis, and surgical skills while working with large animals in our ambulatory service program. Large animal staff veterinarians facilitate group discussions on pain management, euthanasia, and herd health management (i.e. vaccination/deworming) to emphasize topics presented in concurrent sixth-term large animal medicine courses.

LAMS 533
Professional Veterinary Development
(2 cr.) (Didactic 28 h/Other 2 h) The skills introduced in this course are essential in order to develop into a competent and successful veterinarian and a leader in the community. Emphasis of these attributes and concepts at the end of the SGU didactic DVM curriculum provides students with an opportunity to practice these skills prior to beginning their clinical year and prepare the students for their professional career.
**PTHB 531**  
Laboratory Diagnostics  
(1 cr.) (Clinical Rotation) This offers students experience in practical necropsy and clinical laboratory skills in clinical pathology, microbiology, and parasitology laboratory rotations.

**Necropsy Section:** Students perform a complete necropsy, recognize and interpret gross lesions in a disease process, and prepare a written necropsy report. Emphasis is placed on collection and submission of specimens to a laboratory for histopathology and for microbiology and toxicology if relevant. Students correlate gross necropsy and microscopic findings to make an appropriate diagnosis. Safety precautions with respect to equipment, protective wear, and biosecurity are introduced.

**Clinical Pathology Section:** Students practice laboratory safety procedures, perform a complete manual blood count, urinalysis, and biochemistry analysis using an Idexx VetTest®. Students are expected to demonstrate basic competence in the preparation and examination of cytological specimens. Students shall be able to select/provide the correct test(s) for a wide variety of diseases of domestic animals, be able to submit the appropriate sample for these tests, and have the ability to accurately interpret a series of laboratory results in the content of patient history and clinical signs.

**Parasitology Section:** Students identify common parasites in feces, blood, urine, skin, and body fluids. Emphasis is placed on clinical cases where students are expected to make a diagnosis based on history, clinical signs, and identification of the parasite(s), as well as recommend treatment and control strategies based on the diagnosis.

**SAMS 524**  
Small Animal Medicine II  
(4 cr.) (Didactic) Students are introduced to concepts concerning the diagnosis, treatment, and management of medical diseases in dogs and cats. Emphasis is placed on cardiology, respiratory, neurological, oncological, endocrine, and gastrointestinal diseases, and emergency and critical care medicine.

**SAMS 528**  
Small Animal Clinical Services  
(1 cr.) (Clinical Rotation) The objective of the course is to prepare Term 6 students for Year 4 Clinical Studies at affiliated universities using clinical case material presented at the SGU Small Animal Clinic. Through supervised hands-on training, students are directly involved in history taking, patient physical examination, and formulation of diagnostic and therapeutic plans for outpatient and critical care cases. Under faculty supervision, students are responsible for presurgical physical examination and diagnostic workup, postoperative care, and completion of all surgery-related documents (surgical report, anesthesia record, discharge instructions). Surgical students participate in surgical cases in the roles of primary surgeon, assistant surgeon, and anesthetist. Students practice interpretation of clinical radiography. Intensive case management and medical recordkeeping for in-house small animal patients is required, along with client communication and daily case/rounds presentations.

**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 two 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.

**PTHB 533**  
Advanced Clinical Exotic Pet Medicine and Surgery  
(1 cr.) (Didactic) This course provides students with an interest in alternative species medicine an in-depth exploration of exotic animal medicine and surgery practiced today. Students gain comfort with the clinical approach and equipment necessary for diagnosis, treatment, and short- and long-term care of exotic animal species through the use of applicable references and peer-reviewed journals for alternative species medicine.
PTHB 534
Problem Solving in Veterinary Parasitology
(1 cr.) (Didactic and Laboratory) This course provides students an opportunity to conduct literature searches regarding new research techniques in veterinary parasitology and become current with updates regarding treatment and control strategies. Oral communication skills and problem-solving techniques are emphasized.

PTHB 537
Veterinary Public Health: A Global Perspective
This course consists of 13 lectures and 2 laboratory sessions of content relevant to European Veterinary Public Health. The lectures will consist of a combination of didactic and problem-solving case based sessions. The laboratory sessions will consist of a poultry farm visit and practical sessions to evaluate tissues from food animals as it relates to safety of foods of animal origin intended for human consumption.

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 532
Small Animal Behavior
(1 cr.) (Didactic and Laboratory) This course emphasizes treatment of problem behaviors and effective means of increasing the success of client compliance in treating behavioral disorders. Three laboratory sessions encourage active student involvement in resolving problem behaviors and dealing with angry or distraught clients.

SAMS 534
Special Topics in Small Animal/ Orthopedic Surgery
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.
Prerequisite: SAMS 522

SAMS 537
Small Animal 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 538
Topics in Veterinary Pain Management
(1 cr.) (Didactic and Laboratory) This lecture based course is aimed at students with an interest in Veterinary Analgesia. It focuses in providing a thorough understanding of the physiology and pathology of pain and the pharmacology of analgesic drugs. Emphasis is placed on approaches management in a wide range of species as well basic practical skills in local and regional Anaesthesia.

SAMS 539
Shelter Medicine
(1 cr.) (Didactic) The course will introduce the student to the concept of shelter medicine and current topics relevant to the field today. The goal is to expose students to the different career paths shelter medicine can lead to aside from working in traditional shelters. 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 is taught through interactive lectures and wet labs. The student will be require to review a journal article and give a final presentation in a group format.
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 29 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 MEDICINE TRACK

Designed with an emphasis on public health, clinical skills, and hands-on training, the Global Veterinary Medicine 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 Medicine 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.

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
PUBH 803
Principles of Epidemiology
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
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
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
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
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 808
Maternal and Child Health
This course covers the major issues involved in the provision of maternal and child care services across countries, special needs and programs targeting women and children, changing structure of the family, domestic violence, and child abuse. A special focus is given to issues involving maternal and child health in the Caribbean region.

PUBH 812
Nutrition and Public Health
Nutrition and Public Health covers the roles and applications of nutrition to assess community needs, shape policies that affect the public's health, and manage public health nutrition programs. This course examines major health conditions and diseases within populations that have strong nutritional components.

PUBH 831
Concepts, Practice, and Leadership of Public Health
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
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 853
Public Health Surveillance
This course provides a comprehensive overview of the key aspects of surveillance: history of public health surveillance, sources and collection of data, analysis and interpretation of surveillance data, communication of surveillance data, technology of public health surveillance systems, evaluation of public health surveillance activities, ethical and legal issues in surveillance, international and regional issues in surveillance, and future considerations. The course structure will be based on the principle that the purpose of surveillance is to enable evidence-based development of prevention and control programs, and to promote the most effective use of health resources. Surveillance is built upon dynamic and flexible principles of careful resource allocation, the best response to the current epidemic state, use of biological and behavioral data, and integration of various data sources.

PUBH 855
Community Medicine Seminar Series
This course is a 16 contact-hour seminar series experience in which students are required to attend, participate in presented topics as well as develop and deliver a seminar on their own. This seminar series will contribute to the development of well-rounded (holistic) medical professionals, who will demonstrate knowledge and competence in dealing with primary health care, desire for lifelong learning, evidence-based practice, interdisciplinary team work, and professional and ethical behavior in practice in order to improve and sustain the health of the human population.

PUBH 889
Practicum/Internship in Public Health
This course is the third requirement of the department is the practicum. The practicum experience is a critical part of the Master of Public Health program, which integrates academic preparation with field-based experience. The internship allows students to apply academic coursework and training within a public health agency setting under the direction of a mentor or on-site supervisor. Internships are arranged on an individual basis with written goals spelled out in advance and approved by the student, practicum coordinator, and on-site supervisor. Students complete a minimum of 240 hours of fieldwork in the public health practice setting.

PUBH 893
Capstone Seminar
The fourth departmental requirement is designed as a practical seminar to assist students to work through systematic steps in preparation of their Capstone Paper. The seminar covers topics in a planned sequence, such as selecting a topic, reviewing the literature, selecting data sources, selecting methods analysis, preparing a proposal, and writing stepwise drafts. The Capstone Paper demonstrates mastery of selected concepts of public health by integrating the core functions of public health within a comprehensive research paper. Students determine the topic of the paper and work according to the schedule of the Capstone Seminar to show understanding and mastery through the application of public health concepts to chosen research questions. Finished papers are presented orally in a seminar setting and kept in the department as reference documents; they may also be submitted for publication.
**VSGP 809**  
**Introduction to Veterinary Public Health**  
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.

**VSGP 811**  
**Applied Veterinary Public Health**  
The Applied Veterinary Public Health course will consist of didactic material, class discussions, and problem sets utilizing veterinary public health situations of current global or regional interest. Students will work independently and collaboratively in researching veterinary public health problems and in developing solutions. Students will present their finding and proposed solutions both in writing and in oral presentations.
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

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<tr>
<th>University</th>
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<tr>
<td>Auburn University</td>
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<td>Cornell University</td>
<td>Ithaca, New York</td>
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<td>Kansas State University</td>
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<td>Baton Rouge, Louisiana</td>
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<td>North Carolina State University</td>
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<td>University of Wisconsin</td>
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<tr>
<td>Virginia-Maryland Regional College of Veterinary Medicine</td>
<td>Blacksburg, Virginia</td>
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<td>Washington State University</td>
<td>Pullman, Washington</td>
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### UNITED KINGDOM

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<tbody>
<tr>
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<tr>
<td>University of Edinburgh</td>
<td>Edinburgh, Scotland</td>
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### CANADA

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<td>University of Prince Edward Island</td>
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<td>University of Saskatchewan</td>
<td>Saskatoon, Canada</td>
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### IRELAND

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<tr>
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### AUSTRALIA

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<tr>
<td>Murdoch University</td>
<td>Perth, Australia</td>
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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.

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.

For more information about this program, contact:
Bob Ryan, Dean of Admission
bobryan@sgu.edu
Caldwell College 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 preveterinary medical program at Caldwell College.

Enrolled students will begin their studies at Caldwell College where they will spend the first three years in the preveterinary 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 College. 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 College 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.

For more information about this program, contact:
Jeffrey Bates
Director of Veterinary Enrolment, St. George's University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500 1218
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.

For more information about this program, contact:
Bob Ryan, Dean of Admission
bobryan@sgu.edu

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 bachelors 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.

For more information about this program, contact: Jeffrey Bates
Director of Veterinary Enrolment
St. George’s University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500 1218
LONG ISLAND UNIVERSITY  
New York, USA  
COMBINED BS/DVM PROGRAM  

Long Island 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 medicine at St. George’s University following successful completion of four years of undergraduate study at Long Island University.

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

Long Island University offers more than 500 undergraduate, graduate, and doctoral degree programs and certificates, offering degree-credit and continuing education programs in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, and Rockland and Westchester (LIU Hudson). Other academic units include LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences), which prepares students for successful careers in the fields of pharmacy and health care, and LIU Global, which provides a wide range of study abroad options at overseas centers.

For more information about this program, contact:  
Jeffrey Bates  
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+1 (631)-665-8500  1218

NIAGARA CHRISTIAN COMMUNITY OF SCHOOLS  
Ontario, Canada  
COMBINED BS/DVM PROGRAM  

St. George’s University and Niagara Christian 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 medicine at St. George’s University following successful completion of secondary education requirements at NCC. Applicants admitted to this dual degree program complete their studies at NCC before proceeding to the seven-year preveterinary medicine/veterinary medicine degree program track at St. George’s University. Upon successful completion of the first year of the DVM program at SGU, qualified student will have fulfilled the requirements for a Bachelor of Science degree from St. George’s University, and will then be eligible to complete the remaining three years of study at SGU leading to the DVM degree.

Niagara Christian Community of Schools (NCC) was established in 1932 and is situated on the shores of the Niagara River in Fort Erie, Ontario, Canada. NCC is an international community of schools established to educate students with excellence in a family-like environment, equipping them to live the Christian lifestyle, and empowering them to make a difference in the world.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

NORTH CAROLINA STATE UNIVERSITY  
Raleigh, North Carolina  
COMBINED BS/DVM PROGRAM  

North Carolina State 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 medicine at St. George’s University following successful completion of four years of undergraduate study at Long Island University.

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

North Carolina State University has developed into a vital educational and economic resource, with more than 34,000 students and 8,000 faculty and staff. Consistently ranked a best value among the nation’s public universities, NC State — the state’s largest university — is an active, vital part of North Carolina life. Today, more than 128 years after its founding, NC State continues to follow its original mission:
opening the doors of higher education to the citizens of North Carolina and providing teaching, research and extension that strengthen the state and its economy.

For more information about this program, contact:
Jeffrey Bates
Director of Veterinary Enrollment
St. George’s University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500 ext. 1218

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.

For more information about this program, contact:
Jeffrey Bates
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jbates@sgu.edu
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RUTGERS UNIVERSITY
New Jersey, USA
COMBINED BS/DVM PROGRAM
Rutgers 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 program at Rutgers University.

Qualified applicants successfully completing the BS in Animal Science at Rutgers University and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Veterinary Medicine or program.

Rutgers University contains 18 schools and colleges which provide the academic foundation for a wealth of undergraduate, graduate, and nondegree programs. The schools set academic standards, provide advising and other academic support, and serve as their students’ academic family within the larger campus community. Liberal arts and science programs fall under the aegis of the School of Arts and Sciences and the Graduate School–New Brunswick, and the umbrella of Rutgers Biomedical and Health Sciences includes medical and health care programs, while 10 professional schools prepare students in everything from urban planning to acting to industrial and systems engineering.

For more information about this program, contact:
Jeffrey Bates
Director of Veterinary Enrolment
St. George’s University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500 1218

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.

For more information about this program, contact:
Bob Ryan, Dean of Admission
bobryan@sgu.edu

SPRINGFIELD COLLEGE
Massachusetts, USA

COMBINED BS/DVM PROGRAM

Springfield College has joined with St. George’s University to offer students an opportunity to obtain a BS/DVM degree. Springfield students who complete required courses in biology, sports biology or a science-based major, as well as meet the requirements for promotion to St. George’s University, will gain entrance to the University’s Doctor of Veterinary Medicine program. Upon completing their first year at St. George’s, students will obtain their Bachelor of Science from Springfield, and will then be eligible to complete the remaining three years of study toward an DVM degree at St. George’s University.

Founded in 1885, Springfield College is known worldwide for the guiding principles of its humanics philosophy—educating students in spirit, mind and body for leadership in service to others. With its foundation of academic excellence and rich athletic heritage, Springfield College prepares students with real-world leadership skills for careers that transform lives and communities. The college offers a range of undergraduate and graduate degree programs in the fields of health sciences, human and social services, sport management and movement studies, education, business, and the arts and sciences.

For more information about this program, contact:
Jeffrey Bates
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jbates@sgu.edu
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+1 (631)-665-8500 1218

TEESSIDE UNIVERSITY
England

COMBINED BS/DVM PROGRAM

Teeside University has joined with St. George’s University to offer students an opportunity to obtain a DVM degree. Teeside students who complete the first year of preveterinary medical studies, as well as meet the requirements for promotion to St. George’s University, will gain entrance to the University’s Doctor of Veterinary Medicine program and will then be eligible to complete four years of study toward a DVM degree at St. George’s University.

Teeside University, based in the center of the friendly town of Middlesbrough, has earned an international reputation for academic excellence that provides an outstanding student and learning experience underpinned by research, enterprise and the professions. Teesside offers a range of popular subjects from animation to law, business and health to media and forensic science.

For more information about this program, contact:
Bob Ryan
Dean of Admission
bobryan@sgu.edu
TEMASEK POLYTECHNIC
Singapore

PREVETERINARY CERTIFICATE PROGRAM

Students of Temasek Polytechnic (TP) in Singapore now have the opportunity to pursue veterinary medicine studies at St. George’s University (SGU), Grenada, West Indies, after completion of their studies at Temasek.

This new cooperative venture is open to students who meet all the requirements for enrollment in each institution’s veterinary programs leading to the pursuit of a career in veterinary medicine. Such students must successfully complete the Diploma in Veterinary Technology at TP and meet all of the entry requirements at SGU prior to admittance to its Preveterinary or Foundation to Veterinary Medicine program. Students who qualify for entry into the DVM program will be eligible to complete their final clinical year at affiliated veterinary schools in the US, UK, Canada, Australia, or Ireland.

Temasek Polytechnic is a tertiary education institution in Singapore which offers full-time and part-time diploma courses in applied science, business, design, engineering, humanities & social sciences and informatics & IT. TP students undergo a holistic learning system that combines hands-on experience, character education and relevant life skills, in an enriching learning environment.

For more information about this program, contact: Bob Ryan, Dean of Admission bobryan@sgu.edu

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 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.

For more information about this program, contact: Jeffrey Bates Director of Veterinary Enrollment St. George’s University jbates@sgu.edu Phone: 1 (800) 899-6337 +1 (631)-665-8500 ext. 1218

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.

For more information about this program, contact: Bob Ryan, Dean of Admission bobryan@sgu.edu
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.

For more information about this program, contact:
Jeffrey Bates
Director of Veterinary Enrolment
St. George’s University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500  1218

UNIVERSITY OF THE SCIENCES
Pennsylvania, USA

COMBINED BS/DVM PROGRAM

University of the Sciences (USciences) in Philadelphia has joined with St. George’s University (SGU) offering students an opportunity to obtain a BS/DVM degree. Qualified students are able to pursue a career in Veterinary Medicine at SGU following successful completion of three years of pre-veterinary studies at USciences.

Enrolled students will begin their studies at USciences where they will spend the first three years of the Pre-veterinary Medical program. Qualified students will then proceed to Grenada to enter the freshman class of St. George’s University School of Veterinary Medicine. The accelerated 7-Year BS in Biology/DVM Degree Program provides an opportunity for selected students to complete both the bachelor of science (BS) in biology and doctor of veterinary medicine in seven years.

University of the Sciences educates students to become leaders and innovators in the sciences, the health professions, and emerging related disciplines. The campus at USciences comprises 22 buildings located on a 35-acre site in University City. The University is situated in a vibrant neighborhood that is home to residents, faculty, and more than 50,000 college students each year.

For more information about this program, contact:

Jeffrey Bates
Director of Veterinary Enrolment
St. George’s University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500  1218

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 pre-veterinary 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.

For more information about this program, contact:
Jeffrey Bates
Director of Veterinary Enrolment
St. George’s University
jbates@sgu.edu
Phone: 1 (800) 899-6337
+1 (631)-665-8500  1218
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**
C. V. Rao, 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

Glen Jacobs, DEd, Vice Provost and Chairman

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 (SGA)
The 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 medicine 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

SEE SGU ON US

SGU boasts an impressive $250 million campus with more than 60 buildings housing state-of-the-art classrooms, an impressive medical library, lecture halls, laboratories, a student center, health services center, and climate-controlled student housing.

But don’t take our word for it.

It’s important for you to actually see the foundation of your entire career, visit the campus, meet the faculty, mingle with your peers, and see our facilities for yourself. And we will pay for that to happen.

If you take advantage of the See SGU Program and visit the campus, apply, get accepted, and ultimately matriculate, SGU will refund you the cost of your airfare and hotel.*

Take the first step towards your future. See SGU. Visit sgu.edu/seesgu or call an admission advisor today for details.

*Airfare will be refunded from continental United States, Canada, and United Kingdom.

The School of Veterinary Medicine seeks students who exhibit strong academic potential; students 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 are recruited from the United States, the School of Veterinary Medicine is privileged to have a diversified student body, composed of 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 the global experience, is what sets SGU apart from the 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
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.

All applicants must provide a financial plan indicating that they have adequate funding for the duration of the veterinary medical 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

- A 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

- A 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.

Four-Year Doctor of Veterinary Medicine Program

All applicants should have a documented period of farm experience and/or some time spent in a veterinary practice.

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, with lab; one semester of physics, with lab; and one semester math (calculus, computer science, or statistics); one semester of English.

- Standardized Examinations: Candidates must submit their scores on the Graduate Record Examination (GRE), or alternatively, the MCAT. 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.

THE ST. GEORGE’S UNIVERSITY SCHOOL OF VETERINARY MEDICINE STUDENT

The School of Veterinary Medicine seeks students who exhibit strong academic potential; and students who are compassionate, competent, flexible, motivated, perceptive, and empathetic. Students must be aware of the realities of veterinary medical practice in the 21st century and be familiar with the ethical questions they will face on a daily basis. They must have a sense of community responsibility, and some interest in and exposure to knowledge creation.

Application Process
As a member of the Association of American Veterinary Medical Colleges (AAAVMC) the School of Veterinary Medicine participates in the AAVMC’s centralized Veterinary Medical College Application Service (VMCAS). Aspiring veterinary medical students have the option of applying to the January 2016 or August 2016 entering class through the VMCAS 2016 application cycle. Candidates who intend to apply to veterinary schools through VMCAS can include St. George’s University as a designated school and follow the instructions for the SGU supplemental application. To learn more or apply go to aavmc.org/students-applicants-and-advisors.aspx

If you are not applying through VMCAS, we encourage you to apply online through the SGU website at sgu.edu/apply-now and track your application status through Self-Service Admission. As an alternative, you can still download a paper copy to print and complete manually.

Application Checklist
Here’s a helpful checklist to help you through the admission process. If you have a question, please contact the Office of Admission.

1. US $50 application fee*
   • Electronic payment via PayPal. Please submit a copy of your receipt with your application.
   • Check or money order payable to St. George’s University (must be drawn from a US bank).

2. One passport-sized photograph

*Application fee may be waived for applicants outside of the United States and Canada.
3. Official standardized test scores
   - If applicable, GRE. Our school code is 7153.
   - If applicable, MCAT. Our school code is 21303.
   - If applicable, ILTS or TOEFL. Our TOEFL code is 2864.

4. Two letters of recommendation, preferably from a veterinarian or a preveterinarian advisor committee. We accept electronic letters of recommendation from services such as Interfolio and VirtualEvals.

5. Official transcripts from all institutions attended, including degree bearing. Final transcripts must be submitted prior to matriculation. We accept electronic transcripts from services such as such Parchment and eSCRIP-SAFE.

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

Please forward all application material to:
Office of Admission
St. George’s University
c/o University Support Services, LLC
The North American Correspondent
3500 Sunrise Highway, Building 300
Great River, NY 11739 USA

**Admission Deadlines**
The Committee on Admission 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 June 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 Committee on Admission 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.

**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 Committee on Admission. 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 Committee on Admission 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.

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 professional application, applicants must submit the graduate addendum insert that accompanies the application. Once a candidate is offered admission into the professional program, the Committee on Admission 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

University Charges
Students who withdraw or take an unapproved leave of absence, fail to return from an approved leave of absence, are dismissed, or otherwise fail to complete the term for which they were charged, will receive a refund of University charges based on a pro rata calculation. If the student withdraws during the first 60 percent of a term, University charges are prorated based on the percentage of the term that has elapsed. If a credit balance is created, the funds will be returned to the student within 30 days. If withdrawals take place after the 60 percent point, full University charges remain due. The refund is determined by the student’s effective dates of separation and the start of the student’s term. Students who take a Leave of Absence during a term may apply for a McCord Scholarship by writing a letter to the Office of Financial Aid requesting consideration for this one-time award. A McCord scholarship is a partial tuition scholarship awarded to students who take a Leave of Absence from a term due to compelling personal circumstances beyond the student’s control, causing them to suffer undue financial hardships which affect their ability to pay for their education upon their return. The scholarship is used to help defray all or part of the penalty paid as a result of the withdrawal. The scholarship committee will review the details of the student’s circumstances noted in their application letter and may require further documentation before determining eligibility for the scholarship. These awards are grants-in-aid and do not have to be repaid.

Return of Title IV Funds
In accordance with federal regulations, students who withdraw or otherwise fail to complete the term and have Federal Title IV financial assistance that has been credited or could have been credited to their account, will be subject to a federally mandated pro rata refund policy.

Title IV funds (Federal Direct Loans and Federal Direct PLUS Loans) are awarded to students based on the assumption that they will attend classes for the entire period for which aid is awarded. The return of federal aid is
a federally mandated process by which a school calculates the amount of federal funds to be returned for a federally funded student who withdraws or ceases attendance during a period of enrollment. Calculations may result in a reduction of the student’s Title IV loan to reflect the percentage of the period of enrollment that the student attended, if the student attended 60 percent or less of the enrollment period.

The calculation required determines a student’s earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least five days are excluded from both the numerator and denominator.

Until a student has passed the 60 percent point of an enrollment period, only a portion of the student’s aid has been earned. A student who remains enrolled beyond the 60 percent point is considered to have earned all awarded aid for the enrollment period.

Only the amount of the aid that has been earned for a term (as a result of the prorated amount of the time the student has been in school for that term) will be eligible to be retained for the student. Based on these calculations, the school and/or the student may be required to return “unearned” federal assistance in the following order:

1. Unsubsidized Federal Direct Loan
2. Grad Plus Federal Direct Loan

These unearned Title IV funds must be returned no later than 45 days after the date St. George’s University determined the student withdrew.

If the student did not receive all of the funds earned, the student may be due a post-withdrawal disbursement. St. George’s University must obtain the student’s permission before the funds can be disbursed. A student may choose to decline some or all of the loan funds so that he does not incur additional debt.

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 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 sguedu/svmlloans. 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 1232
Fax: +1 (631) 666-9162

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. Although an application may be reviewed for several programs, a recipient generally will receive only one type of scholarship. 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 aid take action early.
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 sgu.edu/svm-scholarships.

Scholarship Programs For Non-Us Students
INTERNATIONAL PEACE SCHOLARSHIP
Partial scholarship awards to non-US citizen/permanent residents who exhibit academic excellence and demonstrate financial need, the International Peace Scholarship 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.

GEOFFREY H. BOURNE SCHOLARSHIPS
Awarded to entering US citizen/Permanent Resident students who demonstrate academic excellence and financial need. Partial scholarships are awarded to entering students who possess the personal qualities of motivation and integrity, as well as a background that demonstrates academic excellence. Financial need is also a consideration.

Submit the U.S. Student Need-Based Scholarship application located on the SGU website. Applications will be reviewed and award determinations made in a timely manner.

All students applying for need-based scholarship programs must fill out a FAFSA and include financial information, including students who are not borrowing federal loans.

Application Deadlines
June 1 for August class
November 1 for January class

STEPHEN R. KOPYCINSKI MEMORIAL SCHOLARSHIPS
Partial tuition scholarships are awarded to student with financial need under the auspices of the Polonians, a national organization that promotes Polish heritage and culture. The awards are made in memory of Stephen R. Kopycinski, a former administrator at St. George’s University. Preference is given to students of Polish descent; however, students of all heritages have received these awards. This award is a grant and does not have to be repaid.

Submit the U.S. Student Need-Based Scholarship application located on the SGU website. Applications will be reviewed and award determinations made in a timely manner.

All students applying for need-based scholarship programs must fill out a FAFSA and include financial information, including students who are not borrowing federal loans.
**Application Deadlines**
July 1 for August class
December 1 for January class

**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 tenue 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 twice yearly in the fall and spring. 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 Deadlines**
June 15: Applicants will have the opportunity to be awarded for full academic year.
November 15: Applicants will have the opportunity to be awarded for their remaining term(s) of the 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 Cynthia Lessing at clessing@sgu.edu detailing your circumstances surrounding your leave of absence or contact her at +1 (631) 665-8500 1364 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 Committee on Admission, 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 Stafford 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 Stafford 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 Stafford 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 6.0% for Direct Unsubsidized Stafford loans and 7.0% 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. The student will be required to pay a 1.069% origination fee on Unsubsidized loans and a 4.276% origination fee on Direct PLUS loans. Loans disbursed after October 1, 2017, will have a loan origination fee of 1.066% for Unsubsidized loans and 4.264% 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 Stafford 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 fafsa.ed.gov. 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/svmloans.

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 a counselor to work directly with Canadian students to address their questions and needs.

Beth Cohen  
Canadian Loan Specialist  
1 (800) 899-6337 ext. 1237  
Fax: +1 (631) 969-5937  
bcohen@sgu.edu

CANADIAN FUNDING AMOUNTS

ALBERTA STUDENT FINANCIAL ASSISTANCE  
studentaid.alberta.ca/  
Students are eligible for both the federal and provincial funding in Alberta. The combined maximum a student can receive is $42,000 Canadian per year. 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 are awarded funding by the month. Students are also eligible for low or middle-income grants.

BRITISH COLUMBIA STUDENT FINANCIAL AID  
studentaidbc.ca  
Students are eligible for both the federal and provincial funding up to $320 Canadian ($210 federal and $110 provincial) per week of instructional time. Students are awarded funding by the month. If the term starts/ends mid-month, the award is prorated and the award is made for either two or four weeks of funding depending on the exact date. Students are also eligible for low- or middle-income grants. (Up to $4,500 Canadian per year)

MANITOBA STUDENT AID  
edu.gov.mb.ca/msa  
Students are eligible for both the federal and provincial funding up to $350 Canadian ($210 federal and $140 provincial) per week of instructional time. Students are also eligible for low or middle-income grants. (Up to $4,500 Canadian per year)

NEWFOUNDLAND STUDENT FINANCIAL ASSISTANCE  
aes.gov.nl.ca/studentaid/  
Students are eligible for both the federal and provincial funding $350 Canadian ($210 federal and $140 provincial) per week of instructional time. Students are also eligible for low- or middle-income grants. (Up to $4,500 Canadian per year)

NOVA SCOTIA STUDENT ASSISTANCE  
novascotia.ca/studentassistance/  
Students are eligible for both the federal and provincial loans $390 Canadian ($210 federal and $180 provincial) per week of instructional time. Student may be awarded up to 40% of the provincial loan amount in a scholarship. Students are also eligible for low- or middle-income grants. (Up to $4,500 Canadian per year)

ONTARIO STUDENT ASSISTANCE PROGRAM  
osap.gov.on.ca  
Students are eligible for federal funding only (not provincial). Maximum federal funding is $210 Canadian per week of instructional time. Students are also eligible for low- or middle-income grants. (Up to $4,500 Canadian per year)

QUEBEC STUDENT FINANCIAL ASSISTANCE PROGRAMS  
afe.gouv.qc.ca/en/index.asp  
School of Veterinary Medicine students are eligible to apply for funding. Students must contact Quebec Student Financial Assistance for more information.

SASKATCHEWAN STUDENT LOANS PROGRAM  
saskatchewan.ca/residents.education-and-learning/student-loans  
Students are eligible for both the federal and provincial funding up to $662 Canadian ($210 federal and $452 provincial) per week. Award is based on actual number of weeks of instructional time. Students are also eligible for low- or middle-income grants. (Up to $4,500 Canadian per year)

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 Affair 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:

Laurie Wagner
St. George’s University Certifying Official
Assistant Director of Financial Aid
Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1350

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/svmloans.
## IMPORTANT DATES FOR ENTERING STUDENTS 2017–2018

### Basic Veterinary Medical Sciences

#### AUGUST 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 11</td>
<td>Registration, all students</td>
</tr>
<tr>
<td>August 14</td>
<td>Holiday: Grenada Carnival (whole day)</td>
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<tr>
<td>August 15</td>
<td>Holiday: Grenada Carnival (half day)</td>
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<tr>
<td>August 16</td>
<td>Mandated academic orientation (freshmen only)</td>
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<tr>
<td>August 21</td>
<td>Convocation</td>
</tr>
<tr>
<td>August 21</td>
<td>Classes begin, all terms</td>
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<tr>
<td>August 22</td>
<td>Late registration period begins, all terms</td>
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<tr>
<td>August 18</td>
<td>Late registration period ends for all terms, 5 pm</td>
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**NO REGISTRATION AFTER THIS DAY**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 1–3</td>
<td>Family Weekend</td>
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<tr>
<td>September 2</td>
<td>White Coat Ceremony</td>
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<tr>
<td>September 30</td>
<td>Graduation diploma date (no ceremony)</td>
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<tr>
<td>October 25</td>
<td>Holiday: Grenada Thanksgiving</td>
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<tr>
<td>October 30</td>
<td>Last day to enter the IAP for all terms, 5 pm</td>
</tr>
<tr>
<td>December 15</td>
<td>Last day of examinations for all terms</td>
</tr>
<tr>
<td>December 21</td>
<td>Committee for Satisfactory Academic Progress and Professional Standards (CAPPS), all terms</td>
</tr>
</tbody>
</table>

#### JANUARY 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Registration, all students</td>
</tr>
<tr>
<td>January 8</td>
<td>Classes begin, Term 6</td>
</tr>
<tr>
<td>January 9</td>
<td>Late registration period begins, Term 6</td>
</tr>
<tr>
<td>January 10</td>
<td>Mandated academic orientation (freshmen only)</td>
</tr>
<tr>
<td>January 15</td>
<td>Convocation</td>
</tr>
<tr>
<td>January 15</td>
<td>Classes begin, Terms 1–5</td>
</tr>
<tr>
<td>January 15</td>
<td>Late registration period ends for Term 6, 5 pm</td>
</tr>
</tbody>
</table>

**NO REGISTRATION AFTER THIS DAY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Late registration period begins for Terms 1–5</td>
</tr>
<tr>
<td>January 22</td>
<td>Late registration period ends for Terms 1–5, 5 pm</td>
</tr>
</tbody>
</table>

**NO REGISTRATION AFTER THIS DAY**

### AUGUST 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10</td>
<td>Registration, all students</td>
</tr>
<tr>
<td>August 13</td>
<td>Holiday: Grenada Carnival (whole day)</td>
</tr>
<tr>
<td>August 14</td>
<td>Holiday: Grenada Carnival (half day)</td>
</tr>
<tr>
<td>August 15</td>
<td>Mandated academic orientation (freshmen only)</td>
</tr>
<tr>
<td>August 20</td>
<td>Classes begin, all terms</td>
</tr>
<tr>
<td>August 31</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>September 2</td>
<td>White Coat Ceremony</td>
</tr>
<tr>
<td>September 1</td>
<td>White Coat Ceremony</td>
</tr>
<tr>
<td>September 30</td>
<td>Graduation diploma date (no ceremony)</td>
</tr>
<tr>
<td>December 14</td>
<td>Last day of examinations for all terms</td>
</tr>
<tr>
<td>December 20</td>
<td>Committee for Satisfactory Academic Progress and Professional Standards (CAPPS), all terms</td>
</tr>
</tbody>
</table>
Preveterinary Medical Sciences and Foundation to Veterinary Medicine Program

AUGUST 2017

August 11  Registration, all students
August 14  Holiday: Grenada Carnival (whole day)
August 15  Holiday: Grenada Carnival (half day)
August 16  Mandated academic orientation
            (freshmen only)
August 21  Convocation
August 21  Classes begin
August 22  Late registration period begins
August 28  Last day to add/drop a course, 5 pm
August 28  Late registration period ends for
            all terms, 5 pm

(No registration after this day)

September 1-3  Family Weekend
October 25  Holiday: Grenada Thanksgiving
November 3  Last day to withdraw from a course,
            5 pm

Nov.6–Nov. 10  Course selection for preregistration for
            January 2017

December 8  Last day of course examinations
December 18  Committee for Satisfactory Academic
            Progress and Professional Standards
            (CAPPS)
December 30  Graduation diploma date (no ceremony)

JANUARY 2018

January 5  Registration, all students
January 10  Mandatory Academic Orientation
            (freshmen only)
January 15  Convocation
January 15  Classes begin
January 16  Late registration period begins
January 22  Last day to add/drop a course, 5 pm
January 22  Late registration period ends, 5 pm

January 26-28  Family Weekend
February 7  Holiday: Independence Day
March 30  Holiday: Good Friday
April 2  Holiday: Holy Monday
April 3  Last day to withdraw from a course,
            5 pm
April 3-9  Course selection for preregistration for
            August 2018
May 1  Holiday: Labor Day
May 4  Last day of course examinations
May 7  PVSCE Examination
May 14  Committee for Satisfactory Academic
            Progress and Professional Standards
            (CAPPS)
May 21  Whit Monday
TBA  Graduation ceremony and diploma date

AUGUST 2018

August 10  Registration, all students
August 13  Holiday: Grenada Carnival (whole day)
August 14  Holiday: Grenada Carnival (half day)
August 15  Mandated academic orientation
            (freshmen only)
August 20  Classes begin
August 31–
September 2  Family Weekend
December 7  Last day of course examinations
December 10  PVSCE Examination
December 17  Committee for Satisfactory Academic
            Progress & Professional Standards
            (CAPPS)
December 30  Graduation diploma date (no ceremony)

Dates are subject to change
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PATRICK F. ADAMS
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Associate Dean of Enrolment Planning for Admission

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Director of Athletics

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Brenda S. Kirkby, PhD
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Director, Psychological Services Center

KATHERINE BOURNE-YEARWOOD, MBBS
Interim Director, University Health Services

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University Council of Deans
University Senate
Advisory Management Committee
Board of Admission
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Associate Dean, Academics

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School of Veterinary Medicine
Associate Dean of Research, Office of Research

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Assistant Dean, Year Four Clinical Training

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Assistant Dean for UK Clinical Affairs

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Adjunct Professor, Honeybee Research

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Adjunct Professor, Honeybee Research

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Demonstrator III, Large Animal Resources Facility

Small Animal Medicine and Surgery Department

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HESTER MCALLISTER, MVB, DVR, DipECVDI
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ELIZABETH GIULIANO, DVM, MS
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GWENOLA TOUZOT-JOURDE, DVM, BS
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Small Animal Clinic Academic Program

FACULTY

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WAYNE SYLVESTER, DVM
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Medical Director of the Small Animal Clinic

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Assistant Professor, Small Animal Medicine

ADREA TIDWELL, BS, MS
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MEREL BLONK, DVM
Assistant Professor, Small Animal Medicine

ADAM SCHNEIDER, BS, DVM
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KEITH KALASI, DVM
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CHANEL PROWELL, AAS, CVT, RVT
Demonstrator III/Certified Veterinary Technician

Amanda Marancik, BS, DVM
Instructor
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St. George's University
c/o University Support Services, LLC
The North American Correspondent
3500 Sunrise Highway, Building 300
Great River, NY 11739 USA

Phone: +1 (631) 665-8500
US/Canada Toll-Free: 1 (800) 899-6337
UK Free Phone: 0800 1699061
Fax: +1 (631) 665-5590
sguenrolment@sgu.edu
www.sgu.edu

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