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General Information

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

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

Graduate Degrees

The SGS offers 11 Doctor of Philosophy (PhD), 21 Master of Science (MSc), Master of Business Administration (MBA – International Business, Multisector Health Management), Master of Education (Med), Master of Arts (MA), and Master of Public Health (MPH) standalone programs. Several of these offerings are combined with the Doctor of Medicine (MD) and Doctor of Veterinary Medicine (DVM) degrees and offered as dual degree programs, providing 61 separate graduate degree programs.

Standalone Degrees Offered in the SGS

Standalone Degrees offered in the SGS

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

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

Dual Degrees Offered in SGS

Dual Degrees offered in SGS

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

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

Core Institutional Disclosure

Effective Dates

The SGS programs are structured by terms, following the calendar of the school within which the program is administered.

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

Mission & Goals

Mission Statement

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

The SGS mission is to:

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

Accreditation Status

SGU is accredited by the Grenada National Accreditation Board (GNAB). All academic programs of the university, including the SGS programs, are recognized by GNAB. GNAB first accredited SGU in 2025. The SGU SOM is separately accredited by the Grenada Medical and Dental Council (GMDC), which is recognized by both the World Federation for Medical Education (WFME) and the US National

Committee on Foreign Medical Education and Accreditation (NCFMEA). GNAB headquarters is located at First Floor, Building No. 12, Church Street, St. George, Grenada. Tel: (473) 435-1970/416-8053. Email: gnaboffice@accreditation.gd

Website: [Grenada National Accreditation Board – GNAB](#)

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

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

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

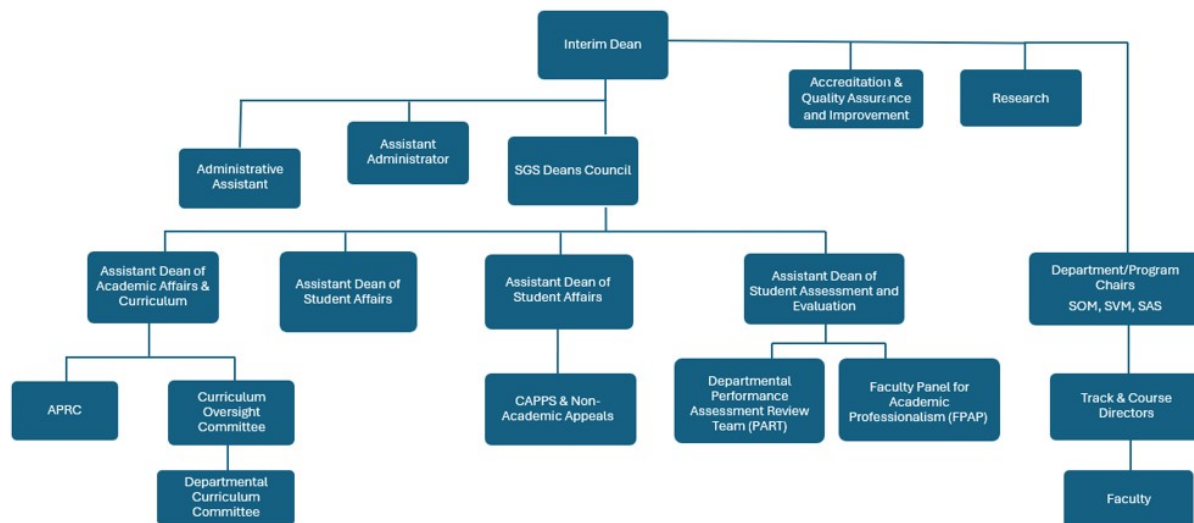
Website: <https://www.avma.org/>

Administrative & Faculty Directory

The Dean of the SGS is the chief academic and education administrator and has the primary responsibility for implementing the mission of the school. The Dean reports to the Provost, the University's chief academic officer. All SGS programs are managed through the Office of the Dean, located at the Chancellery Building on Charles Modica Campus at St. George's. The Office of the Dean can be contacted by email deangraduatestudies@sgu.edu. The Assistant Administrator can be contacted at ienglish@sgu.edu.

Four Assistant Deans manage the strategic operations of the SGS - Academic Affairs and Curriculum, Student Affairs, and Assessment and Evaluation. Chairs and Program Managers provide oversight for the delivery of the respective programs. Graduate degree courses are managed by Course Directors.

School of Graduate Studies Organizational Chart



APRC: Academic Progress Review Committee
CAPPS: Committee for Academic Progress and Professional Standards

Administrators and Faculty in the SGS

Dean, Assistant Deans, Administrative Staff	
Name	Position
Dr. Lindonne Telesford	Interim Dean - SGS
Dr. Felicia Ikolo	Assistant Dean - Academic Affairs and Curriculum
Ms. Tarlisha Noel	Assistant Dean- Student Affairs
Dr. Afroza Khanam	Assistant Dean- Student Affairs (CAPPS and Non-Academic Affairs)
Dr. Yusuf Yakubu	Assistant Dean – Assessment and Evaluation
Mrs. Isha Forsyth (English)	Assistant Administrator
Mrs. Naomi Whyte	Administrative Assistant

Department Chairs	
SOM	
Dr. Donnette Narine	Department of Medical Humanities & History of Medicine
Dr. Brenda Kirkby	Department of Physiology/Neuroscience/Behavioral Sciences
Dr. Deon Forrester	Department of Educational Services
Dr. Michael Montalbano	Department of Pathology
Dr. Kazzara Raeburn	Department of Anatomical Sciences
Dr. Kerry Mitchell	Department of Public Health and Preventive Medicine
Dr. Sharmila Upadhyia	Department of Biochemistry
Dr. Tiffany Clementson	Department of Microbiology, Immunology & Pharmacology

SAS	
Dr. Anthony Andall	Department of Business & Management Studies
Dr. Wendy Grenade	Department of Humanities & Social Sciences
SVM	
Dr. India Paharsingh	Department of Pathobiology
Dr. Mahesh Shriram Deokar	Department of Anatomy, Physiology & Pharmacology
Dr. Nyoni Winchester	Large Animal Medicine and Surgery
Dr. Wayne Sylvester	Small Animal Medicine and Surgery

Graduate programs are delivered by faculty in the SOM, SAS, and SVM through adjunct appointments with the SGS.

Faculty	Position/ Rank	Degree	Subject/Research Expertise
Achut Malur	Associate Professor	PhD	Medical Microbiology, Virology
Alena Wade	Instructor	MEd	Medical Education
Anthony Andall	Associate Professor	PhD	Business and Management
Arlette Herry	Associate Professor	BSc, MA, MPhil, PHD	Health Psychology
Ariel Wildman	Instructor	MEd	Education
Asha Lessey-Charles	Instructor	MEd	Education
Atoum Abdullah	Instructor	BSc, MA, EdD	Physics, Chemistry
Ayanna Lee	Demonstrator	MEd	Education, Professional and Academic Communication, Human Resource
Bevalin Alexander	Demonstrator	MEd	Education Research
Brenard Malcolm			
Brenda Kirkby	Professor	MSc, BSc, PhD	Behavioral Sciences
Briana Fahey	Associate Professor	BSc (Hons), MSc, PhD	Neuroscience
Candice Benjamin	Demonstrator	BSc, MEd	General Chemistry
Caroline Henry	Assistant Professor	MEd	Education Development Leadership
Clayton Taylor	Lecturer	MD	Biochemistry, Genetics
Cristofre Martin	Professor	PhD	Molecular Biology, Genetics
Crystal De Riggs	Instructor	MEd	Education Leadership
Curlan Gilchrist	Associate Professor	PhD	Business and Management
Deborah Weinheimer	Instructor	MEd	Language Program Management, Cross-cultural Communication, Curriculum Development, Learning Design

Doniecia Gannes-Phillip	Professor	PhD	Education
Duncan Kirkby	Professor	BA, MA, PHD	Neuroscience
Felicia Ikolo	Associate Professor	BSc, MSc, PhD	Biochemistry, Molecular Biology, Genetics
Fomba Kanneh	Instructor	MD	Education
Gerard St. Cyr	Instructor	BSc, MPH	Epidemiology
Gillian Francis	Demonstrator	Master of Education Program	Leadership & Instructional Technology, Education Development Leadership, Management and Emerging Technologies, Management, Professional Development
Jaclyn Tuason	Instructor	MEd	Education
Judy Ann Auld	Professor	PhD	Education
Kafi James-Lewis	Instructor	BSc, MSc	Biochemistry
Karla Farmer-Diaz	Instructor	BSc, MSc, PhD	Microbiology
Kerry Mitchell	Associate Professor	BSc, PhD	Environmental Health
Lauren Orlando	Assistant Professor	BSc, MSc, PhD	Community Health
Leandra Lee	Demonstrator	MEd	Historical Foundations of Education, English Language for Specific Purposes
Lindonne Telesford	Associate Professor	MSPH, DrPH	Environmental and Occupational Health
Lisa Findley-Stroud	Instructor	BSc, MEd	Education
Lisa Francis-Charles	Assistant Professor	MEd	Education Development Leadership
Liselle Pierre-Romain	Instructor	MSc	Health Economics
Makeda Matthew-Bernard	Demonstrator	BSc, MSc	Microbiology
Malyn Antoine	Lecturer	BSc, MD, MSc, MEd, MBA-HSM	Biochemistry, Genetics
Maria Ramos	Professor	MSc, MBA, PhD	Microbiology, Immunology, Chronic Diseases
Martin Forde	Professor	MSc, SM, ScD	Occupational and Environmental Health
Mary Maj	Professor	PhD	Biochemistry, Genetics
Melinda			
Mohamed Idries	Lecturer	MBBS	Biochemistry, Genetics
Nadia Lopez	Visiting Professor	PhD	Special Education
Nicole Welsh	Visiting Professor	MSc	Education
Odran Edwards	Instructor	MPH	Environmental Health
Oliver Benoit	Professor	PhD, MFA	Sociology

Paul Fields	Professor	PhD	Biomedical Research, Biostatistics, Bioethics
Peter Slinger	Associate Professor	MEd	Higher Education
Prakash Ramdass	Professor	MD, MPH	Epidemiology, Biostatistics
Reba David-Andrew	Demonstrator	MSc	Education
Reeba Lewis	Demonstrator	BSc, MPH	General Chemistry
Renee Thomas-Venugopal	Instructor	BSc, MPH	Health Economics & Policy, Epidemiology
Sabrina Compton	Instructor	BSc, MPH	Environmental Health
Satesh Bidaisee	Professor	DVM, MSPH, EdD	Veterinary Public Health
Sharmila Upadhy	Professor	MBBS, MD, DNB	Biochemistry, Genetics
Shellon Thomas	Lecturer	MBBS, MSHPE	Biochemistry, Genetics
Subramanya Upadhy	Professor	MBBS, MD	Physiology, Pathophysiology
Terrisha Walcott-Pierre	Demonstrator	BSc, MPH	Biological Sciences, Public Health
Tessa Alexander-St. Cyr	Instructor	MSc, EdD	Education, Human Resource Development & Performance Management, Accreditation
Tonia Frame	Assistant Professor	BSc, MPH, PhD	Health Education, Sexual & Reproductive Health & Rights
Triston Smith	Visiting Professor	MD	Education
Vineeta Ramnauth	Assistant Professor	MBBS, MSc, MPH	Behavioral Sciences, Public Health
Yusuf Yakubu	Assistant Professor	DVM, MPVM, PhD	Epidemiology, Biostatistics
Melinda Wilkerson	Professor	DVM, MSc, PhD, ACVP	Pathology
Sophie Moittie	Assistant Professor	LicVet, DVetMed, DipECZM (ZHM), DACZM	Zoological Medicine
Josephine Afema	Associate Professor	BVM, MPVM, PhD, DACVPM	Public Health and Preventative Medicine
Vanessa Matthew	Instructor	BSc, MSc	
Noor Huda	Assistant Professor	BSc, MSc, MPhil, PhD	Aquatic Animal Health
Mahesh Shriram Deokar	Associate Professor	BVSc and AH, MVSc	Anatomy
Hugo Fonseca	Professor	MV, MSc, PhD	
Narindra Roopnarine	Assistant Professor	DVM, MSc	Anatomy
Nyoni Winchester	Professor	BVSc and AH, MVSc, PhD	Toxicology

Contact Information

Contact Information for SGS Faculty and Administrative Support

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Nyoni Winchester	Department of Large Animal Medicine and Surgery, Large Animal Resource Facility Office	444-4175 (ext. 3804)	

Academic Programs & Degree Maps

Curricula Descriptions

Credit Requirements in Master's Degree Programs

Program	Required Credits
MPH - Master of Public Health	42
MSc - Master of Science	34 - 49

MBA-IB – International Business	48
MBA-MHM – Multi-Sector Health Management	34
MEd – Master of Education	34
MACCP – Master of Art in Clinical Community Psychology	36

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

Each student in MSc programs is required to complete 34-49 credits, prepare and defend a research proposal and a final thesis, and publish or have one manuscript accepted for publication in an approved journal. The publication must be based solely on the research undertaken in pursuit of the master's degree. Manuscripts must be developed to an acceptable standard and approved for submission by the Supervisory Committee. The accepted or published manuscript may be included as a chapter in the thesis.

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

Doctor of Philosophy

The PhD degree programs at SGU require a minimum of 60 - 75 credits. Each student is required to produce and defend a research proposal and a final thesis. In the PhD by Thesis program, students are also required to publish or have accepted for publication two manuscripts in a non-predatory journal. In the PhD by Manuscript program, students must publish or have accepted for publication four manuscripts in a non-predatory journal.

The publications should be based solely on the research undertaken in pursuit of the doctoral degree. Manuscripts must be developed to an acceptable standard and approved for submission by the Supervisory Committee. The accepted or published manuscript may be included as a chapter in the thesis.

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

Graduation Requirements

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

Degree Program	Required Credits
MPH - Master of Public Health	42
MSc - Master of Science	34
MBA-IB – International Business	48
MBA-MHM – Multi-Sector Health Management	34
MEd – Master of Education	34

MACCP–Master of Art in Clinical Community Psychology	36
PhD	60

Course Inventory

The SGS delivers courses across all programs in the SOM, SAS, SVM. The courses are offered as core courses, selectives/electives, and track/specialization courses.

Required Course			Track Course		
Code	#	Title	Code	#	Title
ANAT	802	Anatomy Special Regional Dissection			
ANAT	803	Instructional Development I			
ANAT	804	Seminar in Anatomical Sciences			
ANAT	805	Biomedical Research Methods			
ANAT	806	Fundamentals of Microscopy & Imaging			
ANAT	813	Instructional Development II			
ANAT	814	Cells & Tissue			
ANAT	815	Musculoskeletal System			
ANAT	816	Anatomy of the Thorax & Cardiovascular System			
ANAT	817	Anatomy of the Pelvis & Genitourinary System			
ANAT	818	Gastrointestinal System			
ANAT	819	Head & Neck			
ANAT	820	Graduate Gross Anatomy			
ANAT	831	Prosection & Preservation			
ANAT	832	Neuroanatomy			
ANAT	980	Research for the PhD			
ANAT	991	Doctoral Dissertation in PhD			
BCHM	816	Adv Techniques in Biochemistry			
BCHM	817	Biochemistry for Graduate Students			
BIOE	801	Research Ethics & Human Subjects			
BIOE	804	Independent Study in Research Ethics			
BIOE	805	Bioethical Aspects of Pain			
BIOE	807	Responsible Conduct of Research & Social Justice in Health			
BUSI	826	Managerial Economics			
BUSI	844	Lessons in Global Development			
BUSI	853	Emerging World			
BUSI	854	Innovation and Entrepreneurship			
BUSI	858	Project Lab			
BUSI	859	Project Management			
BUSI	860	Changing World			
BUSI	863	Health Economics			
BUSI	868	Health Systems			
BUSI	872	Critical Thinking			
BUSI	873	Ethics and Health Management			
BUSI	874	Health Care Marketing			
BUSI	875	Innovation and Social Entrepreneurship			

BUSI	876	Healthcare Human Resource Management			
BUSI	877	Legal Responsibility and Risk Management			
BUSI	878	The Health Professional Small Business			
BUSI	879	Leadership and Management Labs			
BUSI	880	Business Thinking			
BUSI	881	Research Methods			
BUSI	882	Strategy and Decision Making			
BUSI	883	Health Organizations			
BUSI	884	Health Informatics			
BUSI	885	Finance, Accounting, and Managerial Finance			
BUSI	887	Human Resource Management			
BUSI	888	Managing Information			
BUSI	889	Global Strategy and Strategic Management			
BUSI	890	International Marketing			
BUSI	891	Globalizing Operations			
BUSI	892	Communication in Cross-Cultural Environments			
BUSI	893	International Management Finance			
BUSI	894	Modern Organization Theory and Design			
BUSI	895	Financial Accounting			
BUSI	896	Ethics and Management			
BUSI	897	Legal Aspects of International Business			
BUSI	898	MBA Onboarding			
BUSI	980	Proposal Examination in PhD			
BUSI	981	Proposal Examination in PhD			
BUSI	982	Proposal Examination in PhD			
BUSI	983	Progress Report in PhD			
BUSI	984	Progress Report in PhD			
BUSI	985	Progress Report in PhD			
BUSI	986	Thesis Examination in PhD			
CLSK	820	Alcohol & Drug Addiction			
EDUC	816	Theories of Learning			
EDUC	817	Curriculum & Pedagogy			
EDUC	818	Education in a Multicultural Society			
EDUC	819	Practitioner Research			
EDUC	820	Leadership: Theory & Practice			
EDUC	821	Supporting with (Dis)Abilities			
EDUC	822	Student Support Services in Medical Education			
EDUC	823	Technology in Education			
EDUC	825	Educational Statistics			
EDUC	835	Practicum I			
EDUC	838	Capstone Seminar			
EDUC	839	Reflective Practice			
EDUC	840	Collab Learning & Leadership			
EDUC	841	Academic Publishing			
EDUC	842	Professional Development in Global Education			
EDUC	843	Research Capstone in Medical Education			
EDUC	844	Research Capstone in Health Education			

EDUC	845	Health Education and Emerging Methodologies			
EDUC	846	Management of Learning Environments in Health Education			
EDUC	848	Diversity, Equity & Inclusion in Medical Education			
EDUC	900	Practitioner Inquiry			
EDUC	901	Current Topics in Education			
IDGS	804	Biology of Aging			
IDGS	805	Community Health			
IDGS	806	Critical Appraisal of Research Methods			
IDGS	807	Research Design & Biostats			
IDGS	810	Authorship & Manuscript Preparation			
IDGS	821	Perinatal Epidemiology: International Perspectives			
IDGS	900	Graduate Research Seminars			
IDGS	901	Research Proposal Seminar			
IDGS	902	Research Proposal			
IDGS	903	Research & Thesis			
IDGS	904	MSC Thesis Seminar			
IDGS	905	Research & Thesis Defense			
IDGS	907	PhD Project Proposal			
IDGS	908	PhD Proposal Seminar			
IDGS	909	PHD Progress Seminar			
IDGS	910	PhD Final Thesis Defense			
IDGS	911	PhD Research & Thesis			
IDGS	912	Research & Capstone Report			
IDGS	913	MSc Research & Thesis			
IDGS	914	Authorship & Manuscript Preparation I			
IDGS	915	PhD Research and Thesis Defense			
IDGS	916	Research Seminars (PhD)			
IDGS	917	PhD Research Proposal Seminar			
IDGS	918	PhD Written Research Proposal			
IDGS	919	PhD Research, Thesis, Publication			
MICR	803	Topics in Virology			
MICR	805	Microbial Genetics			
MICR	810	Bacteria Physiology Growth & Development			
MICR	812	Tropical Medicine Parasitology			
MICR	813	Medical Microbiology			
MICR	816	Tropical Med Parasitology I			
MICR	817	Tropical Med Parasitology II			
MICR	818	History of Microbiology			
MICR	819	Medicinal Plants			
MICR	820	Marine Microbiology			
MICR	822	Medical Biofilms			
MICR	823	Micro Effects on Climate & Geosphere			
MICR	824	Adv Biochemical Methods in Microbiology			
MICR	825	Scientific Text Organization & Presentation			
MICR	828	General Immunology			
MICR	829	Current Topics in Immunology			
MICR	831	Microbiology Teaching Practicum			

MICR	832	Current Topics in Medical Virology			
MICR	901	Graduate Seminar in Microbiology			
MICR	920	Research in Microbiology for the MSc			
MICR	980	Research in Microbiology for the PhD			
MICR	990	Master's Thesis in Microbiology			
MICR	991	Doctoral Dissertation in Microbiology			
MICR	995	PhD Research & Thesis			
MICR	996	PhD Research Proposal (Written) And Defense			
PHNS	800	Physiology for Graduate Students			
PHNS	801	Neuroscience for Graduate Students			
PHNS	805	Imaging in Neurology			
PHNS	807	Practical Neuroimaging			
PHNS	808	Behavioral Science in Medicine			
PHNS	890	Capstone Presentation for MSc			
PHNS	891	Capstone Paper for MSc			
PSYC	801	Public Health Psychology			
PSYC	802	Community Psychology			
PSYC	807	Psychopathology			
PSYC	808	Individual Behaviour Change			
PSYC	809	Assessment and Evaluation of Community Health Program			
PSYC	810	Theories & Techniques of Family and Group Behavior Change			
PSYC	890	Supervised Practicum Placement			
PSYC	890	Supervised Practicum Placement			
PUBH	803	Principles of Epidemiology	PUBH	857	Community Health, Culture and Empowerment
PUBH	804	Principles of Biostatistics	PUBH	859	Sexual, Reproductive Health & Rights
PUBH	805	Health Policy and Management	PUBH	861	Project Management in a Global Environment
PUBH	806	Social and Behavioral Aspects of Public Health	PUBH	862	Fundamentals of Global Health
PUBH	807	Principles of Environmental Health	PUBH	813	Chronic Disease Epidemiology
PUBH	831	Concepts, Practice, and Leadership of Public Health	PUBH	835	Practical Data Management and Analysis
PUBH	832	Public Health Research Methods & Ethics	PUBH	843	Infectious Diseases Epidemiology
PUBH	858	One Health: Public Health Applications	PUBH	849	Toxic Exposures and Public Health
PUBH	889	Practicum/Internship in Public Health	PUBH	863	Foundations of Preventive Medicine
PUBH	893	Capstone Integrated Learning Experience	PUBH	864	Advanced Methods in Disease Prevention and Control
PUBH	895	MPH Onboarding			
VEGP	827	Principles of Epidemiology			
VSGP	803	Radiology & Ultrasonography			
VSGP	804	Wildlife Health Management in Africa			
VSGP	807	Wildlife Parasitology			
VSGP	808	Food Safety			
VSGP	809	Intro to Veterinary Public Health			
VSGP	810	Special Veterinary Anatomy			
VSGP	813	Functional Anatomy of Equine Limbs			
VSGP	814	Introduction to Wildlife Conservation Med			
VSGP	816	Zoonotic Diseases of Wildlife			

VSGP	817	Wildlife Health Management			
VSGP	818	Wildlife Health and Disease			
VSGP	819	Ecosystems Restoration			
VSGP	820	Animal Resource Utilization			
VSGP	821	Reptile and Amphibian Medicine and Surgery			
VSGP	822	Advances in Bacteriology			
VSGP	823	Diagnostic Veterinary Bacteriology			
VSGP	824	Captive Wildlife Management I Mammals			
VSGP	826	Zoonoses as agents of Bio-Agroterrorism and Acc Disasters			
VSGP	827	Diseases of North American Wildlife - Part I			
VSGP	830	Large Animal Clinical Parasitology			
VSGP	833	Veterinary Disaster Emergency Management			
VSGP	834	Advanced Veterinary Neuroanatomy			
VSGP	835	Advanced Veterinary Anatomy			
VSGP	836	Advanced Avian Morphology			
VSGP	837	Histochemistry			
VSGP	838	Wildlife Casualties			
VSGP	839	Captive Wildlife Management III Birds			
VSGP	840	Vertebrate Morphology			
VSGP	842	Advanced Necropsy Training			
VSGP	844	Advanced Molecular Techniques			
VSGP	845	Special Topics in Veterinary Pathology			
VSGP	846	Veterinary Neuropathology			
VSGP	847	Pathology of Laboratory Animal Disease			
VSGP	848	Cellular Response to Injury/Stimuli			
VSGP	849	Special Projects in Veterinary Pharmacology			
VSGP	850	Molecular and Cellular Pharmacology			
VSGP	853	Pathology I			
VSGP	854	Veterinary Epidemiology			
VSGP	855	Veterinary Bacteriology			
VSGP	857	Host & Pathogenic Bacterial Interrelationship			
VSGP	858	Special Topic Small Mammal			
VSGP	859	Special Topics in Veterinary Clinical Pathology			
VSGP	860	Diagnostic Cytology of Solid Masses			
VSGP	863	Topics in Veterinary Entomology			
VSGP	865	Special Projects in Veterinary Anesthesia and Analgesia			
VSGP	866	Special Topics in Large Animal Surgery			
VSGP	867	Special Topics in Large Animal Reproduction			
VSGP	868	Special Topics in Large Animal Medicine			
VSGP	869	Introduction To Conservation Veterinary Medicine			
VSGP	900	MSC Research Thesis MAPPES			
VSGP	901	MSC Research Thesis SVM			
VSGP	920	PhD Research Proposal			
VSGP	921	PhD Research Proposal Seminar & Defense			
VSGP	923	PhD Research & Thesis			
VSGP	924	PhD Thesis Seminar & Defense			
VSGP	925	PhD Research in Progress Seminars			

VSGP	923	PhD Research & Thesis			
VSGP	924	PhD Thesis Seminar & Defense			
VSGP	925	PhD Research in Progress Seminars			

Program Learning Outcomes

Degree	Discipline	School	Department	Learning Outcomes (Program Level)	
MPH	Public Health	SOM	Public Health and Preventive Medicine	Knowledge	Profession & Science of Public Health: 1. Explain public health history, philosophy, and values; 2. Identify the core functions of public health and the 10 Essential Services; 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health; 4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.; 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.; 6. Explain the critical importance of evidence in advancing public health knowledge; Factors Related to Human Health: 7. Explain effects of environmental factors on a population's health; 8. Explain biological and genetic factors that affect a population's health; 9. Explain behavioral and psychological factors that affect a population's health; 10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities; 11. Explain how globalization affects global burdens of disease; 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).
				Competency	Evidence-based Approaches to Public Health: 1. Apply epidemiological methods to settings and situations in public health practice; 2. Select quantitative and qualitative data collection methods appropriate for a given public health context; 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate;

					4. Interpret results of data analysis for public health research, policy, or practice;
					Public Health & Health Care Systems: 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings; 6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and systemic levels;
					Planning & Management to Promote Health: 7. Assess population needs, assets, and capacities that affect communities' health; 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs; 9. Design a population-based policy, program, project, or intervention; 10. Explain basic principles and tools of budget and resource management 11. Select methods to evaluate public health programs;
					Policy in Public Health: 12. Discuss the policy-making process, including the roles of ethics and evidence; 13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes; 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations; 15. Evaluate policies for their impact on public health and health equity;
					Leadership: 16. Apply leadership and/or management principles to address a relevant issue; 17. Apply negotiation and mediation skills to address organizational or community challenges;
					Communication: 18. Select communication strategies for different audiences and sectors; 19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-

					academic, non-peer audience with attention to factors such as literacy and health literacy; 20. Describe the importance of cultural humility in communicating public health content; Interprofessional and/or Intersectoral Practice: 21. Integrate perspectives from other sectors and/or professions to promote and advance population health.
PhD	Anatomy	SOM	Anatomical Sciences	Knowledge	Broad knowledge of anatomy, histology and embryological processes, and the ability to apply this knowledge in an academic setting.
				Competency	1. Develop substantive knowledge in gross anatomy, histology, embryology, clinical anatomy, and radiology; 2. Master the analytical and methodological skills required to evaluate and conduct research; 3. Design and conduct original research; 4. Demonstrate the ability to communicate the results of their research in a clear and effective manner; 5. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds; 6. Demonstrate an understanding and concern for the high ethical standards in research, teaching, and clinical practice; 7. Proficient in conducting research, including data collection, analysis, and interpretation of results; 8. Meaningful discussion of his/her findings in relation to other published research; 9. Preparation of manuscripts ready for submission to indexed peer-reviewed scientific journals.
MSc	Anatomy	SOM	Anatomical Sciences	Knowledge	1. Foster a spirit of inquiry that will ultimately lead to continued academic learning and scholarly activity; 2. Train students in all aspects of anatomy, histology, and embryological processes as well as research methodology.
				Competency	1. Develop substantive knowledge in gross anatomy, histology, embryology, clinical anatomy, and radiology; 2. Master the analytical and methodological skills required to evaluate and conduct research; 3. Design and conduct original research;

					4. Demonstrate the ability to communicate the results of their research in a clear and effective manner; 5. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds; 6. Demonstrate an understanding and concern for the high ethical standards in research, teaching, and clinical practice.
PhD	Biomedical Research	SOM	Public Health and Preventive Medicine	Knowledge	Research Methods: Principles of scientific investigation, research study designs, sampling techniques, conducting surveys, clinical trials, and design of experiments; Biostatistics: 1. Descriptive Statistics: numerical descriptions of data, graphical presentations of data, data distributions, laws of probability, the central limit theorem, and confidence intervals; 2. Inferential Statistics: tests of hypothesis, types of decision errors, tests of proportions, relative risk and odds ratios, statistical and practical significance, tests of means, t-tests, ANOVA, ANCOVA, correlation, simple and multiple regression, logistic regression, Chi-Square tests of nominal and ordinal data, correspondence analysis, survival analysis, systematic reviews and meta-analyses, and nonparametric methods; Authorship: Research and writing, scientific writing, choosing a journal, bibliometric indicators, predatory journals, literature review and reference management, authorship and authorship issues, the writing process, manuscript preparation, the peer review process, manuscript revision, and research presentations; Bioethics: 1. Principles of ethics, issues in research ethics, human research considerations, animal research considerations, responsible conduct of research, bioethics practice and application; 2. Understand the scientific research process and become proficient in the art of asking scientific questions.
					1. Formulate a research hypothesis, select an appropriate study design, collect relevant data, test the hypothesis, and draw a conclusion based on evidence;
				Competency	

				2. Design a research protocol and conduct a research study, including determining sample size and choosing appropriate test statistics; 3. Complete training and obtain certification provided by the Collaborative Institutional Training Initiative (CITI); 4. Prepare applications to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) for ethical evaluation, and, if required, to a Research Oversight Committee (ROC); 5. Think scientifically, objectively, and critically in the biomedical arena; 6. Form a logical argument and present scientific evidence in written and oral formats; 7. Read, evaluate, and apply the biomedical literature; 8. Contribute to the biomedical literature by publishing in international peer-reviewed journals and by making presentations at international conferences; 9. Serve as a peer-reviewer for journals and conferences; 10. Practice evidence-based medicine, and teach and inform patients about the best practices in health based on scientific evidence; 11. Guide other clinicians in conducting research and in applying research for decision-making in clinical settings.
MSc	Bioethics	SOM	Public Health and Preventive Medicine	Knowledge 1. Know the bioethical principles stated in: Principles of human experimentation (the "Nuremberg Code"); ethical principles and guidelines for the protection of human subjects of research ("The Belmont Report") of National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research; ethical principles for medical research ("Declaration of Helsinki") of World Medical Association; Federal Policy for the Protection of Human Subjects (45 CFR, "Common Rule") for all US Federal Agencies, including the Centers for Disease Control (CDC); guiding principles for ethical research of National Institutes of Health (NIH); guidelines on ethics of clinical trials of Council for International Organizations and Medical Sciences (CIOMS); 2. Understand the approaches of ethical analysis: casuistry, communitarianism, principlism, deontology, utilitarianism, social contract ethics, and virtue ethics;

					3. Recognize special considerations in bioethics when conducting research in developing countries or conducting research on vulnerable populations.
				Competency	1. Construct bioethical arguments using a legal, moral, ethical framework; 2. Conduct systematic reviews of bioethical and biomedical literature; 3. Perform normative studies to formulate and defend bioethical positions; 4. Apply bioethical principles to case studies on human and animal research; 5. Critique the ethical aspects of study designs in proposed research; 6. Conduct clinical trials applying the principles for the Responsible Conduct of Research; 7. Contribute to the bioethical literature to guide resolution of ethical dilemmas in human and animal health around the world; 8. Serve on an Institutional Review Board (IRB) and an Institutional Animal Care and Use Committee (IACUC); 9. Prepare and evaluate funding grants applications with full consideration for the bioethical issues involved.
MSc	Biomedical Research	SOM	Public Health and Preventive Medicine	Knowledge	Research Methods:
					Principles of scientific investigation, research study designs, sampling techniques, conducting surveys, clinical trials, and design of experiments;
					Biostatistics: 1. Descriptive Statistics: numerical descriptions of data, graphical presentations of data, data distributions, laws of probability, the central limit theorem, and confidence intervals; 2. Inferential Statistics: tests of hypothesis, types of decision errors, tests of proportions, relative risk and odds ratios, statistical and practical significance, tests of means, t-tests, ANOVA, ANCOVA, correlation, simple and multiple regression, logistic regression, Chi-Square tests of nominal and ordinal data, correspondence analysis, survival analysis, systematic reviews and meta-analyses, and nonparametric methods;
					Authorship: Research and writing, scientific writing, choosing a journal, bibliometric indicators, predatory journals, literature review and reference management, authorship and authorship issues, the writing process, manuscript

					preparation, the peer review process, manuscript revision, and research presentations;
					Bioethics: 1. Principles of ethics, issues in research ethics, human research considerations, animal research considerations, responsible conduct of research, bioethics practice and application; 2. Understand the scientific research process and become proficient in the art of asking scientific questions.
				Competency	1. Formulate a research question, select an appropriate study design, collect and analyze relevant data, and draw a conclusion; 2. Design and conduct biomedical research studies, including determining sample size and choosing appropriate test statistics; 3. Complete training and obtain certification provided by the Collaborative Institutional Training Initiative (CITI); 4. Think scientifically, objectively and critically in the biomedical arena; 5. Form a logical argument and present scientific evidence in written and oral formats; 6. Read, evaluate and apply the biomedical literature; 7. Contribute to the biomedical literature by publishing in scholarly journals and by making professional presentations; 8. Serve as a peer-reviewer for journals and conferences; 9. Practice evidence-based medicine, and teach and inform patients about the best practices in health based on scientific evidence; 10. Guide other clinicians in conducting research and in applying research for decision-making in clinical settings.
MEd	Education	SOM	DES	Knowledge	1. Develop, implement, and assess educational experiences that are informed by current and foundational theories of learning, reflect innovations in technology, and are designed to meet the needs of diverse learners; 2. Recognize and apply leadership theories relevant to leading strategic decision-making and educational reform to support collaborative and inclusive learning communities that are supportive of diverse identities, perspectives, and approaches;

					3. Examine the social, historical, cultural, and psychological factors that shape the ways in which students learn, teachers teach, educational systems are designed, and change occurs; 4. Apply an inquiry stance toward their practice (by asking critical questions, critiquing assumptions, examining data, and reflecting on implemented changes) to create more equitable and engaging spaces for teaching and learning.
				Competency	1. Utilizing established theoretical framework to pursue inquiry; 2. Utilizing evidence-based methodologies to produce knowledge; 3. Engaging with others with the highest degree of efficacy; 4. Designing curriculum that is adaptable for delivery in virtual and in-person learning environments; 5. Applying technology to enhance learning outcomes; 6. Applying strategic decision-making skills that lead to educational reform for diverse populations; 7. Leading within established and intentional reflective and mindfulness practices; 8. Delivering high caliber academic critique and adding to growing bodies of literature; 9. Designing, developing, and delivering rigorous research with immediate impact on their field; 10. Demonstrating an understanding of the complexities of historical, social, and cultural factors that impact learning outcomes with a diverse population; 11. Demonstrating an unwavering commitment to practices that align with social and cultural competencies; 12. Building awareness of current and ongoing global issues in education; 13. Applying evidence-based teaching and learning practices to facilitate, lead and manage learning environments; 14. Demonstrating a robust awareness of the evolving educational methodologies and models for ongoing professional.
MSc	Neuroscience	SOM	Physiology/ Neuroscience/ Behavioral Science	Knowledge	Demonstrate the knowledge and understanding of current medical physiology, biomedical neuroscience, and behavioral science in medicine.
				Competency	1. Understand and apply the principles of research ethics;

					2. Create scientific text, and deliver scientific presentations; 3. Conduct the original research, analyze the acquired data, write and defend the thesis; 4. Create and revise a project proposal for a master's thesis; 5. Demonstrate proficiency in research design, biostatistics, master authorship, and manuscript preparation; 6. Conduct literature search and summarize the results in the form of a review article as part of the coursework.
MSc	Physiology	SOM	Physiology/ Neuroscience/ Behavioral Science	Knowledge	1. Demonstrate knowledge and understanding of current Medical Physiology, Biomedical Neuroscience, and Behavioral Sciences in Medicine.
				Competency	1. Understand and apply the principles of research ethics; 2. Demonstrate proficiency in research design and biostatistics; 3. Master authorship and manuscript preparation, create scientific text and deliver scientific presentations, conduct literature search, and summarize the results in the form of a review article as part of the coursework; 4. Create and revise a project proposal for a master's thesis; 5. Conduct the original research; 6. Analyze the acquired data and write and defend the thesis.
MSc	Biochemistry	SOM	Biochemistry	Knowledge	Develop substantive knowledge in biochemistry to include but not limited to enzyme activity, biochemical pathways, nutrition affecting health, pathology and physiology associated with inborn errors of metabolism.
				Competency	1. Master the analytical and methodological skills required to evaluate and conduct research; 2. Design and conduct original research; 3. Demonstrate the ability to communicate the results of their research in a clear and effective manner; 4. Create scientific text, and deliver scientific presentations; 5. Create and revise a project proposal for a master's thesis; 6. Conduct literature search and summarize the results in the form of a review article as part of the course work; 7. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds;

					8. Demonstrate an understanding and concern for the high ethical standards in research, teaching and protecting sensitive data.
PhD	Microbiology	SOM	Microbiology, Immunology, Pharmacology	Knowledge	1. Critically evaluate current literature to identify gaps in microbiological knowledge; 2. Relate microbiological research to global health, environmental, agricultural, and industrial challenges; 3. Translate findings into applications that address scientific, medical, or societal needs.
				Competency	1. Apply appropriate experimental, computational, and analytical methodologies with rigor and reproducibility; 2. Demonstrate adherence to ethical principles in research, including biosafety, bioethics, and responsible conduct of research; 3. Apply international standards for data management, authorship, and research integrity; 4. Contribute to the scientific community by mentoring junior researchers and fostering collaborative projects; 5. Demonstrate leadership in laboratory management, project planning, and interdisciplinary teamwork.
MSc	Microbiology	SOM	Microbiology, Immunology, Pharmacology	Knowledge	1. Demonstrate advanced knowledge of microbiology, including microbial physiology, genetics, immunology, and pathogenicity; 2. Critically evaluate scientific literature and synthesize information to support evidence-based conclusions.
				Competency	1. Communicate scientific findings clearly in written reports, oral presentations, and peer-reviewed publications; 2. Demonstrate competence in data analysis, biostatistics, and use of relevant computational tools; 3. Exhibit responsible conduct of research and compliance with biosafety, bioethics, and laboratory regulations; 4. Collaborate effectively within multidisciplinary teams and contribute to group projects; 5. Develop critical thinking and problem-solving skills for addressing contemporary challenges in microbiology; 6. Pursue continued professional development and lifelong learning in microbiology and related disciplines.

MSc	Tropical Medicine	SOM	Selective	Learning Outcomes	1. Experience hospital and community health care medicine in the Tropics; 2. Uniquely experience disappearing cultures and One Health; 3. Gain a practical insight into Global Health; 4. Gain exposure to AMREF (flying doctor's), Africa's largest Health NGO; 5. Experience a unique part of Africa through a One Health lens, examining the human, domestic animal, wildlife, and environment interface, and their conflicts and opportunities.
MPH	Global Health	SOM	Selective	Learning Outcomes	1. Examine Costa Rica's universal healthcare system and the challenges of equitable access across public and private sectors; 2. Explore the interconnectedness of human, animal, and environmental health through a One Health approach; 3. Engage with public health initiatives addressing migration, gender-based violence, and Indigenous and Afro-descendant health disparities; 4. Learn how Costa Rica leverages its unique geographic, political, and cultural context to promote traditional medicine, community-based care, and sustainable health practices. 5. Participate in site visits, expert-led workshops, and cross-cultural experiences that emphasize collaboration, reflection, and systems thinking.
MA	Clinical Community Psychology	SAS	Humanities and Social Sciences	Learning Outcomes	1. Utilize foundational knowledge in developmental psychology, cognitive-behavioral psychology, social, and community psychology to construct interventions; 2. Apply psychological interventions to change individual and collective human behavior in families, organizations, and communities; 3. Evaluate and apply findings from the psychological and related research literature; 4. Participate in professional networks that utilize vocabularies of psychopathological classifications and treatment regimes; 5. Provide psychometric assessments to inform intervention planning; 6. Develop systems of etiology and risk factor exposure that are multi-ecological; 7. Address targeted problems or risks in specific areas of mental health and psychosocial behavior;

					8. Demonstrate a functional understanding of the historical, cultural, legal, and ethical context of the Caribbean sufficient to facilitate culturally-appropriate practices; 9. Conduct professional activities according to the applicable ethical codes of psychological practice.
MSc	Finance	SAS	Business	Learning Outcomes	1. Students should be able to analyze complex business problems related to finance and make sound decisions; 2. Students should be able to apply advanced oral and written communication skills necessary for success in diverse financial environments; 3. Students should be able to demonstrate ethical reasoning skills in financial decision-making; 4. Students should be able to demonstrate their knowledge of international finance and global financial markets and their impact on business; 5. Students should be able to perform a financial analysis of a company; 6. Students should be able to assess how a company's financial analysis and external economic environment affect the company's performance.
MSc	Healthcare Delivery	SAS	Business	Learning Outcomes	1. Students should be able to analyze complex health care delivery problems and formulate amicable solutions; 2. Students should be able to apply advanced oral and written communication skills necessary for success in a health care environment; 3. Students should be able to demonstrate ethical reasoning, social responsibility, and critical thinking skills in a healthcare environment; 4. Students will be able to synthesize knowledge, skills and tools in an international health care delivery context; 5. Students will be able to adapt computer software, web, and social media skills to operate in a health care environment; 6. Students should be able to assess and report on health care delivery performance metrics;
MBA-IB	International Business	SAS	Business	Learning Outcomes	Strategic and Analytical Thinking: Graduates will integrate knowledge across business disciplines and apply strategic, analytical, and quantitative methods to solve complex business problems in global contexts.

					Ethical and Legal Decision-Making: Graduates will evaluate ethical dilemmas and legal considerations to make responsible and sustainable business decisions. Financial and Accounting Competence: Graduates will apply financial and accounting principles to manage resources, assess investment opportunities, and support strategic decision-making. Leadership and Organizational Effectiveness: Graduates will demonstrate leadership, teamwork, and organizational behavior skills to manage people and processes effectively in diverse environments. Global and Cross-Cultural Business Acumen: Graduates will analyze global markets, cultural dynamics, and international business environments to make informed and culturally sensitive decisions. Marketing and Entrepreneurial Innovation: Graduates will develop innovative marketing strategies and entrepreneurial solutions to address the needs of global and emerging markets.
MBA-MHM	Multisector Health Management	SOM/SAS	Business	Learning Outcomes	1. Graduates will integrate healthcare and business knowledge to analyze complex problems and apply strategic, analytical, technological, and quantitative methods to healthcare decision-making and organizational improvement; 2. Graduates will evaluate ethical dilemmas, healthcare policies, and legal frameworks to make responsible and sustainable managerial decisions; 3. Graduates will apply financial, budgeting, and accounting principles to manage healthcare resources, assess investments, and support strategic decisions; 4. Graduates will demonstrate leadership, teamwork, communication, and organizational behavior skills to manage healthcare professionals and processes effectively in diverse environments; 5. Graduates will analyze global healthcare systems, public health challenges, and cultural dynamics to make informed and sensitive managerial decisions; 6. Graduates will develop innovative strategies and entrepreneurial solutions to improve healthcare delivery, patient care, and organizational effectiveness.

MSc	Medical Education	SOM	DES	Learning Outcomes	1. Design and implement curricula grounded in learning theories and evidence-based models; 2. Apply advanced assessment and evaluation strategies to measure learner performance and program effectiveness; 3. Integrate simulation and technology to enhance clinical teaching and patient safety; 4. Conduct systematic reviews and scholarly research using existing literature and secondary data; 5. Publish and present educational research in academic forums; 6. Demonstrate leadership in medical education and contribute to institutional and global.
MSc	Biovisualization	SOM	Anatomical Sciences	Learning Outcomes	1. Demonstrate how to translate complex scientific content into clear, instructional visuals in a variety media; 2. Develop skills critical to a medical illustrator's success, including enhanced visual problem-solving and communication skills, understanding how to self-critique to continually evaluate projects, work with a team, and effectively collaborate with content experts; 3. Utilize industry-standard software to create a variety of visual communication materials, including 2D schematic figures, animations, and illustrations for publication, and digital 3D models, and understand which to select for various project challenges that meet the established goals; 4. Develop strong professional practices and an identity as a medical illustrator, including a portfolio and other public-facing materials, and ethical research and business practices; 5. Apply streamlined project planning, file organization, and general workflow optimization skills, and create visuals in the most efficient manner; 6. Engage in research applicable to the field and that supports the student's interests to create an original body of work for publication or to serve other educational benefits.
PhD	Anatomical Pathology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher

PhD	Bacteriology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Clinical Pathology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Parasitology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Virology	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Anatomy	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Pharmacology	SVM	Anatomy/ Physiology/ Pharmacy	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher
PhD	Wildlife Conservation Medicine	SVM	Pathobiology	Learning Outcomes	1. Specialized training in specific subject areas of veterinary science 2. Enable conceptualization, formulation, and conduct of independent research in specific disciplines 3. Provide skills for specialized academic, educator, and researcher

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

					4. Demonstrate core competencies as defined by the discipline for internship/residency training 5. Ability to teach DVM students in a chosen specialty field
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Statement of Objectives

Standalone Master's Degrees - SOM

Master of Public Health

The Department of Public Health and Preventive Medicine (DPHPM) delivers the MPH program with the vision of ensuring a competent public health workforce, regionally and internationally, building healthy communities. The DPHPM is invested in delivering education that prepares students to become proficient in the practice of public health and research that produces outcomes that are responsive to public health challenges. The program offers the freestanding MPH, giving students the option to specialize in two tracks: Epidemiology or Global Health. A Preventive Medicine track is also offered for MD/MPH dual degree students who are concurrently taking both programs or SGU MD graduates who wish to pursue the MPH as a standalone program. Additionally, a Veterinary Public Health track is specific to DVM-MPH dual degree students who are concurrently taking both programs or SGU DVM graduates who wish to pursue the MPH program as a standalone program. The MPH program requires 42 credits of graduate public health coursework. Of the total credits, 24 in program-required courses, 12 in track-required courses, 3 in the field-based practicum; and 3 in the culminating Capstone Integrated Learning Experience.

MPH students and alumni are qualified to sit the US National Board of Public Health Examiners (NBPHE) Certified in Public Health (CPH) examination. The DPHPM also hosts the Gamma Kappa Chapter of the Delta Omega Honors Society in Public Health and serves as a World Health Organization Collaborating Center (WHOCC) in Environmental and Occupational Health, and a United Nations Framework Convention on Climate Change Regional Collaborating Center (UNFCCC RCC). Faculty and students have participated in research in collaboration with public health institutions, such as Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), Caribbean Public Health Agency (CARPHA), regional and international health authorities, such as Pan American Health Organization (PAHO)/World Health Organization, Caribbean Community (CARICOM), the United Nations Children's Fund (UNICEF), international universities, and governmental and community based organizations.

Standalone Master's Degrees - SAS

Master of Clinical Community Psychology

The Master of Arts in Clinical and Community Psychology (MCCP) is a non-thesis, practitioner-oriented graduate program for students who have earned a bachelor's degree in psychology or a closely aligned field and have a commitment to promoting psychological services in clinical and community settings where the field of psychology is new and/or underdeveloped. Each cohort of students will complete

the program sequence in two years, or four semesters, on a standardized course schedule. The program offers hands-on, culturally relevant practicum placement options, and opportunities for mentorship from the alumni program. The MCCP students and graduates have significantly contributed to SGU WINDREF initiatives since 2018, including the Saving Brains and Zika projects.

Master of Education

The master's in education degree is focused on curriculum, pedagogy, and leadership for experienced educators seeking deeper theoretical and practical knowledge to become change agents in their field. In this program, students have the opportunity to tailor coursework and research to their context, whether in primary, secondary, or tertiary schools, governmental or non-governmental agencies, or medical education. This program is designed for working professionals and has a combination of in-person and online learning experiences.

The program offers three specializations:

Global Educator – an educator who has the knowledge, professional skills, attributes, and commitment to help learners develop global competencies and citizenship;

Inclusive Educator – an educator who is professionally prepared to serve in a variety of roles in the health field. The Inclusive Educator is specifically trained to use appropriate educational strategies and methods to facilitate the development of policies, procedures, interventions, and systems conducive to the health of individuals, groups, and communities; and

Medical Educator – an educator who is a member of the medical fraternity with training and degrees in areas such as medicine, dentistry, and veterinary practice. The Medical Educator has developed the teaching and the research competencies to make distinct connections between theory and practice of education in the medical field.

Master of Business Administration - International Business

A key goal of the Master's in Business Administration program is to prepare students to synthesize, analyze, and integrate knowledge of business disciplines to provide innovative and credible solutions to organizational problems and opportunities. The course is ideal for business leaders and managers looking to advance in their careers. Students apply business, marketing, and human resource best practices to an expanding global market with the unique Master of Business Administration in International Business (MBA-IB). In the final residency and capstone course, students have the opportunity to integrate all their training, knowledge, and skill development while applying the skills they acquired during their MBA degree to a business opportunity of personal value and meaning. The program is offered online to accommodate working professionals.

Master of Business Administration - Multisector Health Management

The master's in business administration-Multisector Health Management (MBA-MHM) explores best practices for the comprehensive development of sustainable healthcare business models. Further, the program explores topics in health research, business planning, social innovation, and operational administration. This 14-month degree program is offered fully online, in a virtual classroom which allows real-time interaction between students and professors.

Master of Science - SOM

Anatomy

The MSc in anatomy is a two-year program that focuses on contemporary topics in anatomical sciences, such as: ultrasound, endoscopy, immunohistochemistry, medical education, etc. Students are required to produce and defend a thesis based on research in the anatomical sciences.

Biochemistry

The MSc in biochemistry is a two-year program that has both a course component and a research component. This program is intended to provide laboratory (hands-on) research training in biochemistry. The training will involve three important components addressing a specific research proposal: 1) Experimental design; 2) Performing experiments, and 3) Interpretation of experimental results and compiling them in the final thesis.

Bioethics

This MSc degree provides a unique cultural and socioeconomic environment in which students develop bioethical insights and skills needed for successful international and multicultural interaction. Students explore the connections between bioethics and societal concerns, including the impact of climate change on health.

Medical Education

The program is a premier pathway for medical students and physicians who aspire to leadership roles in medical higher education, with emphasis on educational scholarship and evidence-based teaching and learning. The degree provides a deeper, discipline-specific focus on medical education rather than broader educational leadership.

Microbiology

The microbiology master's program provides a rich, laboratory-based curriculum, supporting students in the development of independent research projects. Areas of concentration include, but are not limited to, clinical microbiology, marine microbiology, parasitology, mycology, and virology. A student's individualized program of study and pursuant research is determined by the student's interests, as well as academic background, and is directed by a chosen advisor and selected Supervisory Committee, in consultation with the student. The microbiology department also offers students an opportunity to concentrate on medical related issues in microbiology. With similar academic requirements, this

degree program includes courses delivered in the basic medical sciences, preparing students for careers in medical research and clinical laboratory work.

Physiology or Neuroscience

The MSc program in physiology or neuroscience is designed to expose students to the latest developments in medical physiology and neuroscience, both in terms of content knowledge and methodologies. The program aims to provide a solid foundation in physiology and neuroscience-related fields, with the opportunity to choose a specialist subject for research. Students develop evidence-based learning skills, critical thinking, and project management.

Tropical Medicine

This one-year MSc in tropical medicine is designed for postgraduate students who have a keen interest in global health and who wish to gain firsthand experience in tropical medicine in a tropical setting. The course focuses on parasitic diseases and is delivered through coursework and research, leading to a thesis. A large component of the program is spent developing and testing hypotheses. Research is carried out in a tropical or developing country setting under the guidance of a Supervisory Committee. Students who complete this degree have been exposed to research ethics, epidemiology of tropical parasitic diseases and health systems in developing countries, cultural competence, and research design, as well as interpretation, scientific writing, and oral presentation of research findings.

Master of Science - SAS

Healthcare Delivery

The Master of Science in Healthcare Delivery is designed to provide practicing healthcare professionals with advanced knowledge of core administrative and leadership competencies across the essential areas of healthcare practice. The core knowledge and competencies to be honed in this program include: improving health care quality and patient safety, including providing patient-centered care; working in interdisciplinary teams; employing healthcare best practices; and applying tools for continuous quality improvement. The MSc in Healthcare Delivery program includes courses in management, bioinformatics, finance, patient safety, and quality improvement.

Healthcare Finance

This course presents a broad overview of health care finance but focuses on tasks that are essential to the management of clinical services, including estimating revenues, costs and profits, planning and budgeting, analyzing capital investment decisions, and using metrics to monitor operations.

Master of Science - SVM

Anatomy

The MSc in anatomy is designed to broaden and deepen knowledge in anatomy for those students who are already enrolled in the DVM degree program and who have the potential to combine the requirements for both degrees during the first three years of the DVM degree program. The program is also available to train trained veterinarians or other scientists, providing instruction in the basic aspects

of gross anatomical, histological, and developmental sciences, with particular emphasis on areas relevant to veterinary anatomy, in order to be able to enter a career in teaching and research and/or to be able to undergo a PhD degree program by building upon the foundation already established at the MSc level, in any of these basic anatomical areas. The broad areas of studies in veterinary anatomy include, but are not limited to, aspects of gross anatomy, histology, embryology and developmental biology, cytology, neuroanatomy, comparative and avian anatomy, and histochemistry.

Anatomical Pathology

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 successful candidates to work as specialists in the field of diagnosis of animal diseases, as well as in teaching and research related to this field.

Aquatic Animal Health

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

Bacteriology

The School of Veterinary Medicine is dedicated to providing graduate students the opportunity for in-depth study of bacteria and bacteriology topics of veterinary importance. Areas of study in bacteriology include:

- Study of zoonotic bacteria.
- Identification of novel bacterial species, environments or relationships.
- Identification of antimicrobial resistance trends in bacteria.
- Molecular analysis of bacterial components and pathways.
- Study of interrelationships between bacteria and environment.
- Study of host-pathogenic/symbiotic bacteria interrelationships.
- Clinical, diagnostic and public awareness applications of bacteriological studies.

Clinical Pathology

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

Large Animal Clinical Sciences

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

and research skills, required to pursue doctoral research or an academic career in large animal clinical sciences.

Parasitology

Veterinary parasitology is an integral part of veterinary medicine. All domestic animals, avian, wildlife, and exotic species harbor parasites. Many of these parasites are zoonotic and pose a public health risk. 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

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

Small Animal Clinical Sciences

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

Virology

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

Wildlife Medicine

In response to the growing need for veterinarians trained in wildlife conservation, the Veterinary Medicine program offers 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. In addition to research activities, the course content also covers wildlife conservation and protected area management; diseases/parasites of free-ranging wildlife; and the management of free-ranging wildlife, including disease investigation, management, epidemiology, and wildlife immobilization.

Doctor of Philosophy - SAS

International Management

The PhD in International Management provides students with the knowledge and skills to engage in critical thinking that promotes sustainable public and private-sector development. Students may pursue research in multiple disciplines, including business models, leadership, accounting/finance, strategy, innovation and entrepreneurship, marketing, and human resource management.

Doctor of Philosophy - SOM

Anatomy

The PhD in anatomy/anatomical sciences provides students with training in clinical anatomy topics and their application in medical practice.

Microbiology

The PhD in microbiology offers specific areas of concentration in clinical microbiology, marine microbiology, parasitology, mycology, and virology. Graduate courses will complement the specific areas of concentration and are set by the candidate's Supervisory Committee.

Physiology and Neuroscience

The PhD in physiology and neuroscience trains students to become critical-thinking and self-supporting project managers with specialized content knowledge in the physiology and neuroscience spheres.

Dual Degree Programs - SOM

Doctor of Medicine/Master of Public Health

The Department of Public Health and Preventive Medicine (DPHPM) administers the public health degree which can be combined with the Doctor of Medicine. MPH graduates are eligible to sit on the National Board of Public Health Examiners (NBPHE) to become Certified in Public Health (CPH). The DPHPM also hosts the Gamma Kappa chapter of Delta Omega, an honorary society into which alumni with distinguished service to public health are inducted.

MD/MSc in Bioethics and MSc in Bioethics

The bioethics master's programs are designed to equip students to conduct and publish bioethics research, educate students for service on and to provide training for Internal Review Boards (IRB) and Institutional Animal Care and Use Committees (IACUC), and to contribute to clinical ethics committees and reviews. The program provides flexibility and support tailored to each student's professional needs. Students may apply directly from a bachelor's degree program, from SGU's SOM or SVM programs, or from professional employment. The program offers opportunities for practical experience in teaching, research, editorial, and ethics committee work. The program is highly collaborative and underpinned by an interprofessional culture. The master's in bioethics embraces the One Health approach to

bioethics education and research, is interactive, and values diversity. The design caters to student-centric interactive teaching, can be completed online either part-time or full-time, and with a flexible timeline.

Doctor of Medicine/Master of Science in Biomedical Research

Students in the Doctor of Medicine (MD) degree can pursue a dual degree with a Master of Science degree in biomedical research. The primary goal of the MScBR component is to provide students with skills in biomedical research to enhance their clinical skills. Adding the MScBR degree to the MD degree enables students to better practice evidence-based medicine, which will result in improved clinical care. Course work includes research design, biostatistics, research ethics, and scientific authorship. The areas of research concentration students can address span the full spectrum of clinical investigations in medicine.

The MD/MScBR Program offers students unique opportunities to work in major teaching hospitals in a specialty relevant to the student's professional goals, be actively guided by a Supervisory Committee through weekly interaction with subject matter experts, interact one-on-one with a research mentor who is a practicing clinician actively conducting research, participate in an on-going research program on a current topic in biomedical research, be part of a team of researchers and develop collaborative team-working skills, and to develop networking connections with professional colleagues that otherwise might not be possible.

Doctor of Medicine/Master of Science

The dual degree program offers opportunities for students in the Doctor of Medicine Program to also pursue a research degree in the field of anatomy, bioethics, biomedical research, microbiology, physiology, and neuroscience, and tropical medicine. The curriculum for the dual Doctor of Medicine/Master of Science (MD/MSc) degree reflects the areas of applied investigative research. Depending on the specific area of research, studies may be conducted through community-based or field studies, or within WINDREF, in departmental laboratories, or in approved laboratories at other universities or institutes. A Supervisory Committee oversees the MSc curriculum and research, which culminates in the production of a thesis.

Costa Rica Global Health Selective

In partnership with the United Nations-established University for Peace (UPEACE), this 10-day program offers a dynamic exploration of global health equity through the lens of One Health and the UN Sustainable Development Goal #3. Students will examine Costa Rica's universal healthcare system and explore how social, cultural, and environmental factors—including migration, gender equity, Indigenous and Afro-descendant health, and rural development—shape access to care and public health outcomes for underserved populations. The Costa Rica Selective is open to students in the MD, DVM, MPH, and all other graduate degree programs in SGU.

Doctor of Medicine/Master of Business Administration

Students in the Doctor of Medicine program also have the opportunity to pursue a Master of Business Administration (MBA) degree in the School of Graduate Studies. The MBA is project-centered and tool-driven, designed for experienced managers and professionals from diverse backgrounds and cultures, and focuses on managing the dimensions and complexities of community wellness, including economic enterprise. Combining a creative mix of blended learning methods, the program is taught primarily online, with short residencies on the True Blue campus, supplementing the multimode delivery.

Doctor of Veterinary Medicine/Master of Business Administration

The DVM/Master of Business Administration (DVM/ MBA) in Multi-Sector Health Management (MHM) dual degree program allows students to achieve a Doctor of Veterinary Medicine degree in concert with an 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-MHM 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 who have growing management and executive responsibilities.

Doctor of Veterinary Medicine/Master of Public Health

The DVM/Master of Public Health (DVM/MPH) dual degree program incorporates coursework from the Master of Public Health program into the DVM schedule. 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.

Doctor of Veterinary Medicine/Master of Science

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

Detailed Course Listings

Course Identifiers and Credit Hours

Prefix	#	TITLE	Cr
ANAT	802	Anatomy Special Regional Dissection	4
ANAT	803	Instructional Development I	3
ANAT	804	Seminar in Anatomical Sciences	1
ANAT	805	Biomedical Research Methods	3
ANAT	806	Fundamentals of Microscopy & Imaging	3
ANAT	813	Instructional Development II	3
ANAT	814	Cells & Tissue	1
ANAT	815	Musculoskeletal System	2
ANAT	816	Anatomy of the Thorax & Cardiovascular System	1
ANAT	817	Anatomy of the Pelvis & Genitourinary System	1
ANAT	818	Gastrointestinal System	1
ANAT	819	Head & Neck	2
ANAT	820	Graduate Gross Anatomy	2
ANAT	831	Prosection & Preservation	4
ANAT	832	Neuroanatomy	1
ANAT	980	Research for the PhD	10
ANAT	991	Doctoral Dissertation in PhD	9
BCHM	816	Adv Techniques in Biochemistry	2
BCHM	817	Biochemistry for Graduate Students	6
BIOE	801	Research Ethics & Human Subjects	1
BIOE	804	Independent Study in Research Ethics	1
BIOE	805	Bioethical Aspects of Pain	1
BIOE	807	Responsible Conduct of Research & Social Justice in Health	1
BUSI	826	Managerial Economics	3
BUSI	844	Lessons in Global Development	2
BUSI	853	Emerging World	3
BUSI	854	Innovation and Entrepreneurship	3
BUSI	858	Project Lab	2
BUSI	859	Project Management	2
BUSI	860	Changing World	2
BUSI	863	Health Economics	3
BUSI	868	Health Systems	3
BUSI	872	Critical Thinking	1
BUSI	873	Ethics and Health Management	1
BUSI	874	Health Care Marketing	3
BUSI	875	Innovation and Social Entrepreneurship	3
BUSI	876	Healthcare Human Resource Management	2
BUSI	877	Legal Responsibility and Risk Management	2
BUSI	878	The Health Professional Small Business	2

BUSI	879	Leadership and Management Labs	1
BUSI	880	Business Thinking	2
BUSI	881	Research Methods	2
BUSI	882	Strategy and Decision Making	3
BUSI	883	Health Organizations	3
BUSI	884	Health Informatics	2
BUSI	885	Finance, Accounting, and Managerial Finance	3
BUSI	887	Human Resource Management	3
BUSI	888	Managing Information	3
BUSI	889	Global Strategy and Strategic Management	3
BUSI	890	International Marketing	3
BUSI	891	Globalizing Operations	3
BUSI	892	Communication in Cross-Cultural Environments	2
BUSI	893	International Management Finance	3
BUSI	894	Modern Organization Theory and Design	2
BUSI	895	Financial Accounting	3
BUSI	896	Ethics and Management	1
BUSI	897	Legal Aspects of International Business	3
BUSI	898	MBA Onboarding	0
BUSI	980	Proposal Examination in PhD	5
BUSI	981	Proposal Examination in PhD	5
BUSI	982	Proposal Examination in PhD	5
BUSI	983	Progress Report in PhD	5
BUSI	984	Progress Report in PhD	5
BUSI	985	Progress Report in PhD	5
BUSI	986	Thesis Examination in PhD	10
CLSK	820	Alcohol & Drug Addiction	1
EDUC	816	Theories of Learning	3
EDUC	817	Curriculum & Pedagogy	3
EDUC	818	Education in a Multicultural Society	2
EDUC	819	Practitioner Research	3
EDUC	820	Leadership: Theory & Practice	3
EDUC	821	Supporting with (Dis)Abilities	1
EDUC	822	Student Support Services in Medical Education	1
EDUC	823	Technology in Education	2
EDUC	825	Educational Statistics	1
EDUC	835	Practicum I	2
EDUC	838	Capstone Seminar	4
EDUC	839	Reflective Practice	2
EDUC	840	Collab Learning & Leadership	1
EDUC	841	Academic Publishing	3
EDUC	842	Professional Development in Global Education	3
EDUC	843	Research Capstone in Medical Education	3
EDUC	844	Research Capstone in Health Education	3
EDUC	845	Health Education and Emerging Methodologies	3
EDUC	846	Management of Learning Environments in Health Education	3

EDUC	848	Diversity, Equity & Inclusion in Medical Education	3
EDUC	900	Practitioner Inquiry	3
EDUC	901	Current Topics in Education	1
IDGS	804	Biology of Aging	1
IDGS	805	Community Health	1
IDGS	806	Critical Appraisal of Research Methods	1
IDGS	807	Research Design & Biostats	3
IDGS	810	Authorship & Manuscript Preparation	1
IDGS	821	Perinatal Epidemiology: International Perspectives	1
IDGS	900	Graduate Research Seminars	1
IDGS	901	Research Proposal Seminar	1
IDGS	902	Research Proposal	2
IDGS	903	Research & Thesis	12
IDGS	904	MSC Thesis Seminar	2
IDGS	905	Research & Thesis Defense	1
IDGS	907	PhD Project Proposal	2
IDGS	908	PhD Proposal Seminar	2
IDGS	909	PHD Progress Seminar	2
IDGS	910	PhD Final Thesis Defense	2
IDGS	911	PhD Research & Thesis	33
IDGS	912	Research & Capstone Report	9
IDGS	913	MSc Research & Thesis	10
IDGS	914	Authorship & Manuscript Preparation I	1
IDGS	915	PhD Research and Thesis Defense	3
IDGS	916	Research Seminars (PhD)	2
IDGS	917	PhD Research Proposal Seminar	2
IDGS	918	PhD Written Research Proposal	3
IDGS	919	PhD Research, Thesis, Publication	24
MICR	803	Topics in Virology	2
MICR	805	Microbial Genetics	2
MICR	810	Bacteria Physiology Growth & Development	3
MICR	812	Tropical Medicine Parasitology	2
MICR	813	Medical Microbiology	5
MICR	816	Tropical Med Parasitology I	1
MICR	817	Tropical Med Parasitology II	1
MICR	818	History of Microbiology	2
MICR	819	Medicinal Plants	1
MICR	820	Marine Microbiology	3
MICR	822	Medical Biofilms	1
MICR	823	Micro Effects on Climate & Geosphere	1
MICR	824	Adv Biochemical Methods in Microbiology	2
MICR	825	Scientific Text Organization & Presentation	2
MICR	828	General Immunology	2
MICR	829	Current Topics in Immunology	1 p/f
MICR	831	Microbiology Teaching Practicum	1
MICR	832	Current Topics in Medical Virology	1
MICR	901	Graduate Seminar in Microbiology	1

MICR	920	Research in Microbiology for the MSc	3
MICR	980	Research in Microbiology for the PhD	6
MICR	990	Master's Thesis in Microbiology	6
MICR	991	Doctoral Dissertation in Microbiology	6
MICR	995	PhD Research & Thesis	36
MICR	996	PhD Research Proposal (Written) And Defense	3
PHNS	800	Physiology for Graduate Students	6
PHNS	801	Neuroscience for Graduate Students	5
PHNS	805	Imaging in Neurology	3
PHNS	807	Practical Neuroimaging	2
PHNS	808	Behavioral Science in Medicine	2
PHNS	890	Capstone Presentation for MSc	3 p/f
PHNS	891	Capstone Paper for MSc	5
PSYC	801	Public Health Psychology	3
PSYC	802	Community Psychology	3
PSYC	807	Psychopathology	3
PSYC	808	Individual Behaviour Change	3
PSYC	809	Assessment and Evaluation of Community Health Program	3
PSYC	810	Theories & Techniques of Family and Group Behavior Change	3
PSYC	890	Supervised Practicum Placement	3
PSYC	890	Supervised Practicum Placement	3
PUBH	803	Principles of Epidemiology	3
PUBH	804	Principles of Biostatistics	3
PUBH	805	Health Policy and Management	3
PUBH	806	Social and Behavioral Aspects of Public Health	3
PUBH	807	Principles of Environmental Health	3
PUBH	831	Concepts, Practice, and Leadership of Public Health	3
PUBH	832	Public Health Research Methods & Ethics	3
PUBH	858	One Health: Public Health Applications	3
PUBH	889	Practicum/Internship in Public Health	3
PUBH	893	Capstone Integrated Learning Experience	3
PUBH	895	MPH Onboarding	0
PUBH	857	Community Health, Culture, and Empowerment	3
PUBH	859	Sexual, Reproductive Health & Rights	3
PUBH	861	Project Management in a Global Environment	3
PUBH	862	Fundamentals of Global Health	3
PUBH	813	Chronic Disease Epidemiology	3
PUBH	835	Practical Data Management and Analysis	3
PUBH	843	Infectious Diseases Epidemiology	3
PUBH	849	Toxic Exposures and Public Health	3
PUBH	863	Foundations of Preventive Medicine	3
PUBH	864	Advanced Methods in Disease Prevention and Control	3
PUBH	510	Costa Rica Global Health Selective	2
VEGP	827	Principles of Epidemiology	3
VSGP	803	Radiology & Ultrasonography	2
VSGP	804	Wildlife Health Management in Africa	2

VSGP	807	Wildlife Parasitology	1
VSGP	808	Food Safety	2
VSGP	809	Intro to Veterinary Public Health	1
VSGP	810	Special Veterinary Anatomy	3
VSGP	813	Functional Anatomy of Equine Limbs	2
VSGP	814	Introduction to Wildlife Conservation Med	1
VSGP	816	Zoonotic Diseases of Wildlife	2
VSGP	817	Wildlife Health Management	2
VSGP	818	Wildlife Health and Disease	2
VSGP	819	Ecosystems Restoration	2
VSGP	820	Animal Resource Utilization	2
VSGP	821	Reptile and Amphibian Medicine and Surgery	2
VSGP	822	Advances in Bacteriology	3
VSGP	823	Diagnostic Veterinary Bacteriology	3
VSGP	824	Captive Wildlife Management I Mammals	1
VSGP	826	Zoonoses as agents of Bio-Agroterrorism and Acc Disasters	2
VSGP	827	Diseases of North American Wildlife - Part I	1
VSGP	830	Large Animal Clinical Parasitology	2
VSGP	833	Veterinary Disaster Emergency Management	2
VSGP	834	Advanced Veterinary Neuroanatomy	2
VSGP	835	Advanced Veterinary Anatomy	4
VSGP	836	Advanced Avian Morphology	2
VSGP	837	Histochemistry	2
VSGP	838	Wildlife Casualties	1
VSGP	839	Captive Wildlife Management III Birds	1
VSGP	840	Vertebrate Morphology	2
VSGP	842	Advanced Necropsy Training	2
VSGP	844	Advanced Molecular Techniques	3
VSGP	845	Special Topics in Veterinary Pathology	1
VSGP	846	Veterinary Neuropathology	2
VSGP	847	Pathology of Laboratory Animal Disease	2
VSGP	848	Cellular Response to Injury/Stimuli	2
VSGP	849	Special Projects in Veterinary Pharmacology	2
VSGP	850	Molecular and Cellular Pharmacology	1
VSGP	853	Pathology I	2
VSGP	854	Veterinary Epidemiology	1
VSGP	855	Veterinary Bacteriology	2
VSGP	857	Host & Pathogenic Bacterial Interrelationship	1
VSGP	858	Special Topic Small Mammal	2
VSGP	859	Special Topics in Veterinary Clinical Pathology	1
VSGP	860	Diagnostic Cytology of Solid Masses	2
VSGP	863	Topics in Veterinary Entomology	1
VSGP	865	Special Projects in Veterinary Anesthesia and Analgesia	2
VSGP	866	Special Topics in Large Animal Surgery	1
VSGP	867	Special Topics in Large Animal Reproduction	1
VSGP	868	Special Topics in Large Animal Medicine	1

VSGP	869	Introduction To Conservation Veterinary Medicine	1
VSGP	900	MSC Research Thesis MAPPES	7
VSGP	901	MSC Research Thesis SVM	1
VSGP	920	PhD Research Proposal	2
VSGP	921	PhD Research Proposal Seminar & Defense	1
VSGP	923	PhD Research & Thesis	36
VSGP	924	PhD Thesis Seminar & Defense	3
VSGP	925	PhD Research in Progress Seminars	3

Course Description

Anatomy

ANAT 814 - Cells & Tissues

Cells & Tissues is the first course in the Anatomical Sciences graduate curriculum and serves as a foundation in histology, cell biology, gross and developmental anatomy. The course consists of lectures, laboratory, and online activities. Graduate students participate in specific lectures and laboratory components of the Foundation to Medicine module of the year one medical curriculum and have additional lecture and laboratory sessions unique to the graduate program. Major topics include organization of the cell, cell division, cell death, cell adaptation, epithelial tissue, connective tissue, integumentary system, introduction to anatomy, introduction to the nervous system, introduction to autonomic, and early embryology.

ANAT 815 - Musculoskeletal System

The course examines the histology, cell biology, gross and developmental anatomy of the muscular and skeletal systems. The course consists of lectures, laboratory activities for histology, anatomy, and medical imaging, and additional training in physical examination skills. Graduate students participate in specific lectures and laboratory components of the MSK module of the year one medical curriculum, with additional laboratory activities unique to the graduate program.

Bioethics

BIOE 801 - Research Ethics and Human Subjects

International guidelines for ethical research are presented in lectures, current journal articles, and student presentations. Use of stored data and genetic information, as well as the conflicting goals of medical research and medical practice, are among the topics examined. The course also addresses scientific integrity and authorship, ethical issues in prevalence and control programs, and the relevance of culture and socioeconomics to the responsible conduct of research. This course fulfills a graduate program requirement for a research ethics course.

BIOE 804 - Independent Study in Research Ethics

The specific interests of students are identified and addressed through library research and/or field work, tutorials, and case discussions.

BIOE 807 - Responsible Conduct of Research and Social Justice in Health

This course examines responsible and ethical conduct of research and prepares students to participate in research that protects the rights and welfare of subjects. The course material presents basic concepts, principles, and issues related to the protection of research participants. Students will study independently and attend workshops on the Institutional Review Board (IRB) procedures and social justice. This course introduces biomedical research with a focus on protecting human subjects. Historic and current information on regulatory and ethical issues important to the conduct of research involving human subjects will be covered. The course will also cover the principles of data protection, focusing on the healthcare-related privacy and information security requirements of the Health Insurance Portability and Accountability Act (HIPAA). Additionally, students will explore themes related to social justice and health equity. The course will examine how population health is influenced by social and economic conditions of environments where people are born, live, and work.

Business

BUSI 826 - Managerial Economics

Managerial Economics stresses the importance of incentives as determinants of human behavior and performance and emphasizes considering costs and benefits as an efficient way to make managerial decisions. The course bridges theory and practice and focuses on topics that are relevant to managerial decision making and problem solving, including: the demand decision (understanding what a customer will buy) and the production decision (determining what to produce, how to produce, and how much to produce and for whom to produce).

BUSI 844 - Lessons in Global Development

This course offers an overview of the strategic and operational opportunities and challenges for small and medium enterprises (SMEs) in emerging economies seeking to compete in the global marketplace. Students examine the successes and failures of firms across emerging economies, focusing on the roles of the public institutions, public/private partnerships, and programs in the socioeconomic development process. The course highlights the role of personal, organizational, and social capacity building through SME's and partnerships in responding to change and creating financial, social, environmental, and human wealth.

BUSI 853 - Emerging World

This Residency serves as SCU's foundation for developing healthy societies, organizations, and leaders. Participants examine the global context for creating healthy organizations in the emerging world. Students are motivated to develop a personal leadership credo and development plan for the program by answering the question, "Why would someone follow you?" This course provides the insights needed to successfully build and lead healthy organizations

BUSI 854 - Innovation & Entrepreneurship

This course empowers participants with the knowledge, skills, and tools of innovation management and entrepreneurship to solve problems and create value. The course builds on the premise that everyone is creative and that innovation is necessary to gain a competitive advantage in a fast-paced,

transforming marketplace. An 'idea' is nothing without a plan. Using this methodology, students learn to combine creative ideas with market analysis and an implementation plan in order to successfully launch a business or a not-for-profit organization.

BUSI 858 - Project Lab

In this course, participants will design, research, develop, and complete a real-world project that allows them to bring all their Master in Business Administration (MBA) learning and training to real-life situations. Working individually or in teams of no more than three, students will develop the project across many courses throughout the program, guided by an assigned faculty mentor. Projects may require students to build networks with senior individuals at leading organizations (either locally or overseas) or create an advisory board or external project team. The project may take the form of a business venture, a social entrepreneurship plan, or a corporate entrepreneurship plan. Specific executable strategies for sale, promotion, and advertising are developed. Students will present their project work during their final residency week in Grenada. The final project for MBA-International Business (IB) participants is primarily developed through individual course assignments throughout the program.

BUSI 859 - Project Management

Virtually all organizations use project management to accomplish specific tasks, implement improvements, reach new markets, and innovate. Project success directly impacts financial performance and career advancement, and serves as the foundation for delivering healthy, cultural environments and meaningful work. This course will teach the concepts and techniques of project design, management, and assessment, and develop skills applicable to a variety of projects within international business.

BUSI 860 - Changing World

This Residency serves as SGU's foundation for developing healthy societies, organizations, and leaders. Here, the global context for creating health organizations in the health care industry is examined, where the need to provide high-quality, cost-effective health care through health organizations and good work has never been greater. By answering the question: "Why would someone follow you?" students are motivated to develop a personal leadership credo and development plan for the program. This course provides the insights needed to successfully build and lead healthy organizations.

BUSI 863 - Health Economics

This course will examine the rapidly changing healthcare industry. The course looks at health care as a business commodity. Issues such as demand, the role of government in policymaking, provider behavior, and competition are explored, providing an understanding of the unique economic complexities of health care. This course covers the economic principles of scarcity, efficiency, productivity, and market behavior that drive the rapidly changing health care industry worldwide, particularly in the USA. The major components of the health care system are examined, with a focus on topics such as quality vs. quantity of health care, care costs vs financing, and social welfare gains vs social welfare losses.

BUSI 868 - Health Systems

This course involves discussion and analysis of the foundations of global health and health systems, and their foundations in policy, economics, and human and cultural subsystems. Challenges and opportunities in global health, such as population aging, electronic medical records, IT, genomics, health care quality, and costs, are examined, as are the roles of NGOs and public-private partnerships in

driving transformative change. The course takes a holistic and comparative approach to understanding the systems and nature of health by studying the realities of several national health systems.

BUSI 872 - Critical Thinking

This course will help students learn and practice skills that transcend any single discipline or management function. Students explore business issues broadly while developing analytical and persuasive skills to address environmental and organizational relationships as well as personal issues that arise across many forms of management. This course will help participants identify critical questions when exploring a new business issue, dissect and prioritize issues, develop reasoned positions, and make compelling arguments.

BUSI 873 - Ethics & Health Management

With leadership comes responsibility and a duty to 'do the right thing' using an awareness of one's own and others' ethical viewpoints. This course explores the numerous ethical duties faced by organizations and managers. Utilizing analytical frameworks and the latest findings on human behavior, participants will explore a wide range of ethical decisions and strategies - many with paradoxical and conflicting perspectives. These will help reveal and assess participants' ethical intuitions, assumptions, and frameworks, compare them within explicit modes of formal ethical thought, and learn how to use ethics in business scenarios.

BUSI 874 - Health Care Marketing

Marketing in health care has evolved rapidly, requiring health managers to better understand its relationship to consumer behavior, systems, and innovations in the delivery, pharmaceutical, and medical device industries. Students gain insights into the needs of a broad range of consumers, including patients, physicians, managed care providers, and insurance firms, among others. This course covers marketing strategy and research, consumer-based marketing, analysis and implementation techniques, and evaluation in light of changing markets, policies, social media, and ethical considerations, as well as cultural implications.

BUSI 875 - Innovation & Social Entrepreneurship

Solving the health crisis will require innovation across the industry. The issues are many, including the combination of high cost, uneven access, and quality of care, growth in health care spending by consumers, governments and insurance companies; the growing burden of care by hiring firms for their employees and retirees; public health and disease management; growth of the elderly population; the quality and cost of both 'fee-for-service' reimbursement and public-provided systems, among others. This course combines the application of concepts, studies, and tools from the fields of innovation and social entrepreneurship to understanding these issues. During this course, students will select the individual or team project to be addressed in the Project Lab course and will be assigned to their faculty mentor.

BUSI 876 - Healthcare HR Management

People have become the most critical resource in organizations, in both emerging and advanced economies. Human Resource Management (HRM) includes developing individual talent and organizational capability to create future leaders and sustain long-term success, and to achieve better outcomes and access to health care around the world, as well as improved health care models. This course will help students gain critical knowledge for creating value through people, addressing topics such as critiquing and reinventing existing HRM systems; recruiting, hiring, and developing talent;

developing managers and leaders; organizational practices; managing talent and performance; information and decision-making tools; and managing change.

BUSI 877 - Legal Resp & Risk Management

Business is all about change, which increases the quantity and quality of opportunities, risks, and legal challenges within the health care industry. This course emphasizes management's need to scrutinize stakeholders, manage risk, and integrate law into practice and management activity. Employing law and risk management as sources of strategic advantage, as well as the health professional's responsibility, this course introduces the various forces impacting the legal framework and markets of the health care industry. It offers a global and national overview of key rules and regulations affecting health care delivery, risk factors, and risk management strategies and standards.

BUSI 878 - The Health Professional Small Business

The challenges of running a professional small business or medical/veterinary clinic are many. Owners or lead practitioners oftentimes wear many hats, servicing clients while running the business and meeting cash flow constraints. Through experiential learning, this course provides the foundations for building and running a professional small business or clinic, helping students learn the nuts and bolts of small business success. It covers topics such as computer systems and back-office management, workflow processes, customer service, cash flow planning, budgets and priorities, personnel policies, wages and benefits, marketing and advertising campaigns and measurements, and billing, collections, and insurance management.

BUSI 879 – Leadership and Management Labs

This experiential course brings together all the program learning in a series of business simulations that challenge students to think through leadership and management challenges and make relevant recommendations and decisions. Students reflect on their own leadership and management competence, asking themselves questions such as: How can we best manage ourselves when we make decisions without perfect information or endless time? How do we maximize the performance of the teams we become part of? What interpersonal skills give us influence? Which interpersonal strengths can propel us to our next promotion? What development areas might impact leadership and management effectiveness, or prevent our ascension to the executive suite? The labs are designed for deep self-reflection on the behaviors people choose, the consequences of those behaviors, and given choices, how people might become more productive.

BUSI 880 - Business Thinking

This course will help students learn and practice skills that transcend any single discipline or management function. Students explore business issues broadly while developing analytical and persuasive skills to address environmental and organizational issues, as well as relationship and personal issues. This course helps participants identify critical questions, dissect and prioritize issues, develop reasoned positions, and make compelling arguments.

BUSI 881 - Research Methods

Successful, performance-oriented leaders and managers know how to conduct effective research to inform a range of decisions: selecting new markets, partners, products, or services; sourcing, developing, and launching new innovations; developing market research survey instruments; understanding customer requirements; or analyzing alternative strategic options. This course examines the rudiments of decision theory, decision trees, and qualitative and quantitative research methods, while actively using case studies, research methods, and other tools and exercises critical to

formulating decisions. Research questions are drawn from marketing, finance, operations management, and other management functions within a broad set of industries.

BUSI 882 - Strategy & Decision Making

Strategy is the heart of business performance, yet a strategy is difficult to develop and even harder to implement. This course examines how firms in the health care industry formulate and implement business strategies that create value in their local and global markets. Drawing on a range of health sector studies and well-tested frameworks, students learn the key ingredients of strategy, think through challenges, develop the capacity to anticipate and assess alternative impacts, and gain lessons they can apply to their own organizations. Exercises and training in strategic decision-making allowed students to learn and apply advanced strategic thinking skills.

BUSI 883 - Health Organizations

Learning to lead, manage, and develop effective organizational systems in the health sector is a critical skill for successful managers. By examining traditional, modern, and postmodern theories of the organization, students can discuss, compare, and contrast a rich set of topics related to organizational behavior and dynamics, including motivation, learning, group dynamics, team building, power and politics, conflict, and interpersonal relations. Through experiential learning, participants explore the role of leadership in organizational transformation and decision-making across firms with differing cultures, values, and ethical foundations.

BUSI 884 - Health Informatics

The intersection of information science, computer science, and health care creates a very active and innovative interdisciplinary arena. This provides a context for dealing with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health and biomedicine. Health informatics tools include not only computer systems, but also clinical guidelines, formal medical terminologies, and information and communication systems. The managerial application of concepts prepares participants to rely on and manage information technology to accomplish their objectives as managers and consultants. The course provides both an overview of technology solutions and a discussion of the latest trends in healthcare informatics, including Electronic Medical Records (EMR) and Personal Health Records (PHR), clinical information systems, consumer health, social media, telemedicine and imaging, privacy and security.

BUSI 885 - Finance, Accounting & Managerial Finance

This course explores how financial management affects health care decision-making. Classical and emerging analytical methods applied to the financing, investment, and operational components of health care delivery are presented. An overview of the organization of financial management in health care, revenue sources, cost accounting and analysis, setting care rates, and capital management practices is also provided. Planning a budget for optimal health management is introduced in the framework of current health policies and reforms.

BUSI 887 - Human Resource Management

People have become the most critical resource in organizations, in both emerging and advanced economies. Human Resource Management (HRM) includes developing individual talent and organizational capability to create future leaders and sustain long-term success. This course helps participants to address topics such as critiquing and reinventing existing people management

systems; recruiting, hiring, and developing talent; developing managers and leaders; managing talent and performance; and creating value through people and managing change.

BUSI 888 - Managing Information

In a globalized networked economy, the acquisition, storage, retrieval, and use of information are important. This course provides a foundation to prepare participants to serve as managers and consultants who can rely on and manage information technology to accomplish organizational objectives. The course provides an overview of technology solutions and a discussion of the latest trends in business informatics, including data management, e-commerce, social media, networking, databases, cloud computing, knowledge management, software and hardware trends, privacy, security, and ethical issues.

BUSI 889 - Global Strat & Strategic Management

Strategy is the heart of business performance, yet a strategy is difficult to develop and even harder to implement. This course examines how firms in emerging economies formulate and implement corporate and business strategies that create value in their local, regional, and global marketplaces. Students learn theories of international management that incorporate a macro environment, the firm, and the role of the individual manager, in an international setting. Drawing on numerous firm studies in emerging economies and well-tested frameworks, students learn the key ingredients of global strategy, think through challenges, develop the capacity to provide alternatives and anticipated impacts, and gain lessons that may apply to their own organizations.

BUSI 890 - International Marketing

Attracting and retaining customers is fundamental to the success of all organizations. In this course, marketing theory and concepts will be applied to a variety of real-life case studies, including marketing strategy development, market definition, target market segmentation, distribution channel strategy and choices, sales promotion strategy, branding, and other related areas. Special attention is given to providing a well-rounded perspective on international markets (national and regional) that encompasses history, geography, language, religion, and economics.

BUSI 891 - Globalizing Operations

Managers use both strategic perspectives and quantitative analyses to make sound operational decisions within a globally distributed supply chain, determining where and how to locate resources and how to build processes that deliver value to stakeholders. This course enables an understanding of management issues, concepts, and tools related to supply chain management. Paying particular attention to small and medium enterprises (SME's) in emerging economies, it includes coverage of the general operations management framework, process and quality management, product considerations, lean manufacturing, supply chain issues, inventory management, information management, and logistics/distribution networks.

BUSI 892 - Communication in Cross-Cultural Environments

This course provides an integrated approach to managerial and business communication. Students are introduced to interpersonal and organizational theory and concepts, and learn skills in writing, listening, speaking, and non-verbal communications. Students will apply data, theory, and skills to issues, negotiations, and crisis situations to gain insights into their own and others' communication styles and to become more effective managers.

BUSI 893 – International Managerial Finance

This course introduces the theory, methods, and concerns of corporate finance. It examines the time value of money and capital budgeting techniques; uncertainty and the trade-off between risk and return, security market efficiency, optimal capital structure, and dividend policy decisions. This course also analyzes the financial problems corporations face when operating in an international environment, especially those that inform corporate strategy and the decision to invest abroad.

BUSI 894 - Modern Org Theory & Design

This course examines the theory and effective design of an organization to achieve strategic objectives in complex environments. Through case studies and metaphors, students examine alternative organizational structures and are encouraged to generate a range of complementary and competing insights about the nature of organizations and how they can be designed, managed, and evolved to ensure high performance. Linkages with the participant's national and regional cultural context are made.

BUSI 895 - Financial Accounting

Financial Accounting is the measurement of economic activity for decision-making. Financial statements are a key product of this measurement and a key component of financial reporting activities. Many of the failures and crises of confidence of recent times are the result of accounting irregularities, where the dissemination of relevant and reliable information is at risk and the integrity of the financial system has been challenged. This course develops participants' ability to be an informed user of financial statements and to understand their implications for future cash flows and a firm's earnings potential.

BUSI 896 - Ethics & Management

Leaders have a responsibility and a duty to “do the right thing,” drawing on awareness of their own and others’ ethical viewpoints, which is particularly challenging in cross-cultural environments. This course explores the numerous ethical duties faced by organizations and managers. Drawing on ethical and analytical frameworks from diverse cultures and traditions, students will explore a wide range of ethical decisions and strategies – many with paradoxical and conflicting perspectives. Different ethical systems and modes of formal ethical thought are explored in order to reveal and assess personal and ethical intuitions, cultural sensitivities, and assumptions, which are then applied to ethical challenges in international business.

BUSI 897 - Legal Aspects of International Business

Legal Aspects of International Business provides the framework for doing business across national borders, considering both the similarities and differences of the legal systems of various countries and providing a hierarchy of rules for resolving conflicts of laws. This course introduces the student to the laws and regulations applicable to international contracts from single transactions for goods and services to long-term business relationships such as agency, distribution, licenses, and joint ventures. Students will learn about corporate legal structures, trade finance, project finance, payment systems, transportation and logistics, intellectual property, human rights, and environmental protection. Students will apply legal reasoning to international business cases and practical business problems.

BUSI 898 - MBA Onboarding

This course provides the necessary experience and orientation to the online MBA programs. By exposure to the resources listed in the "Course Syllabus", students are enabled to navigate and maximize their skill sets towards successful course completion. Consequently, students will identify and strengthen their skills.

Education

EDUC 816 - Theories of Learning

This course will provide students with an in-depth look at key theories and perspectives that have shaped the field of education, including behaviorism, cognitivism, constructivism, progressivism, sociocultural theory, and critical theory. Students will be encouraged to develop a theoretical foundation for the work they will carry forward in their professional career, whether in research or practice. Students will be supported in developing the skills to locate and comprehend academic readings, to synthesize and explain educational literature, and to use literature to support claims. Students will also be supported in developing academic writing skills through the process of writing a literature review.

EDUC 817 - Curriculum & Pedagogy

This course introduces students to various approaches to curriculum development, with a primary focus on outcomes-based approaches and the Understanding by Design Framework. Students will experience and practice a variety of different pedagogical strategies, considering differentiated, active, and multimodal learning. Students will consider the role of context and purpose in selecting specific strategies for the overall learning experience and in relation to the desired results/learning outcomes. This course will also address best practices in assessment and feedback and consider constructive alignment in the curriculum design process.

EDUC 818 - Education in Multicultural Society

In this course, students will engage with the multifaceted and intersecting nature of culture, identity, and context in the field of education, both in theory and in practice. Students will focus specifically on education in the postcolonial Caribbean context, as they grapple with identity construction, intersectionality, and structural inequalities. Through the lens of critical multiculturalism, students will consider non-essentialist understandings of culture and identity in relation to both past and future educational experiences.

EDUC 820 - Leadership: Theory & Practice

This is a required course in the third semester of the Master of Education Program. In this course, students will explore the intersections between identity, context, leadership philosophies, and practices. Students will examine various perspectives on leadership and apply leadership theories as they collectively analyze problems of practice. Students will also gain experience providing, receiving, and incorporating feedback towards improving leadership practice. Through this course, students will refine their leadership philosophy and gain practical skills for improving their leadership practices.

EDUC 821 - Supporting Students with (Dis)Abilities

Through this online course, students will learn about various (dis)abilities (visible and invisible) and investigate how (dis)abilities intersect with the learning process. Students will be exposed to

pedagogical strategies to reduce barriers to learning for students with disabilities, and when implemented properly, can improve the learning of others as well.

EDUC 822 - Student Support Services in Medical Education

Through this online course, students will learn about the factors that influence student performance in medical school and the common support services that enhance performance and well-being. Students will 1) better understand the factors that influence student academic success in medical school, and 2) explain how student-supporting activities can potentially enhance student academic outcomes.

EDUC 823 - Technology in Education

The overall aim of this course is to produce educators who are Information and Communication Technology (ICT) literate and adept at using ICT to support 21st-century teaching and facilitate student learning. The major theme of this course is to enhance education through the appropriate use of ICT. This course provides participants with the basic technical and pedagogical knowledge, skills, and experience to effectively integrate ICTs into their teaching practice by using student-centered and innovative techniques to facilitate student learning. This course will provide students with practical experience in using a wide variety of technological tools while building connections between theory and practice in their respective fields. Students will gain an understanding of the impact (benefits and challenges) of incorporating ICT into education, as well as classroom management issues related to ICTs. This course caters to educators in primary, secondary, and higher education contexts.

EDUC 835 - Practicum I

This is an interactive course, designed to support reflective practice and integration of research, theory, and practice. Students will participate in different practica and will have structured opportunities to work through problems of practice together as a cohort. Practicum placements will vary; some will provide a new experience, and others an advancement of previous experience. The goal of the practicum is to provide students with practical experience to help them integrate theory, research, and practice. The practicum will also serve as the basis for the students' thesis and as the site of their research.

EDUC 839 - Reflective Practice

The goal of this course is to support reflective practice and integration of research, theory, and practice across all the Master's in Education courses through the creation of a portfolio. Through this digital portfolio, students will strategically and systematically reflect on their learning within and across each of the Master's in Education courses in relation to the program learning outcomes. The ePortfolio should be considered both the process through which students engage in a systemic and intentional reflection and the product of this work.

EDUC 900 - Practitioner Inquiry

This foundational research methods course is designed to support students in understanding the goals, approaches, and foundations of applied, practitioner-oriented action research. Through this course, students will engage in self-study to examine an aspect of their practice in relation to broader literature. Students will take this course concurrently with their practicum, so that their research proposal is deeply connected to their practice. This is a pass/fail course.

EDUC 901 - Current Topics in Education

This course is designed to critically examine current topics and emerging issues impacting education as they relate to the big ideas in the Master's in Education program: Inquiry, Collaboration, Identity, Equity, Agency, and Power. Students will examine the influence of personal beliefs, values, worldviews, and assumptions on the perception/interpretation of current issues, teaching- and learning-related practices, and decision-making in education. Students will self-select a current issue that has impacted their educational context, leverage the class as a community to expand and refine their understanding of the issue, and then synthesize the variety of perspectives into an action plan/way forward.

Interdepartmental Graduate Studies

IDGS 807 - Research Design and Biostatistics

This course is designed to provide students with the skills necessary to conduct population-based research, consider the questions being asked, and select appropriate measurement tools and data collection methods. The course also covers data management and the ethical considerations of conducting population research.

IDGS 808 - Research Methods: Practice & Application

This course exposes students to research methodology and design and focuses on the practice and application to address real-world clinical and population health problems. Students are expected to attend didactic lectures, participate in small-group discussions, complete an online epidemiology training program, and showcase their research progress through several Research in Progress (RIP) presentations.

IDGS 900 - MSc Seminar

Students in the MSc and PhD programs are required to attend and participate in a minimum number of weekly graduate seminars.

IDGS 901 - MSc Project Proposal Seminar

The supervisory committee works closely with the student to develop their research proposal, which will form part of their degree program. The proposal is delivered as an oral presentation to the entire supervisory committee, who will grade it based on the student's presentation style, understanding of the research topic to be undertaken, clarity of the hypothesis presented, and originality. If there are external members on the supervisory committee, they should be sent copies of the powerpoint presentation and may participate in the project proposal seminar through teleconference or by other means as available. Their physical presence in the location is not required.

IDGS 902 - MSc Written Project Proposal

The written proposal should document the aims of the study, the rationale for the study, and the design, methods, and procedures employed. The proposal should also describe the hypotheses to be tested and clearly define the timeline and the research project's feasibility.

IDGS 903 - MSc Thesis

The final thesis is written in accordance with the thesis style and approved by the supervisory committee.

IDGS 904 - MSc Thesis Seminar

The oral presentation at the thesis seminar is attended by all members of the students' supervisory committee and is graded based on the students' comprehension of their work, interpretation of the results, ability to answer questions, and presentation quality. This serves as the culminating experience for the student's research outcome. If there are external members on the supervisory committee, they should be sent copies of the PowerPoint presentation and may participate in the final seminar through teleconference or by other means as available. Their physical presence in the location is not required.

IDGS 905 - MSc Thesis Defense

The defense is often conducted at the same time as the final seminar and is intended to satisfy the supervisory committee members that the candidate has reached a level of proficiency in the subject of the degree.

IDGS 914 - Authorship and Manuscript Preparation

This course will assist graduate students in appreciating authorship issues, journal selection, and the preparation of manuscripts for publication and peer review journals. The first part of the course will begin with four overview lectures and small-group discussions on why authorship matters, who should be an author, collaborators who are not authors, and selecting an appropriate journal for publication. The second part of the course will be a self-study on reviewing appropriate journals and developing the manuscript using the principles obtained during the first four lectures.

IDGS 915 – PhD Research and Thesis Defense

The aim of the research and thesis defense is to provide an opportunity to demonstrate the student's content knowledge as well as to describe the contribution the student has made to the research field. It also allows the student to demonstrate the student's planning and analytical skills, and to show how the student has applied those skills in the student's research project.

IDGS 916 – Research Seminars (PhD)

The objective of this course is to provide an opportunity for students to engage in scholarly discourse to evaluate research methods, propose questions to help other scholars reflect on and revise scientific content, and improve their personal knowledge and skills in organizing and presenting scientific content for application in research proposals and thesis defense presentations.

IDGS 917 – PhD Research Proposal Seminar

The research proposal seminar aims to examine the thoroughness of the student's review of the current literature and ability to identify areas that warrant further research. The research proposal seminar examines students' approaches to the research topic with an evidence-based mindset and allows them to present their thoughts articulately in a logical, systematic way.

IDGS 918 – PhD Written Research Proposal

The research proposal evaluates the student's ability to examine the current literature and identify areas that warrant further research and develop a logical scientific proposal. The research proposal demonstrates the student's ability to conduct a literature review, develop research questions and hypotheses, and articulate a coherent methodology, and to answer questions using a scientific approach. The written proposal should present the students' thoughts in a comprehensive, logical, and systematic way.

IDGS 919 – Research Thesis, Publication

The student will implement the research proposal to collect, analyze, and produce results that answer the research question. The student is required to produce manuscripts and submit for publication. The manuscripts must be accepted for publication or published to complete the PhD degree. The manuscripts may constitute chapters in the thesis, formatted according to the journal guidelines. All other chapters and sections in the thesis must be formatted according to the School of Graduate Studies guidelines for the thesis.

Microbiology

MICR 805 - Microbial Genetics

This course covers the genetics of bacteria, bacteriophages, and viruses, including plasmids, transposons, and other related topics, as well as practical applications of bacterial genetics (DNA probes, recombinant vaccines, etc.). Prerequisite: Any course in microbiology or genetics

MICR 812 - Tropical Medical Parasitology

This course is designed to provide participants with laboratory and clinical experience with common parasitic diseases, which are the cause of much mortality and morbidity in the tropics. The biology, epidemiology, diagnosis, screening, and control of tropical parasites form the focus of the course. Field and clinical experience will take place in Guyana.

MICR 825 - Scientific Text: Organization and Presentation (STOP)

Effective organization and presentation of scientific information are necessary skills for students in master's and PhD programs to acquire. Scientific texts tend to follow very specific rules regarding style, grammar, and format, whether a graduate thesis or a journal article is being produced. This course aims to provide students with an introduction to some of the stylistic rules and technical aspects of presenting scientific data. Specifically, this course will target graduate-level theses, scientific articles, poster presentations, and oral presentations. As this is a course aimed at teaching practical writing skills, a large component of the class is the production of formal research proposals by students.

MICR 831 - Microbiology Teaching Practicum

This course is no less than 30 hours of direct contact teaching in laboratories, small-group sessions, and/or lectures in ongoing regular courses conducted by the department. This may take place at undergraduate, graduate, and/or professional levels. All contact shall be under the direct personal supervision of departmental faculty.

MICR 901 - Graduate Seminars in Microbiology

Registration and participation every term are required for all students while in residence for the MSc and PhD programs in Microbiology. In this series, students and faculty present reports on current topics. Credit students must organize and present at least one one-hour seminar per term and attend all other seminars to receive credit. Permanent, as well as visiting faculty, shall also be present. This course is repeatable up to nine terms for cumulative credit. Graduate students are expected to enroll in this course at least three times for freestanding MSc students and at least four times for PhD students.

MICR 980 - Research in Microbiology for PhD

Students shall conduct research on a topic approved by their graduate supervisory committee for their PhD dissertations.

MICR 995 - PhD Research & Thesis

The student shall conduct a research project and be able to collect, analyze, and interpret the results, culminating in the writing of an integrated PhD thesis containing at least two accepted or published peer-reviewed scientific journal articles. Mentoring will be available during the research and writing process.

Psychology

PSYC 801 - Public Health Psychology

This course integrates health and public health psychology, emphasizing mind/body interfaces that cause and resolve illness and behavioral interventions across multiple ecologies to promote health and well-being.

PSYC 804 - Utilizing Psych Research

This course provides a systematic review of empirical research approaches frequently used in psychological research. Through a review of peer-reviewed articles, participants gain knowledge and skills to become more discriminating consumers of psychological research.

PSYC 806 - Psychological Assessment

This course introduces the principal techniques of psychological assessment, including supervised practice in conducting psychological evaluations.

PSYC 809 – Assessment and Evaluation of Community Health Program

This course introduces students to community assessment and evaluation methods, incorporating qualitative and quantitative methods to measure and improve effectiveness in community psychology.

PSYC 810 – Family and Group Counseling

This course covers the theoretical bases and practical aspects of working with families and groups. It covers assessment, diagnosis, and intervention strategies for families and groups. The course examines groups and the family relationship system, focusing on communication, structural, emotional, and behavioral patterns; the assessment of normal and dysfunctional patterns; and the development and

facilitation of various types of groups. The content covers comparative and contextual study of marriage and family institutions, including couples, gender roles, marriage, divorce, sexuality, parenting, working, multicultural orientations, and other contemporary issues.

PSYC 890 - Supervised Practicum Placement

The Practicum placement is designed to demonstrate the skills and abilities the student possesses and to challenge the student's self-awareness and impacts on the therapeutic process. The practicum experience allows students to integrate clinical skills with conceptual/theoretical knowledge. This involves the student developing a sense of personal style and blending it with the counseling process and the skills of assessment and conceptualization.

Pathobiology

PTHB 503 - Veterinary Bacteriology/Mycology

The course will cover bacterial morphology, structure, cultivation, and general principles of diagnosis, pathogenesis, disease transmission, the use of antimicrobial agents and disinfectants, and epidemiological concepts. Students will also focus on major bacterial and fungal pathogens of veterinary importance that cause disease in domestic and pet animals. Concentration will be on morphological features, habitat, transmission, pathogenesis, and related clinical signs, diagnosis, prevention, biosecurity, and control of these pathogens. Zoonotic significance will be integrated, where applicable.

Public Health & Preventive Medicine

PUBH 803 - Principles of Epidemiology

The Principles of Epidemiology course focuses on the investigation of the factors that determine the distribution and dynamics of health and disease in human populations. The course covers measures of disease frequency, descriptive epidemiology, study types, and methods for documenting variation in disease occurrence. The tools of epidemiology applied in public health to describe patterns of illness in populations, design research studies, evaluate public health programs, and monitor changes in population health status.

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 introduces descriptive statistics, probability distributions, sampling, estimation, inference, and basic parametric and nonparametric tests. Statistical analysis tools are introduced in the course. 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 policymakers in 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 interactions between humans and physical, chemical, and biological agents, and the significant impact these agents have on health. This course considers important environmental health issues facing society. Topics include population dynamics, occupational health, 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 813 - Chronic Disease Epidemiology

This course covers principles, methods, and issues in the epidemiology of chronic diseases. Chronic Disease Epidemiology emphasizes preventive medicine and explores the risk factors for various chronic conditions. The course covers major conditions in extensive detail, including cardiovascular disease, cancer, diabetes, lung disease, arthritis, and neurological disorders.

PUBH 816 - Occupational Health

This course provides students with the knowledge and skills to recognize and evaluate common occupational hazards (e.g., chemical, physical, biological, and psychosocial), followed by a review of approaches to prevent these hazards from causing work-related diseases and injuries. The relationship between workers and their jobs, with respect to health outcomes, is explored from historical, scientific, and policy perspectives. A systematic approach to the study of the causes and extent of work-related injuries and ill health is emphasized. Principles of occupational safety and models of accidents, causation, and investigation are also covered.

PUBH 831 - Concepts, Practice, and Leadership of Public Health

This course 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

Public Health Research Methods and Ethics covers the basic research tools needed to work effectively in public health and explores common research methods encountered in public health settings. Topics include qualitative and quantitative data collection, instrument design, data interpretation and dissemination, community assessments, and the 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 the moral and ethical dilemmas that often arise. A combination of lectures, discussions, literature readings, and computer applications is used to familiarize students with public health research methods.

PUBH 835 - Practical Data Management and Analysis

In this course, students will learn the concepts and practices of sound data management, data editing and cleaning, and plan and conduct an analysis of actual public health data. Students will use data analytics software to create data entry screens and edits, enter and clean data collected, and analyze data from a large cross-sectional survey, as well as from an analytic epidemiologic cohort or case-control study. The knowledge and skills acquired in this course will be useful for any student whose plans include epidemiology, biostatistics, or medical or veterinary research.

PUBH 837 - Environmental Sustainable Development

This course highlights the relationship between public health outcomes and the state of the environment when it reflects, jointly and separately, the attributes of sustainability and development. Many ask, how is sustainable development characterized? What are the features of environmental development that renders it productive and, at the same time, safe and healthy for humans? Principle I of the Rio Declaration on Environment and Development (1992) states, "Human beings are at the center of concerns for sustainable development." Humans and their landscape, as well as animals and plants, have and continue to be immensely impacted by a plethora of anthropogenic undertakings in the name of "growth" and "development." In this course, students will examine relationships between human health and the ecologic, social, and economic factors that constitute the "total environment." Apart from understanding the relationships between the factors, students will also analyze the reciprocity of the impacts on each aspect of the total environment and the possible ultimate results for human existence and well-being. The Post-2015 Sustainable Development Agenda will be a core subject in this course. Students will assess the potential for environmental sustainability, considering the modern features of production and consumption, industry and trade, transportation, waste management, resource extraction, tourism, settlement, energy, agriculture and other key aspects of human activities.

PUBH 839 - Principles of Health Care Management

This course focuses on the principles, approaches, and applications involved in health care management. It examines organizational structure and design and addresses the organizational challenges of managing the complexity and particularities of healthcare. A theoretical overview of organizational, management, and motivational theories will be applied to the setting of community health care services and hospitals. It allows students to apply a systems approach to solve complex issues in health care management, with a view to driving change. Emphasis on organizational theories will offer the students different alternatives for efficient organization of health care services. An overview of different management styles to develop the necessary leadership and motivational capacities of the health care team will be provided so that students can adopt their own style. The major management challenges for health care organizations will be discussed: quality improvement, financial management, human resource management and training, strategic planning and marketing, information technologies, and ethics. Principles of Healthcare Management provides students with an overview of the particularities and challenges of managing health care services and teams.

PUBH 842 - Intermediate Epidemiology

In this course, students will be exposed to a more in-depth look at basic study designs, including measures of disease occurrence, measures of effect, the concept of validity, methods to address threats

to validity, and the definition and assessment of heterogeneity. This course will also expose students to the most common analytic methods used by epidemiologists.

PUBH 843 - Infectious Diseases Epidemiology

During the first half of this course, students are introduced to basic epidemiological concepts and methods, which form part of the standard armament of all epidemiologic activity. This includes the most common measures of disease frequency, measures of effect, basic study designs, concepts of validity, and basic statistical concepts. In the second half, emphasis is placed on how these basic tools are applied in the disease dependence context typical of infectious disease epidemiology. In this part of the course, students will examine models of epidemics, outbreak investigation and analysis, surveillance, measurement of infectivity, contact patterns, and the epidemiology of vaccination. An effort will be made to demonstrate the application of these methods in the context of important infectious diseases of human, animal, and zoonotic origin.

PUBH 844 - Decision-Making for Public Health Policy

The Leadership and Decision-Making course focuses on the concepts, theories, and models that influence, shape, and guide a leader's decision-making within any public health organization. The traits, skills, and styles of leadership are first examined to help students define and develop their own individual style. Building on this foundation of leadership styles, the principles and approaches that guide a leader to effectively practice within any public health organization are then examined. These practical guiding principles for a leader include culture and diversity, team leadership, the role of power, and being able to prepare for a response to any crisis. These theoretical concepts are guided by a leader's decision-making process. An analysis of an evidence-based decision-making model will be used to establish a framework that will lead to more successful outcomes and to becoming a more effective public health leader.

PUBH 849 - Environmental Toxicology

The course covers basic principles of toxicology and the mechanisms by which chemicals cause health problems and environmental damage. The student will be able to apply the principles of toxicology for compounds found in the environment and workplace.

PUBH 851 - Foundations in Health Policy Analysis

Foundations in Health Policy Analysis is the introductory course to health policy concepts and analysis, with special emphasis on the political framework and the problem-centered model. The course is centered around the thinking that good policy analysis is built on economics, resource management strategies, and political processes. This course introduces students to concepts related to the policy process, the roles of political actors, and the implications of research and resources for health policymaking.

PUBH 852 - Environmental Health Management

Environmental Health Management is designed to prepare students to confidently step into community situations in a professional capacity and experience, understand, evaluate, and solve real-world environmental and occupational health issues in the developing world. Emphasis will be placed on understanding the linkages between the physical and social aspects of environmental and occupational health issues. Topics vary and will draw on the cumulative expertise of the Environmental Health Track faculty. The lessons are designed to prepare students for varied field projects, which they undertake to strengthen practice experience during the course.

PUBH 854 - Health Economics

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will engage in content and activities to provide a perspective on economics for management decision-making, provide theoretical groundwork for the study of finance, accounting, marketing, and planning, and enable students to develop as future health care managers, playing positive roles in the reform of health care. The course will cover key concepts and frameworks, but very practical in its delivery.

PUBH 855 - Community Medicine Seminar Series

This course is a seminar-based series intended to contribute to students' development of effective communication skills, as well as to present public health topics of community medicine significance.

PUBH 857 - Community Health, Culture, & Empowerment

Community and capacity building are central components to the improvement and sustenance of the health and well-being of populations globally. This course will equip participants with knowledge and a plethora of skills to work effectively in a variety of communities and with diverse populations in developed and developing countries. Skills such as conducting a health needs assessment, partnership building, health communication, and cultural competency will be acquired through the course activities. Community engagement and cultural awareness will be cross-cutting themes.

PUBH 858 - One Health: Public Health Application

This course will engage students in ten (10) modules centered on systems thinking, the One Health concept, zoonotic diseases, environmental health, food safety, emerging infectious diseases, neglected tropical diseases, international health, community service, and interprofessional skills.

PUBH 859 - Sexual, Reproductive Health and Rights

The Sexual and Reproductive Health and Rights course introduces the history, ethical dimensions, and current scope of sexual and reproductive health-related issues, programs, and policies aimed at reducing morbidity, mortality, and health disparities globally. Students will explore the social, economic, and political factors affecting contraceptive use, fertility, family planning, pregnancy outcomes, sexually transmitted infections, pleasure, and sexual violence. It provides case studies to examine important problems and programs in socially diverse settings across the life course, in developed and developing countries.

PUBH 861 - Project Management in a Global Environment

As we navigate complex, intricate health-influencing systems, practitioners must also apply skillful management to achieve local and global public health goals. Project managers are required to apply standard processes to the maze of activities that are assigned to oversee or coordinate. Project management requires deliberate and strategic approaches. The impacts of poor planning are very evident in several local, regional, and even global projects. How should this be remedied to ensure that project managers contribute effectively to achieving the goals of public and global health? In this course, we aim to help current and future health practitioners acquire the most critical knowledge and skills for effective performance in project environments. Students will focus on the tools and techniques for managing activities across the project cycle. Key concepts will be introduced, including leadership, the Logical Framework Approach (LFA), evidence-based decision-making, work packaging, risk and issue management, stakeholder analysis, and resource and change control. Students will have

the opportunity to apply pertinent concepts to course activities, reflect on their application in real-world settings, and reapply them to a Final Project Management Plan.

PUBH 862 - Fundamentals of Global Health

Fundamentals of Global Health will introduce students to crosscutting issues in global health through a series of cases, reports, videos, and articles addressing a range of global health problems, which include communicable and noncommunicable disease burden, global health cooperation and diplomacy, and humanitarian emergencies, including those caused by climate change and anthropogenically driven factors in the global and regional contexts in which they occur. The course will contextualize current global health efforts and outlook. A major goal of this course is to equip students with fundamental knowledge and skills for effective practice and collaboration to achieve health equity beyond local contexts.

PUBH 863 - Foundations of Preventive Medicine

Foundations of Preventive Medicine introduce the principles and practices of preventive medicine within the context of public health. Students will explore the core concepts of prevention at all levels—primordial, primary, secondary, tertiary, and quaternary—and their application in reducing disease burden and promoting population health. Through discussion, case studies, and interactive activities, students will learn to analyze health promotion data, critically appraise peer-reviewed literature, and identify evidence-based screening guidelines for common diseases. This course emphasizes the integration of preventive medicine into public health practice and equips students with foundational skills to identify and analyze prevention strategies.

PUBH 864 - Advanced Methods in Disease Prevention and Control – 3 credits

Advanced Methods in Disease Prevention and Control provides a comprehensive exploration of the principles and practices essential for designing and evaluating effective public health strategies. The curriculum equips students with advanced skills in critical areas such as calculating diagnostic test performance, analyzing disease transmission dynamics, and appraising scientific literature. Through a blend of weekly quizzes, discussion forums, and a critical journal appraisal, students learn to justify public health priorities and apply theoretical models. The course culminates in a project where students synthesize their learning by crafting a detailed prevention and control strategy proposal, acting as public health consultants to address a real-world health challenge involving infectious disease, chronic illness, or mental health.

PUBH 889 - Practicum in Public Health

Practicum/Internship in Public Health is a critical aspect of the MPH program; as a field research-based & experiential learning course, Practicum integrates students' academic experiences with experiential projects facilitated by multidisciplinary public health professionals and institutions worldwide. The Practicum is a planned, supervised, and evaluated exercise that **MUST** be successfully completed by students pursuing an MPH degree. Thus, internships should be undertaken at an organization, agency, department or community that provides planning and/or services that are relevant to the core areas of public health. Students are strongly encouraged to complete a Practicum within their specialized track, i.e. Epidemiology, Preventive Medicine, and Global Health. Consistent with professional degrees, the MPH program employs the Practicum to address the relevance of developing skills and competencies of Public Health Students, the future of Public Health Practitioners.

PUBH 893 - Capstone Integrated Learning Experience

The Capstone Integrative Learning Experience (CILE) is a culminating experience in the Master of Public Health program, which allows students to synthesize and apply the concepts, skills, and knowledge acquired throughout their course of study to successfully demonstrate public health competencies. CILE is an integrated learning process that begins in the first semester in the Concepts, Practice & Leadership in Public Health course, continues in the Public Health Research Methods and Ethics course, and culminates in the production of the final paper in the final term. Upon successful completion, students are awarded three graduate-level credits.

PUBH 895 - MPH Onboarding

All new (incoming) students will be enrolled in the Master of Public Health (MPH) Onboarding course. This is a zero-credit mandatory course that must be completed before the start of classes. The Onboarding course prepares students to use the online learning management platform and other software programs (e.g., Zoom, Panopto, ProctorTrack) used in the delivery of the program. The course provides pertinent information about the program and courses and university support services for students.

Veterinary Graduate Studies

VSGP 823 - Diagnostic Bacteriology

This course provides skills in clinical veterinary bacteriology, with case histories, examination of direct smears from clinical specimens, isolation and identification of bacterial pathogens, drug susceptibility testing, interpretation, and report writing.

VSGP 844 - Advanced Molecular Techniques

This course focuses on the advanced molecular biology and cell culture techniques used in diagnostic pathology and research.

VSGP 901 - MSc Research Thesis

Students will learn to investigate a specific research question under faculty guidance. Following completion of the IDGS 901 and 902 courses (research proposal writing and presentation), students will engage in data (sample) collection, analysis thereof, interpretation of results, and compilation of an MSc Thesis. Procedures concerning the MSc thesis writing, presentation, submission, and external examination will follow SGS guidelines.

VSGP 920 - PhD Research Proposal

The course involves preparing a PhD research proposal that includes a rationale, an extensive literature review, a hypothesis, goals of the research project, methodology, and a time frame for completing the project.

VSGP 921 - PhD Research Proposal Seminar

This course involves preparing a seminar on the PhD research proposal. The seminar will be public, followed by a question-and-answer session with the audience. The presentation is followed by an oral

examination of the student's understanding and knowledge of their research field by members of the Supervisory Committee.

VSGP 923 - PhD Research and Thesis

The research and thesis are core components of the PhD degree. Upon completion of the course, the student shall be able to plan and conduct research, write, and publish independently.

VSGP 924 - PhD Thesis Seminar and Defense

The student will present their completed research work. The seminar will be public, followed by a question-and-answer session with the audience. The presentation is followed by an oral examination of the student's understanding and knowledge of their research field by members of the Supervisory Committee.

VSGP 925 - PhD Progress Seminars

Students present an annual seminar in an open forum on the progress of their research, starting in year 2 of their program.

Administrative & Financial Policies

Tuition & Fees

Tuition Fees for 2026-2027. All figures are in US dollars. Rates are subject to change.

Rates effective June 1, 2026.

Master of Public Health, per credit	\$666
MSc and PhD Programs, per credit	\$1179
Master of Education, per credit	\$406
Master of Arts, Community Clinical Psychology	\$400
Master of Business Administration (online)	\$562
PhD programs (flat rate)	\$8741

Refund Policy

Students who withdraw or take an LOA, who fail to return from an approved LOA, who are dismissed, or otherwise fail to complete the term for which they are charged, will receive a tuition adjustment of University charges based on a pro rata calculation if the student withdraws during the first 60% of a term.

University charges are prorated based on the percentage of the term that has elapsed.

Applicable University charges may consist of tuition, administrative fees, and on-campus housing. If a withdrawal takes place after the 60% point, full University charges remain due.

All tuition adjustments for students on LOA or students withdrawing are based on the date the LOA begins or the date the student began the withdrawal process or was administratively withdrawn.

While a refund may be possible, it is not guaranteed.

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

Financial Assistance

SGU's graduate school tuition compares favorably with other top schools. The Office of Financial Aid administers financial assistance available to SGU students, including need-based scholarships and private education loans. The University also offers students extensive financial aid counseling to help them understand eligibility requirements and any terms and conditions of financial assistance packages.

In partnership with the Grenadian Government, a limited number of Graduate Studies Grenadian Partnership Awards are available for eligible Grenadian students entering a graduate program. These awards are grants-in-aid and do not have to be repaid.

Award determinations are based upon:

- Demonstrated commitment to program/country by timely submission of Ministry Scholarship Application.
- Degree of financial need in consideration with the student's ability to finance their complete education beyond the extent of scholarships.
- Availability of funds from the University to meet that need.

Eligible programs of study:

- Master of Public Health MPH
- Master of Business - Multi-Sector Health Management
- Master of Business - International Business MBA
- Master of Science MSc
- Master of Education MEd
- Master of Arts in Clinical-Community Psychology
- Doctor of Philosophy

Application Deadlines:

- March 1 for May class
- June 1 for August class
- November 1 for January class

Applications submitted after the deadline may be considered up to the day of registration for students admitted to the University after the scholarship deadline.

No applications will be accepted later than the first day of classes.

SGU partners with the Government of Grenada to determine scholarship awards. Scholarship award announcements are typically made after registration. Students should be prepared with an alternate funding plan to meet their tuition obligations if not selected.

Graduate Studies Need-Based Scholarship Application

Contact: FAID@sgu.edu 631-665-8500 Ext. 1232

Faculty Scholarship

This scholarship program aims to support faculty in pursuing master's and doctoral degrees offered at the University. Scholarships will be offered to support graduate-level training in all areas offered through the School of Graduate Studies (SGS). Scholarship recipients are expected to complete the course of study in compliance with the performance bond. The objectives of the program are two-fold: first, to support the professional development of the university's faculty; and second, to retain faculty in academic careers at the University.

Application Policies

1. All applicants must be full-time faculty at SGU for at least one year.
2. All applicants must receive the approval of the Chair, or equivalent, of their department to proceed with their application.
3. All applicants must receive the approval of the Chair, or equivalent, of the department they are applying to (if different from where they are employed) to proceed with their application.
4. All applicants must receive the approval of the Dean or Head of their School/ Program or Department to submit an application.
5. Applicants are responsible for adhering to the procedures and terms and conditions of the scholarship they are awarded.
6. Applicants must meet the criteria for admission before they can be eligible for a scholarship.
7. Applicants will be required to pay the required administrative fee for the respective period to be eligible for registration.

Information on the application process, terms and conditions, are available from the Office of the Dean, SGS (deangraduatestudies@sgu.edu).

Student Loans

The Financial Aid Office maintains a list of private educational lenders in the United States who offer loan programs to SGU students. US Students can apply for these loans to meet all or part of their cost of attendance. Some lenders may also offer private loan programs for parents, guardians, sponsors, or other individuals who wish to borrow on behalf of the student to help fund their education.

Private loan programs are available only to students who have a satisfactory credit history as determined by the lender. These loans have repayment terms that begin following withdrawal or graduation from school, but may be extended.

The loans may have a fixed or variable interest rate that is tied to an index, such as LIBOR or PRIME, plus a margin. The interest rates and fees that are paid on a private student loan are based on the student's and the cosigner's credit score, if applicable.

St. George's University does not prefer, recommend, promote, endorse, or suggest any lenders. Students are not required to borrow from any of the lenders appearing on the lists provided by the Financial Aid Office, and there is no penalty for selecting a different lender. Applications for private loans are completed by the applicant and certified by a Financial Aid Counselor.

Admissions Criteria

Master of Public Health (MPH) Admission Requirements

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

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

- North American Applicants
 - A bachelor's degree or equivalent with a GPA of 3.0 and a strong science background for MSc applications
 - A master's degree or equivalent with a GPA of 3.0 and a strong science background for PhD applications
 - GRE tests are not required, but strong GRE performance enhances an application
 - Candidates for the Microbiology MSc degree must have at least a 3.0 GPA in microbiology courses
 - A doctoral research proposal for PhD application
 - Two letters of recommendation
 - Prior research experience is a benefit, but not a requirement in MSc application
 - Prior research experience is a requirement for PhD application
- British Applicants
 - Applicants in the United Kingdom system must have a first- or second-class degree
 - Candidates for the Microbiology MSc degree must have at least a 3.0 GPA in microbiology courses
 - A doctoral research proposal for PhD application
 - Two letters of recommendation
 - Prior research experience is a benefit, but not a requirement in MSc application
 - Prior research experience is a requirement for PhD application
- Other Models of Education
 - A bachelor's degree or equivalent with a GPA of 3.0 and a strong science background for MSc applications
 - A master's degree or equivalent with a GPA of 3.0 and a strong science background for PhD applications
 - Candidates for the Microbiology MSc degree must have at least a 3.0 GPA in microbiology courses
 - A doctoral research proposal for PhD application
 - Two letters of recommendation
 - Prior research experience is a benefit, but not a requirement in MSc application
 - Prior research experience is a requirement for PhD application

- If English is not the applicant's principal language, the official record of a score of at least 600 (paper-based), 250 (computer-based) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or a 7.0 overall score in the International English Language Testing System (IELTS).
- A bachelor's degree
- Minimum 3.0 GPA
- Minimum one year (but ideally at least 3-5 years) of professional experience, including teaching experience
- Content area expertise
- Strong writing and analytical skills
- Commitment/passion for teaching, learning, and leadership

Master of Education (MEd) Admission Requirements:

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

Student Rights & Conduct

Academic Integrity

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

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

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

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

Students are strongly advised to consider the following guidelines:

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

Plagiarism Policy

St. George's University (SGU) is committed to promoting a culture of scholarship. In doing so, SGU places a high value on adherence to the principles of academic integrity, honesty, and respect for and acknowledgment of the work of others. The submission of work by students is considered an important part of a continuous process of learning and assessment. It allows for a determination of a student's achievement of the necessary knowledge and skills related to their respective academic qualifications, which are to be achieved in accordance with the principles of academic integrity and honesty. To this end, students shall not submit or claim the work of others as their own or engage in any academic activity that provides an academic advantage over their peers by cheating. Plagiarism is regarded as a dishonest and cardinal offense in academia. As a form of academic misconduct, plagiarism is considered a breach of the student honor code; therefore, it is not tolerated. Plagiarism brings into disrepute the credibility of the University, its faculty, and students.

Definition

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

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

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

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

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

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

- *Contract cheating, involving the payment for, or ordering of, essays, software, and other material for submission as one's own work or ideas.*
- *Self-plagiarism, involving the re-submission of work previously submitted for assessment.*

Procedures

Unless otherwise authorized by their respective course instructors, students are expected to produce works/ideas that are the product of their own original research/investigations.

Students are provided with protocols/guidelines which inform the styles of referencing for coursework requirements and must familiarize themselves with those acceptable to their respective School/Department. This ensures that every statement that is NOT an original thought is appropriately and accurately cited and referenced. Students must therefore seek clarification from their instructors, if necessary, regarding the University's Plagiarism Policy. The University offers means by which a faculty member might seek confirmation of a suspicion that student work is plagiarized.

The University offers services, including software tools such as *Turnitin* to allow a student to review their submission for an evaluation of plagiarism. Students may also seek guidance from the Department of Educational Services (DES) for technical assistance on citing, referencing, and writing to avoid plagiarism.

Penalties

Penalties are transparent procedures to be followed where plagiarism is confirmed by the faculty member and verified by colleagues. Penalties are intended to protect the integrity of the work of students and faculty of St. George's University and the reputation of the University. Faculty members reserve the right to take appropriate action, including the award of a 'penalty grade' such as an "F", for confirmed plagiarism, in addition to referring the matter to the Office of Student Affairs for disciplinary action.

Grievance Policy

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

Student to Faculty Grievance

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

Grade Query

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

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

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

Queries that lack evidence, or that are based on personal or extenuating circumstances (e.g., illness, anxiety, family issues, inability to meet course requirements), do not constitute a valid grade query.

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

Satisfactory Progress

Academic Promotion Review Committee and Committee for Academic Progress and Professional Standards

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

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

- Failure to complete the degree in the allotted time.
- Failure to earn satisfactory academic progress after three consecutive terms.
- Failure to earn a passing grade on the second attempt at taking a course.
- Failure to meet Committee for CAPPS stipulations following an appeal of a recommendation for dismissal.
- Failure to accept or comply with the terms of an APRC letter by the deadline specified.

- Failure to meet professional behavior standards, including failure to conform to requirements in the SGS student manual.
- Failure to complete the program within the mandated timeline as described in the program guidelines or extension granted by the Dean, School of Graduate Studies.

The CAPPS is obligated to consider not only the individual student's appeal but also key considerations such as program requirements and standards, as well as the student's performance history, timeline, and academic risk factors. SGS CAPPS is empowered to uphold or recommend overturning the prior decision made by the APRC.

Privacy & Records

SGU PRIVACY POLICY

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

These rights include:

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

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