

SCHOOL OF MEDICINE

2026-2027



St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

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A Global Education

This is St. George's University, an educational institution that leads by example. 50 years ago, the University broke ground by founding the first truly international center of medical education. Creating this new opportunity gave our charter students, and all those who have followed, the chance to benefit from an international curriculum that not only helps students become doctors but inspires them to become examples of all the great things medicine can do. To date, St. George's University has graduated more than 25,000 physicians who have practiced worldwide and whose good works are testaments to this belief.

General Information

Accreditations and Approvals

- Accredited by the Grenada Medical and Dental Council, a part of the Ministry of Health of the Government of Grenada
- The National Committee on Foreign Medical Education and Accreditation (of the US Department of Education), for the purpose of conferring student loans, has deemed Grenada's accreditation standards to be comparable to those utilized by the United States.
- Approved by the New York State Education Department (NYSED) for the purpose of conducting clinical training programs in the State of New York
- Approved by the New Jersey State Board of Medical Examiners (NJSBME) to conduct clinical clerkship programs at SGU-affiliated New Jersey teaching hospitals and an Alternatively Accredited medical school by the Advisory Graduate Medical Council of New Jersey (AGMEC) within the New Jersey Commission of Higher Education
- Recognized by the Medical Board of California.
- Licensed by the Florida Commission for Independent Education, License No. 2619*
- St. George's University's Master of Public Health program is only one of a few non-US programs to receive accreditation by the US Council on Education for Public Health (CEPH).

*Additional information regarding the institution, if licensed, may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, (850)245-3200 or toll-free telephone number (888)224-6684.

Scholarships Providing Access to a Top Medical Education

- More than 75% of all entering four-year MD students received SGU scholarships in the 2020-21 academic year.
- A variety of scholarship awards are available and based on academic excellence, extracurricular activities, and/or need:
 - The Legacy of Excellence Scholarship rewards students with high academic achievement, with two different scholarships. Students accepted into the four-year MD program may be eligible for one of these scholarships based on academic qualifications. No application is needed. Students are identified during the admission process and are notified of their award through the Admissions Office upon acceptance into the MD program.
 - The CityDoctors Scholarship Program awards full and partial scholarships to students committed to working as a primary care attending physician at one of SGU's participating CityDoctors hospitals.
- Humanitarian Scholarship awards partial scholarships to incoming MD students who have demonstrated compassion and commitment to humanitarian causes in their local communities and beyond.
- International Peace Bursary

- Morris Alpert Scholarships
- William M. McCord Scholarships

Our Mission

To provide an international, culturally diverse environment in which students learn the knowledge, skills, and attitudes required for postgraduate training in the health professions while being inspired to develop compassion, curiosity, tolerance, and commitment to patients and society, dedication to lifelong learning, and an understanding of the vital role of research in health care.

Academic Programs

With its dedication to a universal model of education, the School of Medicine at St. George's University offers a comprehensive program of study to accommodate the academic backgrounds and professional aspirations of students from all over the world.

DOCTOR OF MEDICINE

Students wishing to achieve the Doctor of Medicine degree, may, depending upon their academic achievement levels, enter the seven-, six-, or five-year tracks, or the four-year Doctor of Medicine (MD) program. The four-year program is a postgraduate degree and requires a bachelor's degree with the appropriate sciences at the undergraduate level. The seven-, six-, and five-year MD tracks comprise preclinical sciences; the entry requirements are predicated by the model of education and achievement presented. Preclinical and basic medical sciences are taught in Grenada, West Indies, and the clinical training program is completed in our affiliated hospitals in the United States, the United Kingdom, or Grenada.

ST. GEORGE'S UNIVERSITY OF GRENADA SCHOOL OF MEDICINE/ST. GEORGE'S UNIVERSITY INTERNATIONAL SCHOOL OF MEDICINE

The School of Medicine offers an option for medical students to spend the first year of the four-year Doctor of Medicine degree program on the campus of Northumbria University in the United Kingdom as part of the St. George's University of Grenada School of Medicine/Northumbria University Program (SGU/NU). A Diploma of Higher Education in Medical Sciences is awarded by the School of Applied Sciences at Northumbria University upon successful completion of the first year. Students continue the second year of the medical program in Grenada and complete clinical training in one of our affiliated clinical site locations in the United States, the United Kingdom, Canada, or Grenada.

INDEPENDENT GRADUATE DEGREE PROGRAMS

Through the School of Graduate Studies, the School of Medicine offers master's degree programs in public health, microbiology, bioethics, tropical medicine, physiology and neuroscience, and anatomy. The School also offers PhD programs in bioethics, microbiology, physiology and neuroscience, and anatomy.

MD/DUAL DEGREE PROGRAMS

Students pursuing a Doctor of Medicine degree at St. George's University may simultaneously earn other degrees.

BACHELOR OF SCIENCE/MD

Those who enter the University in either seven- or six-year MD tracks may earn a bachelor's degree if the qualifications for a bachelor's degree are met. One of the major requirements of this degree includes being accepted to and completing the first year of the four-year medical program.

MD/MASTER OF PUBLIC HEALTH, MD/MASTER OF BUSINESS ADMINISTRATION, MD/ MASTER OF SCIENCE, AND MD/ MASTER OF BIOMEDICAL RESEARCH

Students who wish to enhance their educational experience and broaden their career opportunities may simultaneously earn a graduate degree in public health, anatomy, microbiology and their related concentrations, or engage in scientific research in specific disciplines. These dual graduate degrees require students to study for at least one extra term.

Doctor of Medicine

Seven-, Six-, and Five-Year MD Track

Depending upon their academic achievement levels, students wishing to achieve the Doctor of Medicine (MD) degree may enter the seven-, six-, or five-year MD Track, which starts with the preclinical phase delivered on the True Blue campus in Grenada, West Indies, and on the campus of Northumbria University in the United Kingdom via the St. George's University of Grenada School of Medicine/ Northumbria University Program. The Faculty Student Selection Committee of the Committee on Admission places the applicants into the first, second, or third year of the preclinical phase according to the applicant's academic background. Throughout all years of the preclinical phase, there is a strong focus on study skills development and academic enhancement.

The preclinical phase curriculum is designed to provide a strong foundation for the advanced studies undertaken in the medical phase of the MD program. These years of study comprise preclinical sciences, social sciences, and humanities, and serve as a foundation for the basic sciences that make up the first two years of the medical phase.

The third year of the preclinical phase consists of upper-level biomedical and behavioral science courses designed to strengthen students' preclinical sciences foundation and learning development program to enhance the opportunity for success in advanced medical studies. The Supplemental Instruction Model of peer learning, as well as peer review groups and mentoring, are offered for science courses taught within the preclinical program. Throughout all years of the preclinical program, there is a strong focus on study skills development and academic enhancement.

Students who complete the preclinical phase with a grade point average (GPA) of 3.2 or better and pass the Preclinical Science Comprehensive Examination (PMSCE) meet the promotion requirements to advance into the first year of the basic sciences phase of the four-year Doctor of Medicine degree program.

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

Additionally, any US citizen or US permanent resident is required to take the MCAT examination and have the scores reported to the School.

Four-Year Doctor of Medicine Program

The program for the four-year Doctor of Medicine (MD) degree consists of a 157-week curriculum. Many students complete the program in four calendar years. Students who matriculate into the MD program in January complete four years of instruction over a four-and-a-half year period due to the scheduling of the clinical sciences portion of the program. The program is divided into 10 terms requiring five academic years of study.

During the first two years, which cover the basic sciences, students study on the True Blue campus in Grenada. Students are also given the option to enroll in the St. George's University of Grenada School of Medicine/ Northumbria University Program, which offers the first year of basic sciences on the campus of Northumbria University in the United Kingdom.

During the last two clinical years, students move on to train at the University's clinical centers and affiliated hospitals in the United States, the United Kingdom, and/or Grenada. Passing of the United States Medical Licensing Examination (USMLE) Step 1 is a prerequisite for placement in clinical centers and affiliated hospitals in the United States and commencing with the third year of medical school in the United States. Students are only permitted to enter core rotations in Florida after passing USMLE Step 1.

The Basic Sciences

The first two years of the Doctor of Medicine program involve training and instruction using an integrated organ systems-based curriculum. Year 1 of the basic sciences focuses on clinical integration of normal structure, function, and behavior as students learn about major organ systems, including musculoskeletal, cardiovascular, pulmonary, renal, endocrinology, reproduction, digestion and metabolism, and nervous system and behavioral sciences. Year 2 of the basic sciences curriculum builds a spiral element into the integrated curriculum by integrating abnormal structure, function, and behavior around the organ systems and threading basic sciences knowledge, clinical skills, ethics, and health promotion throughout the second year. Students thus spiral back through the organ systems covered in Year 1, adding layers of clinical knowledge, skills, and professional behaviors during Year 2. This review and reinforcement of topics in a more complex manner with increased level of difficulty allows for enhanced connections between prior knowledge and new content, advanced application, and increased proficiency and clinical competence. Lectures throughout the basic sciences are complemented by small-group discussion cases and assessment through interactive multiple-choice question sessions. In the final term of the basic sciences, students interact with patients through hospital and clinic visits.

The Clinical Years

The St. George's University approach to clinical education provides students with the opportunity to learn medicine in some of the world's leading hospitals. Located throughout the United States, the United Kingdom, Canada, and Grenada, these hospitals have been designated by the University as clinical centers. A clinical center is a hospital or group of hospitals able to provide at least four of the five core rotations and offer sub-internships, primary care training, and elective rotations. The clinical centers allow students to complete all or part of their clinical training at one site, if they wish.

Clinical clerkships at these hospitals adhere to the curriculum, course descriptions, and educational goals of St. George's University School of Medicine and are monitored carefully through site visits and faculty meetings. All core rotations and sub-internships must be taken only in those hospitals with which the University has an active written affiliation agreement, and appropriately appointed SGU clinical faculty. Students are placed in hospitals with approved postgraduate training programs in the subjects to be studied. Similarly, hospitals offering elective rotations must maintain approved postgraduate training programs within the areas of instruction provided.

During the Clinical Years, students are instructed by more than 1,000 clinicians. In addition to clinical professors, the School of Medicine appoints a Director of Medical Education at every Clinical Center and affiliated hospital, along with Clerkship Directors in each of the core clinical specialties studied there. Regular site visits from the Office of the Dean provide opportunities for in-person engagement with students and faculty throughout the Clinical curriculum. Departmental meetings are held at least twice a year to support consistency in curriculum and program delivery, and evaluation and assessment procedures across clinical sites.

Clinical education is grounded in supervised, hands-on patient care experiences within hospitals and outpatient settings. Foundational knowledge acquired during the basic sciences curriculum serves as the basis for understanding contemporary medical practice and clinical decision-making. In the

Clinical Years, students develop the knowledge, clinical skills, and attitudes needed to continue into postgraduate medical training. For all core rotations, the University has required web-based assignments and hospitals offer small group teaching sessions, conferences, and lectures. Clinical skills introduced during basic sciences are further refined through direct patient care experiences. Students participate in patient assessment, history-taking, physical examination, interpretation of diagnostic studies, and clinical decision-making under the supervision of practicing physicians. They also develop effective communication skills with patients, families, and interdisciplinary healthcare teams while assuming increasing professional responsibility in clinical environments.

During the Clinical Years, we emphasize responsibility, maturity, and compassion as important attributes in the development of professional excellence. Students are expected to demonstrate accountability, professionalism in the clinical setting and between professional colleagues and uphold the standard of conduct expected of future physicians.

Clinical Curriculum

The third year of the four-year medical program consists of 42 weeks of core rotations. These are structured experiences required of all students, regardless of where they train. The core rotations consist of 12 weeks of Medicine; 12 weeks of Surgery; and 6 weeks each of Psychiatry, Pediatrics, and Obstetrics/Gynecology. These core rotations traditionally form the educational foundation for all medical students regardless of future specialty.

In addition to core rotations, SGU requires six weeks of family medicine. All students must complete a four-week sub-internship, a four-week medicine elective, and 24-26 weeks of additional electives, in order to graduate.

Family Medicine (six weeks as of August 2024 and four to six weeks for rotations scheduled before then): This required rotation can be done out of network at any SGU affiliated hospital with an approved ACGME residency in Family Medicine. The Family Medicine rotation focuses on learning aspects of acute medical problems commonly seen in outpatient settings, such as respiratory, cardiovascular, gastrointestinal, psychiatric, and genitourinary illnesses, as well as hypertension, diabetes, pain management, and common mild musculoskeletal injuries. Subsets of patients seen in this setting include the clinically healthy, the socioeconomically disadvantaged, the elderly, high medical utilizers, immigrants, and those with chronic or terminal diseases.

A sub-internship continues the educational goals and objectives of the core rotation but at a higher level of responsibility. Sub-interns share patient responsibility and participate in regularly scheduled night and weekend calls. Sub-interns follow a limited number of patients very closely throughout the diagnostic workup and management. In this way, sub-internships prepare students for internships and first postgraduate years.

Electives are offered at the University's Clinical Centers and affiliated hospitals. Additional electives are available at hospitals outside the University system, but these are subject to the review and approval of the Dean of the School of Medicine. Students who seek licensure in the United States should carefully note that the licensing boards of some states require that students take electives only at affiliated hospitals. This will also be true in other countries. The University requires that each clerkship (whether core or elective) be completed at a hospital with an approved postgraduate training program in that specialty. Since licensing regulations may vary from state to state, and from one year to the next, this matter must be considered as students devise elective programs. Each elective is usually at least four weeks long.

General Strategy: The principal objective of the elective program is to provide the best preparation for students' career choices, while coordinating balanced yet broad clinical experiences. In recognition of the individual plans and needs of all students, choices of both subject matter and course location are made by students with advice from supervising clinical teachers and with the approval of the Dean.

Details about each of the core rotations are found under the departmental descriptions. F

Four-Year Medical Program Outcome Objectives

Mission

To provide an international, culturally diverse environment in which students learn the knowledge, skills and behaviors required for postgraduate training in the health profession, while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to lifelong learning and an understanding of the vital role of research in health care

Four-Year Outcome Objectives

MEDICAL KNOWLEDGE

By the time of graduation, all students will be able to:

1. Apply the multidisciplinary body of biomedical, behavioral, and socioeconomic sciences to clinical analysis and problem solving.
2. Describe the etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases.
3. Incorporate bio-psycho-sociocultural factors including aging, behavior, health care delivery, psychological, cultural, environmental, genetic and epigenetic, nutritional, social, economic, geographical, religious, and developmental; and their effects on the health and disease of individual patients and populations into clinical reasoning.
4. Utilize evidence-based therapeutic strategies for the prevention, treatment, and palliation of disease.
5. Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.

CLINICAL SKILLS

By the time of graduation, all students will be able to:

1. Demonstrate effective verbal, nonverbal, and written communication skills; and build collaborative and trusting relationships with patients, their families, and all members of the health care team while delivering patient care.
2. Demonstrate clinical reasoning and problem-solving skills in the care of individual patients and appropriately use emerging physician support systems/tools/technologies ethically, transparently, and with accountability.
3. Gather essential and accurate information about patients and their conditions through history-taking, physical examination; and the use of laboratory data, imaging, and other tests.
4. Demonstrate competence in routine manual skills.
5. Continually seek out, critically evaluate, and apply emerging knowledge, guidelines, standards, technologies, and services that have been shown to improve patient care and health outcomes.
6. Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to seek guidance where appropriate, to continuously improve patient care.
7. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

PROFESSIONAL BEHAVIOR

By the time of graduation, all students will be able to:

1. Demonstrate the ability to cultivate a positive professional identity grounded in conscientiousness, excellence, and lifelong learning through self-reflection, incorporation of feedback, and the integration of new knowledge, skills, and behaviors.
2. Demonstrate the professional qualities expected of a physician, including empathy, compassion, compliance, punctuality, reliability, responsibility, appropriate demeanor, honesty, and teamwork.
3. Engage in behaviors that demonstrate respect for others, openness to different perspectives, and a commitment to fairness and professionalism in all interactions.
4. Consistently demonstrate ethical behavior, including respect for patient privacy, the protection of autonomy, and the practice of informed consent in all clinical interactions.
5. Demonstrate the ability to collaborate effectively within an interprofessional team to deliver safe, effective, and patient- and population-centered care.
6. Demonstrate sensitivity and responsiveness to the needs, values, and perspectives of diverse patient populations, respecting differences in culture, identity, belief, ability, and life experience.

Program Calendar: Four-Year MD Program

Basic Sciences

	AUGUST 2022 ENTRANTS	JANUARY 2023 ENTRANTS	APRIL 2023 ENTRANTS	AUGUST 2023 ENTRANTS	JANUARY 2024 ENTRANTS	APRIL 2024 ENTRANTS	AUGUST 2024 ENTRANTS	JANUARY 2025 ENTRANTS	APRIL 2025 ENTRANTS	AUGUST 2025 ENTRANTS	JANUARY 2026 ENTRANTS
TERM 1 17 credits	Aug. 15, 2022 to Dec. 12, 2022	Jan. 16, 2023 to May 15, 2023	Apr. 5, 2023 to Aug. 1, 2023	Aug. 21, 2023 to Dec. 15, 2023	Jan. 15, 2024 to May 13, 2024	Apr. 10, 2024 to Aug. 6, 2024	Aug. 19, 2024 to Dec. 13, 2024	Jan. 20, 2025 to May 16, 2025	Apr. 7, 2025 to Aug. 1, 2025	Aug. 18, 2025 to Dec. 12, 2025	Jan. 19, 2026 to May 15, 2026
TERM 2 17 credits	Jan. 9, 2023 to May 10, 2023	Aug. 16, 2023 to Dec. 13, 2023	Aug. 16, 2023 to Dec. 13, 2023	Jan. 8, 2024 to May 8, 2024	Aug. 14, 2024 to Dec. 11, 2024	Aug. 14, 2024 to Dec. 11, 2024	Jan. 13, 2025 to May 14, 2025	Aug. 13, 2025 to Dec. 10, 2025	Aug. 13, 2025 to Dec. 10, 2025	Jan. 12, 2026 to May 13, 2026	Aug. 12, 2026 to Dec. 9, 2026
TERM 3 8 credits	July 3, 2023 to Aug. 11, 2023	Jan. 8, 2024 to Feb. 16, 2024	Jan. 8, 2024 to Feb. 16, 2024	Jul. 1, 2024 to Aug. 9, 2024	Jan. 6, 2025 to Feb. 14, 2025	Jan. 6, 2025 to Feb. 14, 2025	Jun. 10, 2025 to Jul. 18, 2025	Jan. 12, 2026 to Feb. 20, 2026	Jan. 12, 2026 to Feb. 20, 2026	June 8, 2026 to July 17, 2026	Jan. 11, 2027 to Feb. 19, 2027
TERM 4 21 credits (23 credits effective Jan. 2025)	Aug. 16, 2023 to Dec. 14, 2023	Feb. 19, 2024 to June 20, 2024	Feb. 19, 2024 to Jun. 20, 2024	Aug. 14, 2024 to Dec. 12, 2024	Mar. 3, 2025 to Jul. 17, 2025	Mar. 3, 2025 to Jul. 17, 2025	Jul. 28, 2025 to Dec. 11, 2025	March 2, 2026 to July 16, 2026	March 2, 2026 to July 16, 2026	July 27, 2026 to Dec. 10, 2026	Mar. 1, 2027 to July 15, 2027
TERM 5 23 credits (21 credits effective Jan. 2025)	Jan. 8, 2024 to May 10, 2024	Aug. 6, 2024 to Dec. 6, 2024	Aug. 6, 2024 to Dec. 6, 2024	Jan. 13, 2025 to May 15, 2025	Aug. 5, 2025 to Nov. 21, 2025 (End Date Dec. 5, 2025 for those repeating the old Term 5)	Aug. 5, 2025 to Nov. 21, 2025 (End Date Dec. 5, 2025 for those repeating the old Term 5)	Jan. 12, 2026 to Apr. 30, 2026	Aug. 4, 2026 to Nov. 20, 2026	Aug. 4, 2026 to Nov. 20, 2026	Jan. 11, 2027 to Apr. 30, 2027	Aug. 3, 2027 to Nov. 19, 2027

Medical Program Outline

Basic Science Courses

The following descriptions are overviews of the basic science courses. The subject matter and course objectives will continually change to reflect advances and new directions within the discipline, as well as growth and new dimensions within the faculty and academic community of the School.

BASIC PRINCIPLES OF MEDICINE

BPM 500 (17 credits)

Basic Principles of Medicine I (BPM1)

The course Basic Principles of Medicine 1 (BPM1) is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the St. George's University of Grenada School of Medicine/Northumbria University Program (SGUSOM/NU), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the basic sciences program and is taught in three consecutive modules:

Foundation to Medicine: 6 weeks

Musculoskeletal System: 4 weeks

Cardiovascular, Pulmonary and Renal Systems: 7 weeks **Total: 17 weeks**

Foundation to Medicine

In this first module, students will learn about the biological molecules associated with cells, tissues and organs from biochemical and cellular discussions towards a molecular understanding of human disease and pathology. Students will learn about normal and abnormal physiological states including homeostasis and how it is controlled via biochemical and genetic means. Cellular control of proliferation, senescence, apoptosis and necrosis will be explored. Histological, biochemical, physiological, and genetic aspects of cancer will be synthesized to develop a comprehensive analysis of the principles of this disease state. Students will increase their knowledge of human patterns of genetic inheritance beyond Mendelian concepts with the objective of seeing patients through a genetic lens. Genetic and genomic tests for diagnosis and characterization will be taught so that students will have a broad understanding of the advantages and limitations of these technologies. An overarching theme of this module is to introduce students to the language embedded in pathology tests and to provide an understanding and interpretation of the results. To this end, biochemical, physiological and genetic aspects of pharmacology will also be introduced.

Musculoskeletal System

The Musculoskeletal System module is an interdisciplinary study of the anatomical, histological, physiological and pharmacological principles of this organ system. The overall goal of this module is to provide a comprehensive knowledge base for understanding the normal gross anatomical and microscopic structures as well as the development and functioning of the musculoskeletal system. Case studies, practical laboratory sessions and small group discussions are an integral component throughout the entire module. The module also exposes students to cadaveric prosections and ultrasound simulation sessions with standardized patients to aid in their understanding of key anatomical concepts and allows them to apply this knowledge to a clinical setting.

Cardiovascular, Pulmonary and Renal Systems

The Cardiovascular, Pulmonary, and Renal Systems module is an interdisciplinary study of the anatomical, histological, physiological, biochemical, and pharmacological principles of these organ systems. The overall goal of this module is to provide a sound knowledge base for understanding the normal anatomical and microscopic structures, biochemical processes, and functioning of the cardiovascular, pulmonary and renal organs. Case studies and practical laboratory sessions are also presented as an integral component throughout the entire module. An introduction to inflammation, various cardiovascular, pulmonary and renal acid-base disorders will be explored to aid with the application and integration of the normal basic science principles into pathological disease processes.

BPM 501 (17 credits)

Basic Principles of Medicine II (BPM2)

The Basic Principles of Medicine 2 (BPM2) course is a 17-credit course delivered over 18 weeks in Term 2 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the St. George's University of Grenada School of Medicine/Northumbria University Program (SGU/NU), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the basic sciences program and is taught in three consecutive modules:

Endocrine and Reproductive Systems (ER) – 3 weeks

Digestive System and Metabolism (DM) – 4 weeks

Nervous System and Behavioral Science (NB) – 11 weeks **Total: 18 weeks**

Endocrine and Reproductive (ER) Module

This module provides the knowledge and understanding of the gross and microscopic structure, physiology, biochemical processes and metabolic disorders in relation to the endocrine organs. This includes the study of gross and developmental anatomy, physiology, microscopic anatomy and cell biology of the male and female reproductive systems. Students will learn to integrate and apply this knowledge through examination of cadavers at wet lab sessions and micrographs and radiological images in small group sessions. At the end of each system, pathological conditions are explained through micrographs and imaging relevant to the specific organ systems. Students will also cover developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and the elderly. Students will be able to appreciate the normal structure and functions of these organ systems and will be able to correlate pathological outcomes due to abnormal changes within the respective tissue.

Digestive System and Metabolism (DM) Module

In this module students learn about the anatomy and histology of the digestive system and actively integrate it with the biochemistry and physiological function of this organ system. Students will familiarize themselves with the digestion and metabolism of the macromolecules: carbohydrates, lipids and proteins and their nutritional significance. Special emphasis is placed on the inborn errors of metabolism associated with each of these metabolic pathways and the lab tests and the molecular basis for the clinical signs and symptoms of these disorders. The module will be interspersed with clinical cases and study of imaging and histology of the gastrointestinal tract. Clinical cases on inborn errors of intermediary metabolism and metabolic disorders enhance students' understanding of the importance of these aspects of metabolism.

Nervous System and Behavioral Sciences (NB) Module

This module is an interdisciplinary study of the structure and function of the head, neck and the peripheral and central nervous system, simultaneously addressing the anatomy, histology, physiology, biochemistry and some pharmacology and pathophysiology. Behavioral science (psychopathology), life span development and learning theory are covered, as well as the behavioral aspects of medicine.

Neurological and psychiatric case studies will be presented as integral components. The overall goal is to provide students with knowledge and understanding of the effects of damage to the head, neck, spinal cord, and brain, as well as the behavioral disorders of cognition as presented in general clinical medicine and the specialties of Neurology, Neurosurgery, Psychiatry and Ophthalmology.

BPM 502 (8 credits)

Basic Principles of Medicine III (BPM3)

The Basic Principles of Medicine (BPM3) course is an 8-credit course taught over 6 weeks in Term 3 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. The core aim of this course is to equip physicians with: the knowledge and skills to understand fundamental principles inherent to a future understanding and diagnosis of microbial infections; devise and utilize strategies that improve the health of entire communities and populations and help reduce health inequities among population groups; and to uphold standards of ethics and professionalism expected across North America. A broad range of microbial, immune, and environmental factors and conditions that have a strong influence on human health are considered and discussed. Medical professionalism and associated attitudes and behaviors expected of physicians in much of the world are introduced, and opportunities are provided for students to develop skills and competencies with which to meet those expectations including critical and independent thinking. The ethical principles and duties of physicians, and beginning and end of life issues are examined, as are fundamental concepts of law that interface with ethical decision making. Core public health assessment tools such as biostatistics and epidemiology are introduced, including techniques for design and interpretation of medical research. The role that human behavior, the environment, and politics play in influencing health in different societies is considered. Finally, a biopsychosocial approach to patient care is introduced, and the role cultural factors play within doctor-patient encounters discussed and examined.

The BPM3 course is sub-structured into four thematic areas:

Ethics, Professionalism and Medical Jurisprudence

A survey of bioethics introduces research ethics, public health ethics, medical and clinical ethics, professional ethics, and the professional responsibilities of today's physicians. These responsibilities derive from professional knowledge, attitudes, and practices involved in clinical medicine, medical research, and disease prevention, surveillance, and control. They stem from the medical profession itself, and from fundamental concepts of law and ethics related to the medical profession and doctor-patient relationships. Specific topics addressed include environmental health ethics, physician impairment, social and community ethics, patient autonomy and informed consent, beginning of life issues and termination of pregnancy, and end-of-life decisions. Fundamental concepts of law and ethics related to the medical profession are discussed, along with issues bearing on physician professionalism and boundary crossings. Societal trust and related concerns involving the regulation of medical practice are emphasized along with basic principles of patient privacy, confidentiality, medical malpractice and liability.

Basics of Immunology and Microbiology

Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and

pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The details as to the specific microbial infections that result from human-microbial interactions will be covered in MICR672 Introduction to Infectious Disease (Term 4).

Public Health Assessment Tools

Basic biostatistics concepts and tools are introduced, which will enable physicians to understand and critically examine the medical literature. Core concepts in clinical epidemiology, preventive medicine and evidence-based medicine that are most relevant to physicians are taught. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations and using such information to 1) inform diagnosis and treatment strategy in patient care; and 2) foster application of ethically and scientifically sound principles in community intervention. Quantitative topics are enhanced with clinical examples from medical literature, providing a transition from research findings to care of individual patients. The ways in which human behavior, the environment, and politics influence health in different societies are also considered. An international comparison of health systems is provided, and factors underlying existing disparities in healthcare are explored. Current issues in healthcare financing and delivery are discussed, along with insurance systems, cost containment, the different types of medical practice, and medical practice economics.

Culture and Societal Issues/Physician-Patient Relationship

The biopsychosocial approach to patient care is introduced, and the role of cultural factors within the patient encounter is discussed. Emphasis is placed on development of cultural sensitivity and competence in the provision of care. The role of the family and the patient's social network are explored, and life-disrupting conditions such as substance abuse, domestic violence, child/elder abuse, and self-harm behavior are discussed with reference to the physician's role in detection and intervention.

PRINCIPLES OF CLINICAL MEDICINE

PCM 500

(23 credits) - Fall 2025 and after or

(21 credits) - prior to Fall 2025

Principles of Clinical Medicine I (PCM1)

PCM1 is a 23-credit course (or 21-credit course prior to Fall 2025 systems-based course delivered over 20 weeks in Term 4 of the Doctor of Medicine (MD) program at St. George's University School of Medicine, Grenada. As part of the second academic year of the basic sciences program, the course is organized into four consecutive modules designed to provide a foundational basis for subsequent courses and clinical practice, foster the integration and application of basic science knowledge to clinical scenarios, and promote the development of core professional values such as excellence, honesty, respect, teamwork, integrity, and altruism in patient care. Foundations to Clinical Medicine (4 weeks)

Neurological, Cardiovascular, and Renal Systems (6 weeks) Respiratory and Hematopoietic Systems (4 weeks)

Digestive, Endocrine, and Reproductive Systems (6 weeks) **Total: 20 Weeks**

Foundations to Clinical Medicine Module (FTCM):

The Foundation to Clinical Medicine Module (FTCM) will be delivered over 4 weeks and one day, and you will learn about the basic principles of integrated patient and clinician-centered medical interviewing, physical examination and formulation of SOAP (Subjective, Objective, Assessment, and Plan) notes; the general principles of pathology; basic principles of pharmacology including pharmacokinetics, pharmacodynamics, drugs affecting the autonomic system and pharmacology of pain. The module concludes with the study of skin, muscle and bone infections and skin pathology.

Neurological, Cardiovascular, and Renal Systems Module (NCRS):

The Neurological, Cardiovascular, and Renal Systems Module (NCRS) will span 6 weeks and is designed to build upon the foundational knowledge you gained in the FTCM Module and your previous courses in BPM1, 2, and 3. The module begins with the Cardiovascular System. Here, you will study the pathophysiology of cardiovascular diseases, learn about diagnostic techniques, and gain an understanding of the pharmacological agents used in treating various cardiovascular conditions. The Cardiovascular block will also cover common conditions such as hypertension, heart failure, and arrhythmias, as well as their management strategies. Following the Cardiovascular block, the module transitions into the Renal System. You will examine renal diseases and urinary tract infections (UTIs) and learn about the diagnosis and treatment of common renal disorders, including chronic kidney disease and glomerulonephritis. The final block focuses on the Neurological System, where you will explore neurological diseases, infections, and the pharmacological treatments used for these conditions. A key component will be learning a hypothesis-driven approach to diagnosing patients with neurological complaints, followed by performing a comprehensive physical examination of both the central and peripheral nervous systems. **Respiratory, Hematopoietic and Pediatric Systems Module (RHPS):**

The Respiratory, Hematopoietic, and Pediatric Systems Module (RHPS) will be delivered over 4 weeks. The module begins with the Respiratory System, where you will study pulmonary diseases, respiratory tract infections, and treatments for respiratory and mycobacterial conditions. You will also learn a hypothesis-driven approach for patients presenting with respiratory, head, eye, ear, neck, and throat complaints, along with performing a comprehensive physical examination of these systems. Next, you will explore the Hematopoietic System, covering red and white blood cell disorders and anticancer pharmacotherapy. You will also study blood and lymphatic infections, including drugs used to treat malarial infections. The final component focuses on the Pediatric System, where you will learn about common pediatric conditions, growth and development, and pediatric pharmacology, with an emphasis on performing age-appropriate physical exams and managing common pediatric illnesses.

Additionally, you will complete a mandatory OSHA Blood Borne Pathogens Course during this module.

Digestive, Endocrine, and Reproductive Systems Module (DERS):

The Digestive, Endocrine, and Reproductive Systems Module (DERS) will be delivered over 6 weeks. You will first learn about the Digestive System wherein you will study gastrointestinal diseases, infections, and the drugs used to treat some gastrointestinal diseases. You will also learn about a hypothesis driven approach for a patient presenting with an abdominal complaint and performing a comprehensive physical examination of this system. The following block will next take you through Endocrine Pathology, where you learn about the disorders affecting endocrine glands; this block also incorporates the teaching of pharmacotherapy of endocrinological conditions. We conclude the module by learning about diseases of the male and female reproductive systems, sexually transmitted infections, and the drugs acting on the uterus and contraceptives. You will also learn to incorporate focused history and examination of patients with complaints about the endocrinological and reproductive system pathologies.

PCM 501 (21 credits) - Fall 2025 and after or

PCM 501A (23 credits) - prior to Fall 2025

Principles of Clinical Medicine II (PCM2)

PCM 501 is a 21-credit course in Term 5 of the Doctor of Medicine (MD) program at the St George's University School of Medicine, Grenada. The first module completes the teaching of the basic science content allowing a smooth transition to the remaining modules that focus on the integration of multidisciplinary approaches to clinical scenarios that aid the students in preparation for their USMLE Step 1 Examination and their clinical years. The overarching goal of PCM 501 is to continue reinforcing

basic sciences knowledge in a logical and coherent format, while incorporating ethics and clinical skills. It fosters the integration of previously learned concepts into multisystem frameworks, enabling students to develop critical connections that enhance long-term retention and promote a deeper understanding of the human body as a dynamic, unified system. Through hospital and clinic visits, students are also given the opportunity to apply their knowledge to real-life clinical situations, effectively bridging the gap between basic sciences and clinical practice.

- Musculoskeletal System and Infections (MI) - 4 weeks
- Cardiology, Pulmonary, Renal, and Hematology (CPRH) - 4 weeks
- Gastroenterology, Obstetrics, Endocrine, and Reproductive (GOER) - 4 weeks
- Dermatology, Neurology, Psychiatry, and Rheumatology (DNPR) - 4 weeks

TOTAL: 16 Weeks

Musculoskeletal and Infection (MI):

The Musculoskeletal and Infection (MI) Module is the final module in the second spiral of the curriculum and is delivered over a span of 4 weeks. It integrates microbiology, pharmacology, and pathology to offer comprehensive content on diseases that affect muscles and bones. The module emphasizes risk factors, etiologies, clinical features, diagnoses, and treatments. It covers infections and musculoskeletal disorders with lectures, directed learning activities, small group sessions, reading assignments, and simulated clinical encounters. You will learn about the diagnosis and management of common muscle disorders and infections as well as enhance your clinical reasoning and interpersonal communication skills.

Cardiology, Pulmonology, Renal, and Hematology (CPRH):

The Cardiology, Pulmonology, Renal, and Hematology (CPRH) module begins the third spiral of the basic sciences curriculum. The disciplines of Pathophysiology and Introduction to clinical medicine (ICM) will reinforce and integrate the basic science knowledge taught from Term 1 until the end of the MNI module into a more systemic and clinical approach. Students will also start interacting with real patients and practicing physicians which will heighten their exposure to clinical medicine.

Gastroenterology, Obstetrics, Endocrinology, and Reproductive (GOER):

The Gastroenterology, Obstetrics, Endocrinology, and Reproductive (GOER) module is 4 weeks and continues the third spiral of the basic sciences curriculum. It will integrate the knowledge of structure and function with major diseases focusing on symptomatology, pathology, diagnosis, and management as supported by evidence-based medicine. Additionally, the module will review the basic concepts of biostatistics and epidemiology. Students will continue to participate and demonstrate competencies in communication and interpersonal skills, physical examinations, and clinical reasoning for both real and standardized patient encounters with common medical disorders.

Dermatology, Neurology, Psychiatry, and Rheumatology (DNPR):

The Dermatology, Neurology, Psychiatry, and Rheumatology (DNPR) module completes the course and at the end, achieves the third spiral of the basic sciences curriculum. This module emphasizes and builds on neuroanatomy, neurophysiology and includes the study of developmental and psychiatric disorders along with their pathology, diagnosis, and treatment. Cutaneous and musculoskeletal systems will similarly incorporate the fundamentals of anatomy and physiology into common disease processes and management. In the final week, the focus will be on disorders affecting multiple organ systems and processes that are integrated throughout the body. Real and standardized patient encounters will continue to promote intellectual curiosity, clinical reasoning skills, professionalism, and ethical behaviors.

Clinical Years - Academic Years Three, Four, and Five

42 weeks—Core Rotations

Medicine: **12 weeks**

Surgery: **12 weeks**

Pediatrics: **6 weeks**

Obstetrics/Gynecology: **6 weeks**

Psychiatry: **6 weeks**

38 weeks—Sub-internships and Electives

Family Medicine: **6 weeks**

Sub-internship (core specialty): **4 weeks**

Medicine Elective: **4 weeks**

Additional Electives: **24-26 weeks**

The Clinical Years consist of five terms for a total of 80 weeks.

This listing does not indicate the sequence of courses. The core rotation schedules are determined by the Office of Clinical Education Operations. In general, students complete their core rotations before doing additional requirements and electives. Electives listed are examples of the many options available. Elective choices and schedules are arranged individually by students, in consultation with the hospital administration.

Hospitals have the option of requiring students to attend an orientation. This orientation can last up to a week and is a non-credit experience.

Graduation Requirements

The Academic Promotion Review Committee (APRC), comprising School of Medicine faculty, reviews and approves those students for graduation who have completed the curriculum and met all program requirements. To be eligible for graduation, a student must satisfactorily complete 80 weeks of clinical training after the successful completion of the 77 weeks of basic sciences. Based on assessments throughout the Four-Year MD Program, the School of Medicine graduates those students that have developed the competencies articulated in the MD Program Objectives.

The Academic Promotion Review Committee (APRC) has the final authority to approve students for graduation. To be eligible for graduation a student must satisfactorily complete 80 weeks of clinical training, pass all clerkships and electives and all components of every clinical evaluation as well as the 6 required NBME clinical subject examinations. SGUSOM graduates those students that have successfully met SOM progress, promotion, and graduation standards; thereby achieving the MD program objectives and developing the competencies necessary to engage in the practice of medicine.

To qualify for graduation from the MD Program, all candidates must have achieved the following:

- Satisfactory completion of all basic sciences requirements of the MD Program and all requirements to enter the first year of Clinical Studies
- Successfully complete 80 weeks of clinical studies:
 - 42 weeks of core clerkship requirements (twelve weeks of Internal Medicine, twelve weeks of Surgery and six weeks each of Pediatrics, Obstetrics/Gynecology, and Psychiatry)
 - As of August 2024, the Family Medicine requirement has been standardized to six (6) weeks for all students. Students scheduled prior to this date are subject to 6 weeks of Family Medicine (if scheduled in Year 3*) or 4 weeks of Family Medicine (if scheduled in Year 4)

◦ 38 weeks of elective rotations (*less 6 weeks if Family Medicine was completed in Year 3) completed in Year 4. (Four weeks of Family Medicine if not done in the 3rd year, four weeks of a sub-internship in any core specialty, four weeks of a medicine elective and 22-24 weeks of electives of student choice.

- Complete additional training and assessment for any failing grade in a course or for any failed component of a clinical rotation (including retaking and passing the NBME clinical subject examinations of a failed clerkship knowledge component.)
- Pass all core clerkship NBME clinical subject examinations.
- Pain Management Module
- Communication Skills Modules
- Maintain acceptable professional behavior and standards.
- Be discharged of all indebtedness to the University.
- Comply with the requirements for admission.
- Be approved for graduation by the Graduate Assessment Board.

* Students admitted through transfer must meet all requirements and conditions established under the School of Medicine Transfer Admission Policy and satisfy all applicable requirements for graduation.

Graduate Degree Programs

The general policies, procedures, and requirements to earn a master's degree at St. George's University follow those of the School of Graduate Studies (SGS) of the University. The specific program in each department is defined by the rules developed within these SGS guidelines by the departmental Graduate Affairs Committee (GAC). The chair of the GAC is responsible for administration of the departmental program. Many departments will offer a research/ thesis program and some may elect to also offer a non-thesis or capstone program. Three graduate degree programs—the MPH, MBA, and MSc in Biomedical Research—are currently offered online. While other degree programs have many courses available online, they are predominately taught in-house.

Independent Graduate Degree Programs

The School of Graduate Studies (SGS), which was augmented in 1999 with the MD/MPH degree program, provides master's, doctoral, and postgraduate level education, including for the award of Continuing Medical Education (CME) and micro credentials, stackable for master's and doctoral degrees. 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 the university: School of Arts and Sciences (SAS), School of Medicine (SOM), and School of Veterinary Medicine (SVM).

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 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.

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Advanced Standing and Transfer of Credits

Up to 24 credits can be transferred from a prior graduate degree program towards the completion of a doctoral degree in the SGS. Decisions for transfer of credits for advanced standing and for acceptance of non-SGU courses will be determined by the departmental curriculum committee and presented to the Dean of the SGS for approval.

Course Requirements

Students must complete at least 34 credit hours in the Master of Science programs and 60 credits in any PhD program. The distribution of the credit hours will be determined by the departmental curriculum committee. For master's degrees that include research and thesis, these components together must be a total of at least 12 credits (at least 6 credits for research and 6 credits for the thesis). For PhD programs, the research and thesis components must be a total of at least 20 credits; 10 credits for research and 10 credits for the thesis.

Substitutions within the Program

Courses may be substituted at the discretion of the departmental curriculum committee.

Teaching Requirements

At the discretion of the head of the department and following the recommendation of the departmental GAC, students may be required to serve as teaching assistants or instructors in departmental courses. Students who are required to teach will typically be remunerated for this service.

Satisfactory Academic Progress

The Academic Promotion Review Committee (APRC) evaluates the academic progress of all students at the end of each term. The Assistant Dean of Academic Affairs, in consultation with the course instructors, directors, student advisors, and supervisory committee chairs, monitor students' academic progress on an ongoing basis. This monitoring is intended to support students' overall success. Based on its comprehensive review and analysis of timeline and academic achievement, the APRC advises and/or makes recommendations about the progress, promotion, and retention of students according to the established SGS academic standards.

To maintain satisfactory academic progress, students must achieve a GPA of at least 3.0 (B grade average). If the GPA falls below 3.0, students will be placed on monitored academic status and must correct the deficiency within the time allotted by the Academic Progress Review Committee (APRC) or the Committee for Academic Progress and Professional Standards (CAPPS). Failure to do so may result in dismissal. Students who are dismissed may appeal through the established SGS appeals process.

Supervisory Committee

By the beginning of the second term in MSc and doctoral degree programs, students are expected to have selected a mentor with whom they wish to work. For students in the research/thesis program, both student and mentor will determine the research project and, within two months of selecting a mentor, both will choose a thesis Supervisory Committee composed of faculty whose interests and expertise will complement the research project. The Supervisory Committee will oversee all aspects of

the research, manage and oversee the development of the thesis, and review students' progress in the program. The Supervisory Committee will be composed of at least three members, including at least two faculty members from the department and one faculty member from outside the department.

Thesis

THESIS PREPARATION

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

THESIS FORMAT AND SUBMISSION

The thesis must be prepared and formatted in accordance with the School of Graduate Studies' thesis rules. Final submission of the thesis must follow the established SGS guidelines.

FINAL THESIS EXAMINATION

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

EXTERNAL EXAMINER

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

Capstone Presentation

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

Requirements for Graduation

Students will be deemed to have fulfilled all requirements for the master's degree upon successfully completing at least 34 credits with a cumulative GPA of at least 3.0, and the doctoral degree after successfully completing at least 60 credits with a cumulative GPA of at least 3.0.

Time Frame for the Completion of the Master of Science Degree

All requirements for the master's degree must be completed within five years of matriculation into the program and the doctoral degree within 7 years.

The Institutional Review Board for the Protection of Research Participants

The Institutional Review Board (IRB) for the Protection of Research Participants at St. George's University comprises a diverse, multidisciplinary membership that includes scientists, physicians, other health care professionals, attorneys, clergy, and members of the Grenada community. This broad representation ensures independence, cultural sensitivity, and balanced ethical review across all areas of human subject research.

The mission of the IRB is to ensure that all human research proposed under the auspices of St. George's University, or referred to the IRB for review, is conducted according to the highest ethical standards. The Board is committed to safeguarding the rights, safety, dignity, and well-being of all research participants, while supporting high-quality, responsible scientific inquiry.

Guided by internationally recognized ethical frameworks and 2026 regulatory standards, including the Belmont Report, the Declaration of Helsinki, and applicable provisions of the U.S. Federal Policy for the Protection of Human Subjects (45 CFR 46), the IRB conducts thorough, timely, and proportionate review of research protocols. Particular attention is given to informed consent, privacy and data protection, equitable participant selection, community engagement, and the ethical conduct of research involving vulnerable populations.

The IRB's vision is to ensure that investigators receive clear guidance, constructive review, and ongoing oversight, while research participants are assured that all studies are conducted in a compassionate, ethical, transparent, and accountable manner. In addition to protocol review, the IRB actively supports the education of investigators and research staff in ethical research principles, emerging methodologies, digital and data-driven research practices, and culturally responsive engagement.

Windward Islands Research and Education Foundation

Founded in 1994, the Windward Islands Research and Education Foundation (WINDREF), an independent nonprofit organization located on the True Blue campus, seeks to advance health and environmental development through multidisciplinary research and education programs. Currently, WINDREF carries out short- and long-term studies in epidemiology, anthropology, virology, conservation ecology, marine biology, and other topics relevant to community health and tropical climates in developing nations. WINDREF strives for program excellence by promoting collaborative relationships between internationally recognized scholars and regional scientists, by adhering to the highest ethical and academic standards in the design and conduct of research, and by maintaining a professional network of the world's scientific community.

Independent Graduate Degree Programs

Graduate Degree Programs

The following free-standing graduate degrees are offered in the School of Graduate Studies:

Graduate Degree	School	Department	Discipline
MSc	SOM	Anatomy	Anatomy
		Biochemistry	Biochemistry
		Clinical Skills	Bioethics
		Physiology, Neuroscience & Behavioral Science	Physiology
			Neuroscience
		Microbiology, Immunology & Pharmacology	Microbiology
			Tropical Medicine
		Department of Educational Services	Medical Education
MPH		Department of Public Health & Preventive Medicine	Public Health

Fully Accredited MPH Program

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 School of Medicine 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).

The MPH program was the first graduate program to receive accreditation at SGU from the Council on Education for Public Health (CEPH). As the US accreditation authority for public health programs, CEPH, initially accredited the MPH program 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.

WHO Collaborating Center

St. George's University has been designated by the World Health Organization as a Collaborating Center (WHOCC) for Occupational and Environmental Health. The WHOCC is housed in the Department of Public Health and Preventive Medicine and is directed by an Associate Professor in Environmental and Occupational Health. There are over 800 institutions operating as collaborating centers in over 80 countries. The SGU WHOCC supports the implementation of the Pan American Health Organization/World Health Organization Plan of Action on Workers Health. SGU was commissioned as a Collaborating Center in 2012, as the only one in the English-speaking Caribbean. The Center was re-designated for the period 2026 to 2030.

SGU faculty and students will strengthen partnerships with key stakeholders across the Caribbean region to promote due diligence and best practices for environmental and occupational health. In the 2026 - 2030 designation period, the Center's work will focus on three key areas: (1) identifying the gaps in occupational safety and health regulations in Caribbean Member States to strengthen compliance with policies and technical standards for surveillance and control of conditions that jeopardize workers'

health; (2) providing training on occupational health and safety; and (3) identifying occupational diseases protocols or guidelines pertinent to the Caribbean Member States and that could be adapted to its context.

Master of Public Health

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 thereby building healthy communities. This vision for public health is supported by the department's mission, cultivating and disseminating public health knowledge and practice through the integration of education, research, and service, in collaboration with communities and partners. In the MPH program, faculty and students pursue interdisciplinary opportunities in scholarly activities, service, and workforce development. The DPHPM is invested in delivering education that prepares students to become proficient in the practice of public health; service that translates knowledge into practice and strengthens the public health workforce through community education and training that strengthens the public health workforce; and research that produces outcomes that respond to public health challenges.

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.

Master of Science

All Master of Science (MSc) degree options require 34 credits of graduate work. The MSc programs require the production and defense of research proposals and master's theses. Transfer credits are accepted from approved institutions and the candidate's supervisory committee determines the number of credits that may be incorporated, following the SGS guidelines. Research and coursework are supervised by the candidate's Supervisory Committee.

Students have the option of completing the master's degree by capstone, thesis (MSc), and thesis with manuscript (MSc). Students that choose the thesis with manuscript format must submit a manuscript for publication to an approved journal. The manuscript must be developed to an acceptable standard and approved for submission by the Supervisory Committee. Completion of the degree does not require acceptance of the manuscript for publication. If appropriate, the manuscript may be included as a chapter in the master's 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.

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. and is available as a thesis or non-thesis master's program.

BIOCHEMISTRY

The MSc in biochemistry is a two-year program which has both a course component and a research component. It is anticipated that the course requirements can be completed in the first year of the program while the research and thesis components will be completed in the second year of enrollment. 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.

MICROBIOLOGY

The microbiology master's program provides a rich, laboratory-based curriculum, supporting students in the development of independent research projects, and encouraging them in their efforts to develop and contribute new ideas in selected areas of microbiology. 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 an opportunity to choose a specialist subject in which to conduct research, either as a practical project or a literature-based project. Both of these tracks teach students how to develop their evidence-based learning skills and introduce students to critical thinking and project management.

TROPICAL MEDICINE

This one-year, 34-credit 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 15 credits of required coursework (10 from the MD basic sciences curriculum) and 19 credits of 900-level (thesis) courses. Dual MD/MSc students only require 24 credits outside of their MD coursework to complete the MSc degree. A large component of the degree is spent developing and testing a hypothesis which is completed in the form of a thesis. 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. Projects are designed to facilitate publication in peer-reviewed international journals.

MEDICAL EDUCATION

The program is a premier pathway for medical students and physicians who aspire to leadership roles in medical higher education, with a particular emphasis on educational scholarship and evidence-

based teaching and learning. It complements existing SGU offerings (including MD/M.Sc. dual degrees and the M.Ed. with specializations in Medical, Global, and Inclusive Education) by providing a deeper, discipline-specific focus on medical education rather than broader educational leadership.

Doctor of Philosophy

The Doctor of Philosophy (PhD) degree programs at St. George's University require a total of at least 60 credits. All PhD programs require the production and defense of a research proposal and the doctoral thesis. Transfer credits are accepted from approved institutions and the candidate's supervisory committee determines the number of credits that may be incorporated, following specified guidelines. Research and coursework are directed by the candidate's supervisory committee.

Students have the option of completing their doctoral studies by meeting different requirements. Students can opt to do a PhD by thesis or a PhD by publication format. To complete the PhD, irrespective of the format chosen by the student in collaboration with the Supervisory Committee, all students are required to provide proof of at least one manuscript accepted for publication or the publication of at least one paper in an approved journal, based solely on the research undertaken in the pursuit of the PhD. In the case of PhD by publication format, in addition to an accepted manuscript or published paper, the student is also required to submit two additional manuscripts for publication in an approved journal. The manuscripts or publications can be compiled to produce the thesis for students using the PhD by publication format.

Irrespective of the PhD format, 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.

PhD programs are offered in the following disciplines in the SOM:

Graduate Degree	School	Department	Discipline
PhD	SOM	Anatomy	Anatomy
		Department of Public Health & Preventive Medicine	Biomedical Research
		Pathology	Pathology
		Microbiology, Immunology & Pharmacology	Microbiology
		Physiology, Neuroscience & Behavioral Science	Physiology
			Neuroscience

ANATOMY/ANATOMICAL SCIENCES

The PhD in anatomy/anatomical sciences provides students with training in clinical anatomy topics such as ultrasound, endoscopy, immunohistochemistry and their application in clinical practice.

ANATOMY/ANATOMICAL EDUCATION

The PhD in anatomy/anatomical education provides students with training in clinical anatomy topics, such as ultrasound, endoscopy, and immunohistochemistry, with special emphasis on their applications in medical education.

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.

BIOMEDICAL RESEARCH

The dual MD/PhD Biomedical Research degree is open to any qualified SGU medical student or graduate but primarily intended for students from a country that does not accept an SGU MD degree as a terminal degree and who thus need a PhD degree in addition to their MD degree in order to practice medicine in their home country. Students can participate in the program if they have completed most, if not all, of the requirements for the MD degree, and wish to continue their studies by conducting research leading to the award of the PhD degree. Students conduct research in their home country at an appropriate medical or research institution. The areas of research concentration include the widest spectrum of investigations in the field of medicine.

Dual Degree Programs

St. George's University School of Medicine offers several paths for medical students to increase their knowledge in one area of medical study while pursuing the Doctor of Medicine degree. A dual degree will help students stand apart from the crowd, preparing students to achieve leadership roles in private practice, business, government, international, and research organizations. Physicians have a unique ability to view problems from an alternate perspective using their medical training to come up with real solutions—from public health to the business of health care. Students in the CEPH-accredited MPH program, available as a dual MD/MPH degree, will find that they not only have the skills and global insight to continue the ongoing battles of public health, but they are better prepared to see new threats on the horizon.

The following dual degrees are offered:

Graduate Degree	School	Department	Discipline
MD/MScBR	SOM	Department of Public Health & Preventive Medicine	Biomedical Research
MD/PhD			Biomedical Research
MD/MSc		Anatomy	Anatomy
		Clinical Skills	Bioethics
		Microbiology, Immunology & Pharmacology	Microbiology
			Tropical Medicine
		Physiology, Neuroscience & Behavioral Science	Physiology
			Neuroscience
MD/MPH		Department of Public Health & Preventive Medicine	Preventive Medicine
DVM/MPH	SOM/SVM	Department of Public Health & Preventive Medicine	Veterinary Public Health

Bachelor of Science/MD

The dual degree program offers opportunities for research in the areas 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. Medical students who wish to obtain a dual MD/MSc degree must decelerate the preclinical medical program (basic medical sciences) by six months to facilitate research activities which contribute to the MSc program.

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. Non-thesis dual degree options are also available. A Supervisory Committee

oversees the MSc curriculum and research, which culminates in the production of a thesis. The MSc degree will be awarded upon the successful completion of the 10 required credits from the preclinical medical program and all prescribed graduate-level courses as outlined in the curriculum.

MD/Master of Public Health

The Department of Public Health and Preventive Medicine administers the graduate public health degree in the Doctor of Medicine/Master of Public Health (MD/MPH) program. The department also delivers the Community Preventive Medicine component of the Doctor of Medicine degree program.

Students who enter during the August term complete Term 1 of the MPH program and begin the medical program in Spring of the following year. Term 2 of the MPH program continues in the Summer term. The students then resume Term 2 of the medical program in the Fall term while completing the MPH coursework including the Capstone and Practicum during the remaining period of basic sciences for the medical program.

MD students who enter during the April term complete Term 1 of the MD program and begin the MPH Term 1 in the Fall term. They continue with MD terms 2 and 3 in the Spring and Summer terms of the following year and Term 2 of the MPH in the Fall term. They will then complete the 6 credits of Capstone and Practicum for the MPH program during the remaining period of basic sciences in the medical program.

MPH graduates are eligible to take the exam offered by the National Board of Public Health Examiners (NBPHE) to become Certified in Public Health (CPH). The Department of Public Health and Preventive Medicine also hosts the Gamma Kappa chapter of Delta Omega, an honorary society into which alumni with distinguished service to public health are inducted.

MD/Master of Business Administration

The Master of Business Administration (MBA) offered through St. George's University's School of Graduate Studies 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 to international project teams, with short residencies on the True Blue campus supplementing the multimode delivery.

Over a 14-month period, participants complete a 34-credit program that equips them to manage every aspect of small- to medium-sized organizations, in the private or social sectors, with an emphasis on international settings. A distinctive holistic approach underlies learning that reaches across disciplines and sectors, seeking the total health of communities, and is a unique feature of our MBA program. The dual MD/MBA in Multi-Sector Health Management requires 34 credits of MBA courses and two separate one-week residencies in Grenada.

MD/Master of Science

The dual degree program offers opportunities for research in the areas 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. Medical students who wish to obtain a dual MD/MSc degree must decelerate the preclinical medical program (basic medical sciences) by six months to facilitate research activities which contribute to the MSc program.

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. Non-thesis dual degree options are also available. A Supervisory Committee oversees the MSc curriculum and research, which culminates in the production of a thesis. The MSc degree will be awarded upon the successful completion of the 10 required credits from the preclinical medical program and all prescribed graduate-level courses as outlined in the curriculum.

MD/MSc in Bioethics and MSc in Bioethics

The Bioethics master's programs are designed to equip students to conduct and publish bioethics research and to educate students for service on and to provide training to IRBs and IACUCs, 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 program, or from professional employment. The program offers opportunities for practical experience in teaching, research, editorial, and ethics committee work.

The bioethics program includes an introductory research ethics course that has been delivered annually since 1994 and is currently a required course for all SGU MSc students. The program is highly collaborative and underpinned by an interprofessional culture (the program participates in teaching exchanges with other SGS programs, including MScBR (Master's in Biomedical Research)). 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 which can be completed online, either part- or full-time and with a flexible timeline, is delivered from a collaborative and interprofessional culture that embraces One Health and provides mentoring that is responsive to the professional needs of the individual student.

MD/MSc in BR and MD/PhD in BR

St. George's University (SGU) School of Graduate Studies offers a dual degree program combining a Doctor of Medicine degree and a Master of Science degree in biomedical research (MScBR). The primary goal of the MS/MScBR program is to provide students with skills in biomedical research to enhance their clinical skills. By adding the MScBR degree to their MD degree, students will be better prepared to practice evidence-based medicine, which will enable them to provide better 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 strength of the MD/MScBR program is the combination of study in medicine and study in biomedical research. In the program, medical students learn about research by conducting hands-on research in a clinical setting during their medical training. The exposure to actual on-going research during the program augments the students' understanding of the role of research in medicine. In the MD/MScBR Program, students will develop skills that will increase their probability of obtaining a residency and provide a broader pathway for career opportunities by opening doors that might not otherwise be open. Throughout the program students will become more insightful clinicians who can provide better patient care and stay current in their profession by conducting research and publishing research in their chosen specialties.

The MD/MScBR Program offers students unique opportunities to work in a major teaching hospital 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.

The MD/PhD program provides enhanced research exposure in the Biomedical Sciences for SGU medical graduates who have successfully completed their MD degree, but who wish to pursue a PhD. This degree is offered online so that students worldwide can participate. Students will conduct research for the MD/PhD at a research laboratory or teaching hospital in their home country. Mentorship will be through a local mentor and supervisors from SGU who will be online.

General Rules and Regulations

Honor Code

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

As a member of the student body of St. George's University, 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 the University community members to nurture honesty and social responsibility, I 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 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.

Once signed, adherence to this code is required and expected for the duration of students' matriculation at the University. It is understood that any breach of this Honor Code necessitates 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.

Promotion, Progress, and Academic Retention

Students are evaluated in terms of their academic performance, professional attitude, and moral character. The faculty reserves the right to refuse promotion to students who are believed to be unsuited for continued study at the University. Information detailing promotion, progress, and academic retention guidelines are delineated in the SGU Student Manual on the University website Members Center. The policies, guidelines, and requirements set forth in the Student Manual are applicable to admitted and matriculated students and are subject to change.

Health Form

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

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

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

Outside Employment

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

Clinical Centers and Affiliated Hospitals

United States

New York (NY)

- Montefiore/New Rochelle
- BronxCare Health System
- Brooklyn Hospital Center
- Coney Island Hospital
- Elmhurst Hospital / Queens Hospital Center
- Queens Hospital / Elmhurst Hospital Center
- Flushing Hospital Medical Center
- Kings County Hospital Center
- Kingsbrook Jewish Medical Center
- JFK Medical Center
- Lincoln Medical & Mental Health Center
- Maimonides Medical Center
- Manhattan Psychiatric Center

- Metropolitan Hospital Center
- Northwell Health
- Richmond University Medical Center
- St. Joseph's Hospital Health Center
- Woodhull Medical & Mental Health Center
- Wyckoff Heights Medical Center

New Jersey (NJ)

- Morristown Medical Center
- Mountainside Family Practice
- New Bridge Medical Center
- Newark Beth Israel Medical Center
- Overlook Medical Center
- St Joseph's University Medical Center
- St Michael's Medical Center
- St Peter's University Hospital
- Trinitas Regional Medical Center
- Hackensack University Medical Center
- Jersey City Medical Center
- Jersey Shore University Medical Center

California (CA)

- PIH Health Downey Hospital
- PIH Health Good Samaritan
- PIH Health Whittier Hospital
- San Joaquin General Hospital
- St Francis Medical Center (Lynwood)
- Alameda County Medical Center / Highland Campus
- Arrowhead Regional Medical Center
- CHA Hollywood Presbyterian Medical Center
- Doctors Medical Center of Modesto
- Hemet Global Medical Center
- Los Angeles Downtown Medical Center
- Mission Community Hospital
- O'Connor Hospital

Florida (FL)

- Nicklaus Children's Hospital
- Cleveland Clinic Hospital - Florida
- Center for Haitian Studies, Health and Human Services
- Delray Medical Center
- Coral West Community Hospital (Keralty Hospital Miami)
- Community Health of South Florida

Maryland (MD)

- Holy Cross Hospital
- Northwest Hospital Center
- Sheppard Pratt Health System
- Sinai Hospital of Baltimore
- Spring Grove Hospital Center
- St Agnes Hospital

Illinois (IL)

- Saint Anthony Hospital (Chicago)
- AdventHealth La Grange
- Humboldt Park Health
- Humboldt Park / Community First
- Loyola Medicine MacNeal Hospital

Connecticut (CT)

- St. Mary's Hospital

Arizona (AZ)

- Tucson Medical Center
- Abrazo Community Health Network

Ohio (OH)

- Nationwide Children's Hospital
- Mercy St Vincent Medical Center
- Jewish Hospital

Michigan (MI)

- Ascension St John Hospital

Louisiana (LA)

- Brentwood Hospital of Shreveport

United Kingdom

London

- St Ann's Hospital (London)
- Lawrence House Group
- N Middlesex University Hospital

Kent

- St Martin's Hospital

Hampshire

- North Hampshire Hospital
- Royal Hampshire County Hospital

Norfolk/Suffolk

- Norfolk & Norwich University Hospital
- Norfolk/Suffolk NHS Foundation Trust

Dorset

- Poole General Hospital
- St Ann's Hospital (Poole)
- The Adam Practice

West Midlands

- Russells Hall Hospital

Buckinghamshire

- Stoke Mandeville Hospital

Hertfordshire

- Watford General Hospital
- Berrycroft Community Health Centre

Watford

- Sheepcot Medical Center

Canada Unaffiliated Elective Sites

ONTARIO

- Booth Neurology
- North Bay Dermatology Centre
- Ottawa Cardiovascular Centre
- Pembroke Regional Hospital

Grenada

St. George's

- St. George's General Hospital

Academic Partnerships

To provide select students with different avenues for pursuing their academic career goals, St. George's University has developed several academic partnerships with other institutions of higher learning. These partnerships are designed to expand the number of entry tracks into SGU's professional programs, and to broaden and enhance the educational experience. In addition, when the guidelines for continuation in these programs are met, they simultaneously serve to streamline the entry process into St. George's University School of Medicine. More information can be found on the [International Partnerships](#) page.

Student Support Services

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

"Let's Talk Teaching and Learning" Program

The Leadership Excellence in Academics and Development (LEAD) unit within the Department of Educational Services offers a comprehensive Faculty Development Program. Grounded in teaching excellence, leadership development, research advancement, and innovation, the program supports faculty to build strong dossiers for promotion. Ongoing professional learning is sustained through

weekly “Lunch and Learn” workshops, group and personalized consultations, teaching observations, research and writing support and foundational certificate programs. A vibrant lecture series and podcast foster dialogue on timely issues in higher education. Early-career academics benefit from the New Faculty Academy and structured mentorship programs; all aligned with enhancing student success through high-quality teaching and engaged scholarship.

Office of Student Affairs

Lucy Clunes, PhD,

Vice President of Student Affairs

The mission of the Office of Student Affairs is to create a dynamic and inclusive campus community that supports students' personal, social and academic growth. Our goal is to provide each student with a strong infrastructure that promotes student success. We also encourage and expect all students to accept individual responsibility for their own personal, professional and academic development.

This is accomplished by providing support and guidance in non-academic areas. From orientation to graduation, the Office of Student Affairs assists all students in the University including the School of Medicine, the School of Veterinary Medicine, the School of Arts and Sciences, the School of Graduate Studies, as well as other University programs.

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

The Office of Student Affairs enforces the student code of conduct as described in the SGU Student Manual. All students who have cognitive or non-cognitive concerns are provided with a wide range of support services, and the Office of Student Affairs serves as a student advocate in accessing needed services on- or off- campus.

The office of Student Accessibility and Accommodation Services (SAAS) is located in the Office of Student Affairs with Ms. Kate McLaughlin as Director. SAAS provides support to students with disabilities. The mission is to consider requests for accommodation, determine student eligibility, and if appropriate, provide reasonable accommodation. This may include accommodation in the classroom (i.e., exam accommodation), in housing, or accessible parking/transportation. To request an accommodation, a completed application form and supporting documentation is required. More information regarding the application process and documentation guidelines can be found at <https://www.sgu.edu/student-support-services/student-accessibility-accommodation-services/?highlight=accommodation> (students not admitted) or <https://myuniversity.sgu.edu/groups/student-accessibility-and-accommodationservices/> (admitted students). Other services provided include peer- support groups and assistance with applying for accommodation on the USMLE Step exams. The office is open 8am–5pm, Monday–Friday, and walk-ins are welcome.

The Office of Student Affairs supports nearly 80 student organizations that enhance student life by promoting a variety of activities with a range of goals: religious, cultural, professional, sports and recreation, social, and academic. In addition, campus wide Athletics and Wellness programs are coordinated through the Office of Student Affairs.

Department of Educational Services

Deon Forrester, MD, MSMed

Assistant Dean of Academic Enhancement

St. George's University's Department of Educational Services (DES) supports student learning and faculty development through high-impact, evidence-based programs. As one of the largest and most active departments on campus, DES serves both students and faculty with initiatives designed to enhance academic performance and instructional effectiveness.

DES offers a range of integrated programs that promote proactive retention and academic success. Peer learning and academic enhancement initiatives foster collaboration and engagement, while individualized learning strategy services help students strengthen their learning and testing skills. Faculty-led supplemental learning sessions support undergraduate science students in developing foundational knowledge and study techniques. The Specialized English Language Program (SELP) builds communication and writing proficiency, and the Faculty Development Program (LEAD) equips educators with effective instructional tools and best practices. Together, these initiatives reflect DES's close partnership with the Dean of basic sciences and the Office of Student Affairs in advancing academic excellence and student success.

Office of Career Guidance and Student Development

John F. Madden, MD, Director

Claudine Brown, MD

The Office of Career Guidance (OCG) supports students in the Doctor of Medicine program throughout the process of postgraduate medical training and licensure preparation. Through a range of structured programs and resources introduced early in students' academic careers, the OCG helps facilitate a smooth transition from medical school to residency training.

Beginning in the basic sciences years in Grenada, the OCG offers seminars, workshops, and other educational activities focused on preparation for comprehensive examinations, USMLE Step 1, examination requirements, and clinical rotation scheduling. In the clinical years, OCG Residency Mentors—active physicians and SGU alumni—guide students through a series of mandatory webinars designed to support preparation for residency training in the United States, Canada, the United Kingdom, and other jurisdictions.

The OCG also maintains a comprehensive, searchable online resource hub that provides guidance on examination timelines, elective rotation selection, and residency placement trends, including hospitals and programs that have recently accepted SGU graduates. As part of the Office of Student Affairs, the OCG is staffed by faculty and alumni advisors who provide individualized support in licensing examination preparation, specialty and residency selection, and the residency application process, including ERAS and R-1 Match/CaRMS application pathways in the United States, Canada, and the United Kingdom. The University does not guarantee residency placement, employment, or job placement to any student or graduate.

True Blue Clinic

Katherine Bourne-Yearwood, MBBS

Director, University Health Services

University Health Services provides a wide variety of health services to the University community from its modern, campus-based facility—from primary health care needs that include vaccinations and routine blood tests to off-hours urgent care. Ultrasound services are also available in the clinic. In addition to providing medical and critical care assessments, the clinic offers referrals to local physicians and to the SGU psychological services center.

The clinic is open with physicians in attendance on weekdays 7 am – 7 pm. Student walk-ins are available, but appointments are necessary for immediate families of students, staff, faculty, and outpatients. Additionally, there is daily 24-hour coverage by well-credentialed physicians to provide students with emergency care when the clinic is not open. Medical emergencies in Grenada are referred to the Grenada General Hospital or St. Augustine Medical Services. University Health Services also facilitates air evacuation when indicated.

Psychological Services Center

Cecilia Rougier, PhD

Director

The Psychological Services Center (PSC) is independent from the faculty and administration. While the Office of Student Affairs may refer students to counseling, no report returns to the Dean or to any other faculty member. Students have a completely secure avenue to confidentially discuss concerns with trained professionals. Counseling services are available on the Grenada campus. In the clinical years, counseling can be arranged on an individual basis through the Office of Clinical Studies.

Student Organizations

St. George's University's student organizations are centered on different areas of student life—cultural, religious, social, academic, professional, sports and recreation and community service. The Student Government Association (SGA) is a highly developed and active group that has representation on the Faculty Senate committees of the University. The Office of Student Affairs, cognizant of the benefits of active student involvement, offers support for over 80 student organizations in Grenada and for students in clinical rotations. Students seeking additional information on organizations that support the following categories may contact the Office of Student Affairs.

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

Student Government Association

The Student Government Association (SGA) is a democratic organization created to be a collective voice of, and for, the student body. SGA represents the students in all facets of academic affairs, administrative matters, and student life. A student may reach out to SGA in hopes of obtaining guidance on various University issues.

Student Organizations

AEROSPACE MEDICINE SOCIETY (AMS)

As future physicians, we must train ourselves to remain curious, and there is no greater “why” than the infinite realm of space above us.

The duration of space flights has evolved from hours to multiple months. Great progress has been made in space flight duration, and we are not so far from long-term stays such as missions to Mars. But still, our knowledge about the long-term effects of outer space on human physiology and development is very limited.

The Aerospace Medicine Society (AMS) aims to integrate the dynamic field of medicine with the ever-changing domain of aerospace. By doing this, we hope to inspire curiosity in medical students at St. George's University (SGU) and foster students' interest in aerospace medicine.

The AMS exists to sustain students' interest in aerospace medicine throughout their basic sciences and clinical years, with the goal of providing students with valuable knowledge and opportunities to benefit them throughout their careers. The AMS will also focus on service to the Grenadian community through fundraisers, community service, and volunteering opportunities.

AMERICAN MEDICAL STUDENT ASSOCIATION (AMSA)

As an international chapter of the American Medical Students Association, this group promotes active improvement in medical education, world healthcare delivery, and the enhancement of social, moral, and ethical obligations of the medical profession. The St. George's University chapter has, on average, 600 AMSA members, making us one of AMSA's largest chapters.

BUSINESS IN MEDICINE (BIZMED)

The Business in Medicine Club aims to integrate the world of business and entrepreneurship with the field of medicine. There is an increasing need for physicians to adapt to the growing relationship between the medical industry and the business industry to which it belongs. This club will encourage all medical students to understand the logistics and management required to run a medical practice, establish their role in the hospital setting, or even obtain a position on a medical board.

We aim to highlight and develop the pivotal skills of professionalism, ethics, public speaking, entrepreneurship, knowledge about health insurance companies, and the government's impact on medicine. Additional areas of focus consist of developing team-building and leadership skills, which encourage students to provide a comfortable workplace environment. Emphasizing the importance of knowing when to lead, when to let others lead, and having the ability to inspire others to lead will provide a better cohort of future physicians.

COMPLEMENTARY AND ALTERNATIVE MEDICINE (CAM)

The mission of the Complementary and Alternative Medicine (CAM) Club is to foster an understanding and awareness of the multitude of complementary and alternative medical practices. The club hopes to allow students an outlet to critically review and discuss new research and to develop these abilities into clinically relevant and useful skills. The club will allow students to interact with peers and lead discussions about CAM practices. This knowledge will enable future physicians to apply skills in a clinical setting.

DERMATOLOGY INTEREST GROUP (DIG)

The Dermatology Interest Group (DIG) was nationally founded with the purpose of providing support for students considering a career in dermatology. It will provide opportunities for students to form productive relationships with other students, residents, and program directors on topics pertinent to a career in dermatology, as well as foster a forum for communication and accurate information exchange.

The chapter at St. George's University School of Medicine is dedicated to the recruitment, success, and retention of students interested in dermatology as a specialty, subspecialty, or area of research. Contributions will be made to the surrounding community through the utilization of members' training and subsequent skills.

EMERGENCY MEDICAL CLUB (EMC)

Students from a variety of backgrounds choose to join the EMC to learn more about emergency medicine, help the local Grenadian community, and get a jump start on their clinical years through several hands-on workshops. The club regularly invites guest speakers to talk with students about the field of emergency medicine, obtaining residencies, and recent advances that have been made in the field. All students are welcome to join.

HISTORY OF MEDICINE CLUB (HOM)

In medicine, we truly are standing on the shoulders of giants. It is important to recognize the pioneers who inspired us, their contributions, and to re-assess and re-evaluate their theories to allow us to think deeper and more critically as physicians. But history also teaches us humility because there were many dead ends and mistakes made in the past by extremely brilliant people. People have fallen many times, only to get back up and prevail. By allowing students to explore the history behind the science and all of its controversies, it will only further promote students to become better critical thinkers by employing the skills of the great scientists, historians, and philosophers before us. We aim to create a community at the St. George's School of Medicine to further study and evaluate the history of medicine and the role it plays in developing critically thinking yet empathetic physicians today.

IOTA EPSILON ALPHA HONOR MEDICAL SOCIETY (IEA)

The society is a non-profit educational and humanitarian institution. The purposes are:

- a) to promote the pursuit of academic excellence and integrity in scholarship and research.
 - b) to recognize outstanding achievements in the study, practice, and science of medicine.
 - c) to encourage the highest standards of character, conduct, leadership, ethos, and compassion.
 - d) to improve the overall morale of medical students and graduates locally and worldwide.
 - e) to promote and, where possible, provide for the public health and welfare of the underprivileged and medically indigent, locally and worldwide.
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INTERNATIONAL FEDERATION OF MEDICAL STUDENTS' ASSOCIATIONS (IFMSA)

The International Federation of Medical Students' Associations (IFMSA) is an independent, non-governmental, and non-political federation of medical students' associations worldwide. IFMSA-Grenada joined the international body in 2009 and is the forum for medical students in Grenada to the

worldwide IFMSA community, which represents more than 120 different member chapters comprising over 1 million medical students to the United Nations and the World Health Organization. IFMSA-Grenada helps our medical students lead initiatives that positively impact the communities we serve and raise concerns about Grenada on a global platform. IFMSA builds capacity through training, projects, and exchange opportunities while embracing cultural diversity so as to shape a sustainable and healthy future.

INTERNATIONAL MEDICINE CLUB (IMC)

The Internal Medicine Club (IMC) at SGU is aimed at exposing students to the practice of internal medicine as well as the many subspecialties it encompasses. The organization acts as an educational resource to members by providing career guidance, hosting guest lecturers, and conducting clinical skills seminars. One of the goals of the organization is to familiarize students with the general field of internal medicine and its many medical subspecialties in order to provide better insight into what career the student wishes to pursue. Through our clinical skills seminars focused on physician-student interactions, we plan to better prepare SGU students for their third and fourth years. By learning about the different training paths offered through internal medicine, it is hoped that students will be aided in thinking about future career goals.

INTERNATIONAL STUDENT SURGICAL NETWORK (INCISION)

To promote safe, accessible, affordable surgery for all through the tenets of advocacy, education, and research.

MEDICINE, EDUCATION, AND DEVELOPMENT FOR LOW-INCOME FAMILIES EVERYWHERE (MEDLIFE)

Our mission is to empower future physicians and future public health professionals to become advocates for change in their communities by facilitating equal access to medicine and education for all communities, along with the development of sustainable infrastructure. MEDLIFE will engage students in medical and educational volunteering both locally and globally.

MEDICAL ETHICS STUDENT ORGANIZATION (MESO)

The objective of the Medical Ethics Student Organization is to promote a safe and inclusive environment where students can learn how to approach, break down, and discuss medically relevant ethical questions and scenarios. This will not only allow students to become familiar with common ethical situations they may face as physicians but also allow them to hear from educators and experienced physicians.

NUTRITION MEDICAL CLUB (NMC)

The mission of the Nutrition Medicine Club (NMC) is to provide more opportunities for students to learn and participate in nutrition science. The organization acts as an additional opportunity to further our knowledge of nutrition in medicine. Our club provides a forum to discuss current nutrition research

and nutrition practices, presenting research reviews through social media, hosting guest lecturers, and workshops aimed at increasing knowledge of the practical application of nutrition medicine. By expanding our knowledge in nutrition medicine, it is hoped that experience in NMC can be used as another tool for patient care.

ORTHOPAEDIC SURGERY CLUB (OSC)

Our mission is to allow every student interested in orthopedic surgery to have a safe place to share their dream where they are met with encouragement and guidance instead of stigma and rejection, as well as introduce students to the field of orthopedics early in preclinical years and provide opportunities for them to get involved early.

PEDIATRICS CLUB (PEDS)

To provide valuable experience and education to prospective pediatricians currently enrolled as students of SGU. Thus, the club aims to provide students with pertinent information that will support decisions regarding postgraduate specialty. The club aims to educate students with valuable and timely technical teaching provided by clinically active physicians. As an SGU student organization, the club will conduct educational seminars, as well as physician shadowing, volunteering, and fundraising operations that aim to benefit the local Grenadian community.

PSYCHIATRY STUDENT INTEREST GROUP (PSYCHSIG)

Psychiatry Student Interest Group's (PsychSIG) mission is to contribute to the overall mission of St. George's University's commitment to a diverse international education while fostering intellectual curiosity and addressing popular cultural disparities in the field of mental health by nurturing creativity and professionalism, with a focus on psychiatry. PsychSIG is committed to expanding knowledge within a multicultural biological, psychological, and social structure.

RADIOLOGY CLUB (RC)

The Radiology Club of St. George's University, hereafter referred to as RC, exists to represent the School of Medicine students in all human academic and non-academic affairs pertaining to their education of medicine, in particular in the field of radiology, and to their physical and emotional well-being. It is the vision of RC that all concerns that may come before the RC will be addressed with the goal of improving the general well-being of the entire St. George's University (SGU) community and the students in particular. It shall be the aim of the RC to uphold the SGU Honor Code and maintain the highest ethical standards in all that it does.

ST. GEORGE'S UNIVERSITY CARDIOLOGY CLUB (SGU C)

Our mission is to increase awareness and educate medical students on cardiac diseases and treatments that affect both adult and pediatric patients. We pledge to serve as a liaison for cardiology between St. George's University and Grenada by cultivating community outreach through volunteering

and donations.

ST. GEORGE'S UNIVERSITY ANESTHESIA CLUB (SGUAC)

Provide a means for SGU students to actively pursue a specialty in anesthesiology beginning in their basic science and clinical rotation years of training. In order to pursue this goal as a group, we will focus on the following core ideals:

Plan events and workshops with a core emphasis on introducing the practice of anesthesia to its members, with a focus on providing hands-on opportunities to learn techniques and procedures that are relevant to the practice.

Provide members with detailed information regarding physiology, anatomy, biochemistry, biology, pathology, and behavioral science that is not offered in core science classes. The purpose of this goal is to help provide our members with information that can help them during clinical rotations and PGY years that non-club members may not have been introduced to.

Invite SGU and non-SGU physicians to come speak to the student body in two presentation forms: video conferencing and in person. An emphasis will be placed on history, research, advancements, and standards of practice.

Conduct question-and-answer sessions with senior medical students, residents, and faculty.

Help members with residency applications and connect them with faculty and alumni for shadowing and research opportunities.

Aid in the ability to access information and experiences about the profession and its associated environment.

ST. GEORGE'S UNIVERSITY FAMILY MEDICINE INTEREST GROUP (SGU FMIG)

The mission statement of the SGU Family Medicine Interest Group is:

To increase awareness and educate medical students on the diverse roles of family medicine. Assisting in residency searches and understanding the matches.

To provide opportunities for mentorship, networking, and leadership development for medical students.

To cultivate community outreach by raising money for local non-profit health-related organizations and increasing volunteers at health clinics.

NEUROSCIENCE SOCIETY (SGUNS)

The mission of SGUNS is twofold:

Firstly, it exists to foster and sustain students' interest and involvement in neurosciences throughout their basic science and clinical years, with the goal of providing students with valuable knowledge in neurosciences and insights into medical and research careers within the domain of neurosciences.

However, the organization is also intended for students with interests outside neuroscience.

Secondly, it is designed to provide knowledge, exposure, and valuable and enjoyable experiences from neuroscience-related activities to local schoolchildren and the community. The goal is to stir interest in today's young students and steer them toward scientific endeavors in the domain of neurosciences that will excite them and benefit humanity.

SGU SPORTS MEDICINE CLUB (SMC)

The Sports Medicine Club at SGU is a student organization that aims to integrate sports and medicine. With the wide variety of specialties that can aid in keeping a team healthy, our goal is to highlight the path to becoming a sports medicine physician. By going into the Grenadian community, we are able to give back and spread awareness of safe athletics. With the help of guest speakers and hands-on training workshops, we will be able to shape the future of sports by keeping athletes healthy. This group provides students with the opportunity to explore the specialty of sports medicine. It is founded to educate others through lectures, guest speakers, and workshops in the field of sports medicine. The club strives to create strong relationships with local sports teams in Grenada while promoting volunteering and community service.

The aims and functions of the organization are to provide the following:

- a) Opportunities to attend lectures given by qualified professionals within the field (sports medicine physicians, sports medicine orthopedic surgeons, PM&R physicians, family medicine physicians, athletic trainers, physical therapists, nutritionists, and veterinarians).
 - b) Volunteer experiences through relationships formed with surrounding sports teams in Grenada.
 - c) Host a philanthropy event to raise money for a charity chosen by the club and related to medicine.
 - d) Opportunities to attend workshops related to sports medicine such as imaging, joint injection, concussion management, injury prevention, treatment on court/field, and many more.
-

STUDENT NATIONAL MEDICAL ASSOCIATION (SNMA)

The Student National Medical Association (SNMA) is committed to supporting current and future underrepresented minority medical students, addressing the needs of underserved communities, and increasing the number of clinically excellent, culturally competent, and socially conscious physicians.

SGU PATHOLOGY CLUB (SPC)

The SGU Pathology Club functions to increase medical students' exposure to the field of pathology and to provide targeted support for students pursuing pathology careers. Such exposure to the field will help increase students' awareness of the functions of the pathologist within the healthcare team, as well as provide educational opportunities for medical students to explore the field of pathology.

SURGERY CLUB SOM (SURGERY)

The Surgery Club was established for SGU students with an interest in general surgery or any of the surgical specialties. We provide early exposure to the surgical sciences through education and workshops. We also focus on service to the Grenadian community.

WOMEN IN MEDICINE (WIM)

WIM is a committee that advocates for the interests of women in medicine, particularly physicians-in-training. We promote women's health, emphasizing well-being and autonomy, and we work for the inclusion of women's health issues in medical school curricula and continuing medical education. We also work to affirm the basic right of reproductive freedom and to educate women to become full

participants in their own healthcare. For example, as part of community education, we participate in community health fairs and offer breast exam screening, self-exam instruction, resources, and referrals. There are many workshops, guest lectures, and activities planned during each semester to benefit students, staff, and the community.

Special Interest

CREATIVE ARTS SOCIETY (CAS)

To advance the holistic, intrinsic, extrinsic, and artistic evolution of all members through the production and presentation of art, and the arrangement of interactive art-related events and activities.

HUMANISM SERVICE ORGANIZATION (HSO)

The Humanitarian Service Organization (HSO) aims to further SGU's chapter of the GHHS's mission by nurturing humanism during the first years of medical education and by making humanism more visible to all SGU students and faculty in geographically distant locations. HSO allows members to provide voluntary service to their communities, institutions, and/or profession. As part of promoting service, HSO aims to encourage dialogue between people of diverse socioeconomic, cultural, and national backgrounds.

NEURODIVERSITY ALLIES SOCIETY (NAS)

Neurodiversity Allies' mission is to enhance the lives of individuals with disabilities. Our goal is to help these individuals reach their full potential by providing public and student education about neurodevelopmental disabilities, offering student support to families and individuals with disabilities, planning activities and events for student and community interaction, and assisting in fundraising.

PRIDE AND EQUALITY (P&E)

This organization exists for the benefit of all members of the university in the hope of enriching their experience at St. George's University. P&E SGU is committed to the development of an atmosphere that is open and equitable, specifically as that goal pertains to the needs of those who have been marginalized on the basis of their sexual and/or gender orientations and/or identities.

PUBLIC HEALTH STUDENT ASSOCIATION

The Public Health Student Association (PHSA) is an organization primarily consisting of MPH, MD, and DVM students. PHSA promotes aspects of public health and preventive medicine through education and activities within the school and community.

Our mission is to promote awareness about public health and preventive medicine to the campus community and to engage students in service projects that address both global and local public health issues. Topics of interest include, but are not limited to, environmental health on campus and within the island of Grenada, community health, and community health education.

SGU INFECTIOUS DISEASES SOCIETY (SGU IDS)

Our purpose is to improve the understanding of infectious diseases in terms of the health of individuals, communities, and society by promoting excellence in patient care, education, research, public health, and prevention relating to infectious diseases. The SGU Infectious Diseases Society (SGU IDS) aims to highlight the interdisciplinary nature of infectious diseases across all fields of study at St. George's University.

SGU COLORS OF CANCER (SGUCC)

The American Cancer Society Colors of Cancer Organization works with St. George's University, Colors of Cancer, and the citizens of Grenada to create a culture of cancer awareness, advocacy, and philanthropy by educating, inspiring, and mobilizing a global community effort to prevent and fight back against cancer.

ST. GEORGE'S UNIVERSITY VETERAN ORGANIZATION (SGVO)

The goal of the SGVO is to create an organization where veterans can share their unique experiences and skills with others at SGU to better prepare all students for their future roles as doctors and ultimately leaders. The SGVO also strives to ensure that all students at SGU are armed with the tools and capabilities to foster lifelong physical, mental, and emotional health and well-being. The SGVO is open to all who wish to better themselves and strive to be lifelong learners dedicated to continuous self-improvement.

STUDENTS HELPING ENRICH LITTLE LIVES (SHELL)

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

STUDENT INTEREST GROUP IN GENOMICS (SIG-G)

Genomics is an exciting and innovative field of medicine that is growing by the day. Whole genome sequencing took about ten years and \$3 billion; now, with the advent of new and improved technologies, genomic sequencing, and analysis costs as little as five thousand dollars. As technology progresses, availability will increase. Now more than ever, medical professionals must be informed and active in this developing field. We will provide the leadership, framework, and focus as a student organization to increase awareness of this topic.

Religious & Cultural

AFRICAN CULTURAL STUDENTS ASSOCIATION (AFCSA)

The AFCSA was established to facilitate interactions among African people, people of African descent, and people who identify with Africa at SGU. AFCSA aims to serve as a medium that advances the interests of Africans at the University, and displays the beauty of the African culture to the community.

ASIAN PACIFIC AMERICAN MEDICAL STUDENT ASSOCIATION (APAMSA)

The APAMSA is an organization devoted to spreading awareness and visibility of Pan-Asian culture at St. George's Schools of Medicine, Veterinary Medicine, Public Health, Undergraduate Studies, and the various professional Schools with the goal of increasing the diversity of experiences of the student body and the island of Grenada. We are an all-inclusive organization and welcome anybody interested in learning more about Asian culture and being involved with the community of St. George's and the island of Grenada.

CANADIAN STUDENTS ASSOCIATION (CANSA)

The mission of CanSA is that of information. While all of us should be focusing mainly on our education while we are here in the Caribbean, very few of us know what awaits us after we have completed our two years of Basic Sciences. As Canadians, we have special circumstances for our clinical years that many of the other students don't face, whether they be either American or from another Nation. While it is possible for any one person to find all of the information that is required of a Canadian student progress, which is what former students had to do on their own, this is a very tedious and time-consuming process. Worse yet is finding out what we can do for residency and licensing as both Canadian and U.S. policies are changing each year.

This is why CanSA was revived. Our members are now spreading the workload of information gathering not on the shoulders of 1 individual but amongst a group. Not only does this make it easier for every student to make informed decisions but it also draws us close as a community and gives us one voice of Unity. As a unified community, rather than many single voices, we will be able to make a stronger case on matters such as policy changes regarding Canadians with International Medical Degrees and residency spots.

CARIBBEAN STUDENTS' ASSOCIATION (CASA)

The Caribbean Students' Association will be a focus at St. George's University community and shall serve as an information and support center for students of all origins, with a prime focus on Caribbean origins and interest in Caribbean cultural diversity and affairs.

CHRISTIAN STUDENT ASSOCIATION (CSA)

Christian Students Association (CSA) is a body of Christian believers seeking to cultivate a community of worship, commitment to prayer, preaching and studying the Word, the celebration of the sacraments, and fellowship across gender, race, age, culture, and class. We aim to equip loving, giving, growing Christians to reach out with the good news of Jesus Christ by evangelizing the lost and ministering to those in need. We have services every Sunday, 11am at Patrick Adams Hall. The services are composed of a time for worship, a Biblical message given by a member of our leadership team, and a time of prayer and fellowship at the end. In addition to our Sunday services, we have numerous Bible studies throughout the week so there's always a way to get connected.

CATHOLIC STUDENTS ORGANIZATION (CSO)

The Catholic Students Organization of St. George's University is an established religious organization of the St. George's University Student Government Association. Our goal is to provide non-academic, spiritual support to the Catholic Students, faculty, administration, staff and all other interested members of the SGU community. Such support is inclusive of, but not limited to, services for all major Catholic holidays and celebrations and social events that coincide with the Catholic Church Liturgical Year. The CSO is committed to providing students with the appropriate resources for all CSO sponsored events. The CSO does not discriminate based on race, religion, sex, sexual orientation, color or nationality or other personal beliefs.

INDIAN CULTURAL STUDENT ASSOCIATION (ICSA)

The Indian Cultural Student Association is a space for students to interact with and learn more about our vibrant and diverse cultures. Our aim is to provide support and a sense of comfort to Indian

students away from home and to anyone interested in ICOSA. This community will be responsible for celebrating the rich culture of India through events and activities. ICOSA is a safe place for any individual with Indian roots to connect with other members of the organization and is committed to have the doors open to any interested student, irrespective of origin.

JEWISH STUDENTS ASSOCIATION (JSA)

Continuing a Jewish lifestyle may appear to be a difficult endeavor whilst in school, however, the Jewish Student Association (JSA) of St. George's University opens its arms to all, to continue your Jewish heritage, to learn about Judaism and share your academic interests. JSA has a tight-knit relationship with Chabad Grenada, led by Rabbi Baruch Rozmarin, the Rabbi of SGU. Chabad Grenada hosts weekly Shabbat services, every Friday at 7 pm, and holiday celebrations. Chabad Grenada's doors are always open for the Jewish students of SGU. A Chabad lounge is located on campus on the top floor of St. George's Hall.

KOREAN STUDENT ASSOCIATION (KSA)

We, the international students from South Korea of St. George's University (SGU), wish to share our cultural heritage with our university and, cooperating with International Students Office (ISO) of SGU, contribute to the process of assimilation for Korean students to the larger campus community; we do hereby organize ourselves into an association and establish this constitution declaring its powers and responsibilities.

LATINX STUDENT ASSOCIATION (LSA)

The term LatinX is inclusive of identities beyond gender, race, and culture. The mission of the St. George's University LatinX Student Association is to cultivate a community that embodies the diverse population of students across SGU and create a home away from home. As an organization, we aim to share our vast heritage, traditions, and culture with each other and with the entire SGU and local Grenadian community through multicultural, comprehensive, philanthropic and innovative events. Furthermore, the organization seeks to promote camaraderie amongst our SGU peers and empower all students to achieve cultural competency.

MUSLIM STUDENTS ASSOCIATION (MSA)

Allah-willing, SGU MSA's purpose is to serve the Islamic community of SGU by providing functions and services to further Muslim life on and off campus. This includes, but is not limited to: spiritual and worship services, social networking, and academic support, within the arrangements of the SGU Honor Code, and the SGU MSA Constitution.

PERSIAN CULTURAL SOCIETY (PCS)

Persian Cultural Society is a club with the goal of introducing Iranian culture to students and faculty of St. George's University (SGU) in addition to supporting the Persian community at SGU. This goal will be achieved by holding club meetings and major events throughout the terms. Smaller activities and gatherings will also be planned with the purpose of bringing the community together, supporting the new incoming students, making new friends, and developing mentorship.

SEVENTH-DAY ADVENTIST STUDENTS ORGANIZATION (SDASO)

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

ST. JOHN'S ORTHODOX CHRISTIAN CLUB (SJOCC)

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

SIKH STUDENT ASSOCIATION (SSA)

The Sikh Student Association (SSA) at St. George's University aims to provide an opportunity to members of the SGU community to come together in a supportive and healthy environment to spread awareness of Sikh religion. This organization encompasses the main beliefs of Sikhism such as community service and equality. Everyone, regardless of their religious beliefs, are welcome to the club and are encouraged to join in various activities such as weekly prayer and biannual Langar night.

Sports & Recreation

SGU TENNIS CLUB (STC)

The SGU Tennis Club's predominant goal is to promote mental and physical health by providing a platform to relieve stress, exercise, and be a part of a community that supports one another. Using tennis as a positive outlet, students and faculty of all skill levels can come together to relieve school anxiety while getting exercise. However, our scope is not limited to the campus. We are working to increase the recreation and mental health of the Grenadian community through tennis. One of our goals is to help rebuild the recreational facilities around the island and promote after-school/work programs for the local children and community members.

Admission

The School of Medicine enrolls new students in January, April, and August of each year. Admission to the School of Medicine is offered on a rolling basis. However, applicants are strongly encouraged to apply by the priority submission date for the term they wish to start

TERM	PRIORITY DEADLINE
January Term	November 15
April Term	February 15
August Term	June 15

Applicants who submit applications by the priority submission date have the advantage of being considered for scholarships earlier and will have ample time to complete housing and travel arrangements. Applicants who apply after the priority deadline will still be reviewed for admission and scholarship awards. St. George's University does not discriminate based on race, sex, color, gender, religious creed, sexual orientation, national origin, disability, military status, or any other legally protected status.

Experience SGU Through SeeSGU

Choosing the right school is a major decision—and we believe there's no better way to make that choice than by experiencing our campus firsthand. Eligible accepted students will receive a complimentary visit. Through the SeeSGU program, you're invited to explore our modern, purpose-built campus in Grenada, a welcoming and culturally rich Caribbean nation that thousands of SGU students have called home.

During your visit, you'll tour our learning and living spaces, connect with current students, and even have the chance to observe a class to see our academic environment in action. This is your opportunity to gain an authentic understanding of what it is like to live and learn at SGU. Please visit <https://www.sgu.edu/experience/seesgu-program/> for eligibility requirements and additional information.

Doctor of Medicine Degree Program

4-YEAR MD PROGRAM REQUIREMENTS FOR US AND CANADIAN APPLICANTS

DEGREE

A bachelor's degree from an accredited college or university is required.

PREREQUISITE COURSEWORK

The following specific undergraduate coursework (or its equivalent) is required as part of the program requirements for admission:

- One year- General Biology or Zoology with lab
- One year- Inorganic Chemistry (General or Physical) with lab
- One year- Organic Chemistry with lab
- One semester -Physics with lab
- One semester -100-level college or university-level mathematics course
- One semester-English

MEDICAL SCHOOL ADMISSION TEST (MCAT)

SGU's MCAT code is 21303. For information on the MCAT, including registering to take the test, test dates, test sites, fees and obtaining test results, visit the [MCAT website](#).

Who needs to submit an MCAT score?

- US applicants must submit a Medical School Admissions Test (MCAT) score as part of their application.
- Canadian applicants are not required to submit an MCAT score *unless* an MCAT exam has been previously taken or they have a date to take the MCAT.

- Applicants from outside North America are *not* required to submit an MCAT

4-YEAR MD PROGRAM REQUIREMENTS FOR NON-US AND NON-CANADIAN APPLICANTS

DEGREE

A bachelor's degree with a strong science background is necessary.

ENGLISH PROFICIENCY

English language: An English exam is required for any prospective student whose country is not considered English-speaking as per [UKVI](#).

If an undergraduate degree has been obtained in any English-speaking country, there may be an exception. In such instances a waiver must be requested for consideration by the Faculty Student Selection Committee (FSSC). Otherwise, minimum standards/outcomes for the following English Language Assessments must be met:

- IELTS Academic or UKVI: Minimum 7.0 Overall with 7.0 on each band
- TOEFL- 5 Overall with Band Scores of Listening 5, Reading 5, Speaking 4.5, Writing 5 (Internet-based)
- Password-Skills – scoring is the same as IELTS
- C1 Advanced (CAE): Minimum 185 Overall with 185 in each band
- Duolingo English Test (DET): Minimum 130 Overall with 130 on each band
- Kaplan Test of English (KTE): Minimum 510 Overall with 510 in each band

Students who score slightly below the direct entry requirement may be offered an English support program or track. Students who qualify for this option will be notified at the time of admission.

Program	Qualifications	Entry Point
5-Year MD Pathway	Advanced Levels: Minimum 3 subjects with A's and B's in Biology, Chemistry, and either Math or Physics; Math or Physics can be accepted at AS level with strong non-science third A level. Approved foundation programs: SGU recognizes and approves a range of science/medical pathway programs. Full IB Diploma: Requires a minimum score of 32 points; 3 HL science subjects recommended; minimum of 2 HL subjects required, which must include Chemistry and Biology; results 5 or higher. India 10+2 or CBSE: Minimum of 80% average with no grade below 80% in Biology, Chemistry, Math, Physics, and English.	Preclinical Year 3
6-Year MD Pathway	Secondary school diploma: Exceptional science performance with AP's, SABIS High School. Further education: AS Levels, Baccalaureate, South Africa Matric, Higher School Exam, Irish Leaving Certificate. WASSCE: B2 or better in minimum 6 subjects which include Biology, Chemistry, Math, Physics, and English	Preclinical Year 2
7-Year MD Pathway	IGCSE: Strong Science Performance B or better in minimum 6 subjects, which include Biology, Chemistry, Math, Physics, and English; Scores Vary by Region	Preclinical Year 1

St. George's University of Grenada School of Medicine/ Northumbria University Program

The academic admission requirements for the St. George's University of Grenada School of Medicine/ Northumbria University Program (SGUSOM) are the same as entry into the four-year Doctor of Medicine program in the School of Medicine in Grenada.

Criteria for Student Selection

Our committee on admission, the Faculty Student Selection Committee (FSSC), is responsible for the selection of students to Saint George's University School of Medicine applicants to SGUSOM are selected individually for admission by considering each applicant's academic strengths as well as their experiences and attributes these factors are viewed in combination to consider how an individual might contribute value not only as a medical student but also as a future physician.

The successful applicant to SGUSOM will have demonstrated the following strengths and attributes:

- Strong academic achievement or potential
- Empathy and compassion
- Motivation towards and demonstrated interest in the profession of medicine
- Ability to learn from mistakes or failures
- Critical thinking with problem-solving ability
- Strong communication skills and ability to work in a team
- Resilience and adaptability
- Sense of community responsibility
- Curiosity and dedication to lifelong learning
- Sensitivity and openness to diversity

The Admissions Process

The admission process comprises three stages:

- **Initial Review**
- **Interview**
- **Final Review**

The Admissions Officer and the Admissions Coordinator will provide updates concerning progress and answer any questions.

Initial Review

Once an application has been submitted and supporting documents have been received, the

Admissions Officer will send the application file to the committee on admission, the Faculty student Selection Committee (FSSC), for an "initial review." Usually within 5 business days thereafter, applicants will be notified whether they are invited for an interview. On occasion, the Admissions Officer may request additional information or documentation on behalf of the committee on admissions.

Interview

The interview provides a structured opportunity for applicants to demonstrate preparation for success as a medical student and for a lifelong commitment to excellence in the field of medicine. Through dialogue with our professional interview team, you are able to explore the lessons you have learned from your challenges and highlight the experiences that will guide you in being a compassionate, dedicated, and outstanding physician.

As part of our commitment to supporting students throughout the process, we invite applicants to review the following information to assist in preparing for and making the most of the interview experience.

Final Review

Following the interview, the Admissions Officer will send the summary of the interview along with your application file back to the committee on admission for holistic review. The possible admissions decisions are:

- **Admit**
- **Admit with Provisions** (Note: The admissions letter will outline the specific conditions)
- **Not Admit**

A student's acceptance into the School of Medicine is granted upon the presumption by the Faculty Student Selection Committee (FSSC) that:

1. All courses currently being taken by the applicant will be satisfactorily completed prior to registration.
2. All statements made by the applicant during the admission process, whether oral, written, or in submission of academic documentation, are true and correct. If it is subsequently discovered that false or inaccurate information was submitted, the University may nullify a candidate's acceptance or dismiss the student if registered at the time of discovery.

Technical Standards

St. George's University School of Medicine has established technical standards for admission to, continued enrollment in, and graduation from the MD program. Technical standards may be reviewed [here](#).

MPH Program

The Master of Public Health (MPH) program offers a Summer term beginning in May and a Fall Term beginning in August.

Our committee on admissions, the Faculty Student Selection Committee (FSSC), utilizes a rolling admission policy; therefore, applications are accepted and reviewed on an ongoing basis.

The final deadline for receipt of applications and all supporting documentation is June 15th of the current year for August admission and March 15th for May admission.

Admission Requirements for 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
- Two letters of recommendation

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).

Application Process

St. George's University participates in the Schools of Public Health Application Service (SOPHAS)—the centralized application service for schools accredited by the Council on Education for Public Health (CEPH).

SOPHAS will verify your coursework for accuracy, calculate your GPA, and send your application to as many public health schools and programs as you wish to designate who utilize the service.

MSc and PhD Programs Entrance Requirements For North American Applicants

A bachelor's degree (or the equivalent) with a GPA of 3.0 and a strong science background.

- Graduate Record Examinations (GRE) tests are not required, but a strong GRE performance enhances an application.
- Two letters of recommendation are necessary.
- Prior research experience is a benefit, but not a requirement.

For British Applicants

- Applicants from the United Kingdom system must have a first- or second-class degree.
- Two letters of recommendation are necessary.
- Prior research experience is a benefit, but not a requirement.

For Applicants from Other Systems of Education

- A bachelor's degree (or the equivalent) with a strong science background.
- Two letters of recommendation are necessary.
- Prior research experience is a benefit, but not a requirement.
- If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

Application Process

Students interested in applying solely to an MSc or PhD program must submit a School of Medicine graduate application and all the supporting documentation.

Dual Degree Programs

BS/MD Degree

Students interested in the BS/MD degree must submit an application to the Office of the University Registrar and the Office of the Preclinical Program during their first term of enrollment. Students who enter the final year of the preclinical program directly (e.g., with Advanced Levels or Caribbean Advanced Proficiency Examination (CAPE) cannot earn a BS degree without spending additional semesters in the program.

SGU School of Medicine — Transfer and Advanced Standing Policy

St. George's University School of Medicine (SGUSOM) considers applications from students seeking to transfer from another medical school into the Four-Year Doctor of Medicine (MD) program.

Transfer into Clinical Training (Year 3)

Students who have completed, or are in the process of completing, their pre-clinical coursework at an accredited medical school within a four-year medical curriculum may be considered for transfer into the beginning of SGUSOM Year 3: Clinical Training. Applicants must be eligible to take the United States Medical Licensing Examination (USMLE) Step 1 for the first time or have passed USMLE Step 1 on their first attempt. Successful completion of USMLE Step 1 must occur prior to matriculation into Year 3.

Students admitted through transfer into Year 3 are required to complete the SGUSOM clinical curriculum and all applicable requirements for the Doctor of Medicine degree. This includes 80 weeks of clinical studies consisting of core clerkships, additional required rotations, and electives. Transfer students must satisfy all requirements and conditions established under the School of Medicine Transfer Admission Policy and all applicable graduation requirements.

Transfer into Basic Sciences (Year 1)

Students who have completed a portion of their pre-clinical coursework at another medical school and who have not yet attempted USMLE Step 1 may be considered for matriculation into SGUSOM Basic Sciences Term 1.

Advanced standing is not granted for entry into Term 1, and no credit is awarded for prior coursework completed at another medical school. Students accepted into Term 1 are required to complete the full SGUSOM Basic Sciences curriculum and all other applicable academic requirements.

Transfer admission and the applicability of prior coursework are subject to review and approval in accordance with SGUSOM policies and requirements.

Transferability of Credit to Other Institutions

The transferability of credits earned at St. George's University is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits earned at St. George's University will be accepted by another institution of the student's choice. St. George's University does not guarantee that any other institution will accept its credits. St. George's University has not entered into any articulation agreement under which another institution has agreed to accept credits earned at St. George's University.

Independent Graduate Degree Programs

MPH Program

ENTRANCE REQUIREMENTS

FOR NORTH AMERICAN APPLICANTS

1. A bachelor's degree from a recognized university or college
2. Work experience or a strong interest in public health.

3. Two letters of recommendation are necessary.

FOR BRITISH APPLICANTS

1. A first- or second-class degree.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.

FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.
4. If English is not the principal language, the applicant must have achieved a minimum score Graof 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

APPLICATION PROCESS

St. George's University now participates in the Schools of Public Health Application Service

(SOPHAS)—the centralized application service for schools accredited by the Council on Education for Public Health (CEPH). SOPHAS simplifies the process of applying to public health schools and programs. By using SOPHAS, you are able to complete one application and send one set of documents to the centralized service. SOPHAS will verify your coursework for accuracy, calculate your GPA, and send your application to as many public health schools and programs as you wish to designate who utilize the service. To begin your application please visit sophas.org and be sure to first read all Frequently Asked Questions carefully.

MSc and PhD Programs ENTRANCE REQUIREMENTS

FOR NORTH AMERICAN APPLICANTS

1. A bachelor's degree (or the equivalent) with a GPA of 3.0 and a strong science background.
2. GRE tests are not required, but a strong GRE performance enhances an application.
3. Two letters of recommendation are necessary.
4. Prior research experience is a benefit, but not a requirement.

FOR BRITISH APPLICANTS

Applicants from the United Kingdom system must have a first- or second-class degree.

Two letters of recommendation are necessary.

Prior research experience is a benefit, but not a requirement.

FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Two letters of recommendation are necessary.
3. Prior research experience is a benefit, but not a requirement.
4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

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Finances

Scholarships

St. George's University offers a wide variety of institutional scholarships designed to recognize academic excellence and provide access to the best and brightest students regardless of circumstance.

Academic Merit-Based Scholarships

- Chancellor's, Legacy of Excellence Scholarship
- SGU Medical Scholar

Needs-based Scholarships

- International Peace Bursary
- Global Scholars Bursary
- Grenadian Scholarships
- William M. McCord Scholarship

Mission Based Scholarships

- Equity in Medicine Scholarship
- CityDoctors Scholarship
- CARE Scholarship

Discretionary Awards

- Difference Maker Scholarship
- Connections and Community Scholarship

Financial Obligations

Tuition

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

Housing

All non-residents of Grenada enrolled in the School of Medicine, School of Veterinary Medicine, Undergraduate, Pre-medical, and Pre-veterinary Medical programs are required to reside in on-campus

housing for the first two terms of each program, subject to space availability. This requirement also applies to Undergraduate, Pre-medical, and Pre-veterinary Medical students upon successful matriculation into the School of Medicine or School of Veterinary Medicine.

Students under the age of eighteen (18) are required to remain in University housing and may only be approved to reside off campus upon submission of parental authorization and approval by both the Housing Office and the Office of Student Affairs.

Students who have completed more than one term in the same program and wish to continue residing on campus must complete the established biannual housing application process to secure accommodation for future terms. Housing assignments are based on availability.

The following students, unless otherwise required by the University, are exempt from the mandatory on-campus housing requirement and may seek off-campus accommodation:

- Residents of Grenada
- Students with children
- Students with pets, excluding approved service animals
- Students granted special approval by the Housing Office due to extraordinary circumstances

Students residing off campus are responsible for all housing-related expenses. The University reserves the right to require students to reside on campus when deemed necessary. All students residing on campus will be billed according to their assigned room type. The Housing Contract is a legally binding agreement and is subject to the University's Housing Cancellation Policy. Students who choose to move off campus after entering into a housing contract will be financially responsible for applicable housing charges.

Renters' insurance is mandatory for all students residing on campus and must be obtained through the University-designated insurance provider. Applicable charges will be applied upon check-in.

During clinical terms, students are responsible for their own room and board; however, the University and affiliated hospitals may provide limited assistance where applicable.

University Refund Policy

University Charges

Students who withdraw or take a 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 refunds 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. Special refund rules apply to students in their first term of attendance in the MD4 program (Grenada campus). Students who withdraw from the University prior to the 14th week of their first term of attendance will have their tuition and administrative fees fully refunded. If the student is a US federal or private student loan recipient, and the tuition reversal creates an over award, the over award amount will be returned to the lender on the student's behalf.

Any refund resulting from a tuition adjustment under this policy will be issued within thirty (30) days of the date on which the University determines that the student has withdrawn. This 30-day institutional refund timeline is separate from the timeline for the Return of Title IV funds described below, which is governed by federal regulations.

A student may cancel any financial obligation arising under the binding agreement between the student and the University (consisting of the Application for Admission, Offer of Acceptance, Acknowledgement of Admission, and the applicable University Catalog), other than charges for supplies, materials, or equipment that have been used and are not returnable, within three (3) business days from the date the student signs the Acknowledgement of Admission.

The application fee is nonrefundable.

The dormitory refund policy is published in the Housing Cancellation Policy, available at <https://myuniversity.sgu.edu/pages/on-campus-housing-cancellation-policy>

Students who take a Leave of Absence during a term may apply for a McCord Scholarship by writing a letter to the Office of Financial Aid requesting consideration for this one-time award. A McCord scholarship is a partial tuition scholarship awarded to students who take a Leave of Absence from a term due to compelling personal circumstances beyond the student's control, causing them to suffer undue financial hardships which affect their ability to pay for their education upon their return. The scholarship is used to help defray all or part of the penalty paid as a result of the withdrawal. The scholarship committee will review the details of the student's circumstances noted in their application letter and may require further documentation before determining eligibility for the scholarship. These awards are grants-in-aid and do not have to be repaid.

Return of Title IV Financial Aid

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

There are special Title IV withdrawal rules for a semester that has modules (courses that do not span the entire length of the term). This would apply to a student's clinical terms and term 3/4.

A student is not considered withdrawn for Title IV purposes if at the point of ceasing participation, the student:

- successfully completes 49% of the days in the semester,
- earned half-time credits (5-semester credits) during the semester or completes all the program requirements and is considered a graduate.

For days to count toward the 49% requirement, the student must receive a passing grade in at least one course that spans an entire module. If the student meets any of these conditions, the student is not considered to be withdrawn for Title IV purposes, and all aid received for the semester is retained. If grades for the semester are not received within 30 days from the date the University determines the student ceased participation, the student will be processed as a Title IV withdrawal. If a passing grade is received at a subsequent point, the University will reevaluate the student's withdrawn status and may reverse the Title IV refund calculation and refund payments.

Though Title IV aid is generally posted to a student account at the start of each semester, these funds are earned as student progress through the semester up to the 60% point when the funds are completely earned. If a student withdraws or takes a leave during the semester, the amount of Title IV program aid earned up to the withdrawal date is determined by a specific pro-rata formula of days

completed to the total days in the semester and is called the return to Title IV funds (R2T4) calculation. For example, if a student completes 30% of the days in the semester, the student will earn 30% of the Title IV aid originally scheduled for the semester and 70% of unearned funds will be returned. Once more than 60% of the semester is completed, all the Title IV aid the student was scheduled to receive for the semester is earned. However, some earned Title IV aid may not be eligible for disbursement due to other eligibility requirements.

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

If a student receives less Title IV aid than the amount earned, a student may be eligible to receive those additional funds as a post-withdrawal disbursement. If a student receives more assistance than earned, the school and/or the student must return the excess funds. Students who are eligible for a post-withdrawal disbursement are notified of their eligibility within 30 days of determining the student's date of withdrawal and the student must give permission to make the disbursement within 14 days of this email notice. A student may choose to decline some or all the post-withdrawal disbursement, to avoid additional debt.

If the student received Title IV aid in excess of what was needed to pay tuition and fees, a portion of the unearned funds may be considered an overpayment and will be due to be repaid from the student instead of the institution. An excess unearned Title IV funds are to be returned in part by the institution and in part by the student because each party received a portion of the unearned funds according to the R2T4 calculation. For any loan fund overpayment that a student is required to return, repayment will be in accordance with the terms of the promissory note. That is, scheduled payments should be made to the holder of the loan over the term of repayment.

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

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

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

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

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

Course or Program Cancellation Policy

The University does not cancel required courses or clinical rotations. In the event of a scheduling change affecting a clinical rotation, the University will place the student in an alternative rotation to ensure continued progress toward degree completion.

In the event of discontinuation of the MD program, the University will implement a teach-out plan to enable enrolled students to complete their degree requirements. The teach-out plan will include

reasonable arrangements for students to complete the program at SGUSOM or, if that is not feasible, transfer assistance to another institution. Students will be notified as soon as practicable following any decision to discontinue the program.

Student Manual Incorporation Statement

Policies regarding grading standards, satisfactory academic progress, student conduct and grounds for dismissal, complaint and disciplinary procedures, and academic and disciplinary appeal processes are published in the SGUSOM Student Manual, which is provided to all enrolled students and is available at [<https://catalog.sgu.edu/doctor-of-medicine-program-4-year-md-som-student-manual>]. The Student Manual is incorporated by reference into this Catalog and constitutes part of the binding agreement between the University and the student.

Financial Aid

Approximately 80 percent of students enrolled in the Doctor of Medicine program use financial aid to pay for part or all their educational expenses. The Office of Financial Aid administers the financial aid programs available to St. George's University students; assists in financial planning, budgeting, and completion of the application documents; and counsels students regarding management of their debt.

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

The financial aid process is described in detail with instructions and application forms on the University website. Applications for financial aid can be completed entirely online.

For information, please contact:

Office of Financial Aid

c/o University Support Services, LLC

3500 Sunrise Highway, Building 300

Great River, NY 11739

Phone: +1 (631) 665-8500 ext. 1232

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

Students may wish to research and pursue outside sources of financial aid; however, the responsibility for paying for the cost of attendance is solely with the student. It is important that students anticipating the need for financial assistance at any time during their medical education undertake early long-term planning. The Office of Financial Aid welcomes the opportunity to help students

develop these plans. Financial aid is used only to supplement personal and/or family financial resources. In some cases, because both the personal contribution and sources of financial aid are limited, students may be unable to enroll in medical school. Students who believe they may be unable to attend due to financial constraints should call the Office of Financial Aid for information and counseling.

University-Sponsored Grants, Scholarships, and Bursaries

St. George's University seeks intelligent, dedicated, passionate students who will succeed in their professional objectives and become successful practitioners adding value to their communities and to global health. To that end, the scholarship program at SGU is robust program, offering partial scholarships to students recognizing academic merit, community service, achievements in research, a desire to work with populations that are traditionally underserved in medicine, and service in the healthcare sector. For more information about scholarship opportunities, visit <https://www.sgu.edu/academic-programs/school-of-medicine/financial-aid-and-scholarships/#scholarships>

Academic Merit Scholarships

Academic Merit Scholarships celebrate academic achievement and potential. These awards recognize applicants for their academic accomplishments as demonstrated through overall and science grade point averages and standardized testing performance.

- **Chancellor's Legacy of Excellence.**

Celebrates and honors students who have demonstrated exceptional academic achievement. Requires a minimum overall UG GPA of 3.4 and MCAT score of 504.

- **The SGU Medical Scholarship Award**

Based on your overall academic performance including GPA, standardized testing, and predicted grades

Difference-Maker Scholarships

These scholarships celebrate outstanding individuals dedicated to making a positive impact on others' lives through volunteerism, careers, service initiatives, and/or innovative research.

Connections and Community Scholarships

Our Connections and Community Scholarships recognize the rich tapestry of connections within the SGU community, fostering excellence through siblings' bonds, legacy achievements, mentorship experiences, institutional partnerships, and community collaborations.

MISSION-TO SERVE SCHOLARSHIPS

EQUITY IN MEDICINE

The Equity in Medicine Scholars Program is for aspiring physicians driven by a commitment to make a difference in medically underserved areas post-residency. Tailored for students with a strong desire to address healthcare disparities, this scholarship not only supports your academic journey but also champions your dedication to serving communities in need. US citizen/permanent resident students accepted to our direct 4yr MD program who meet the specific scholarship requirements may be eligible. All eligibility requirements and applications are available at: [Equity in Medicine Scholar Program - St. George's University](#)

CITYDOCTORS

This scholarship program is designed for those who have always envisioned making a difference in urban healthcare. Your opportunity to give back to urban communities begins with the City Doctors Scholarship Program at St. George's University. In proud partnership with NYC Health + Hospitals, the largest municipal healthcare system in the US, we are dedicated to addressing the pressing doctor shortage in the Big Apple. US citizen/permanent resident students accepted to our direct 4yr MD program who meet the specific scholarship requirements may be eligible. All eligibility requirements and applications are available at [CityDoctors Scholarship | St. George's University School of Medicine](#)

CARE Scholarship

The CARE Scholarship Program is a collaborative effort between St. George's University and its affiliated hospitals, designed to attract and educate the best and brightest students to become doctors committed to serving their communities. The CARE Scholarship is awarded to incoming medical students in recognition of the values that represent the scholarship's mission of Community, Action, and Recognition of Excellence.

CARE Scholarship Hackensack University Medical Center

Eligible students must be residents of Bergen County, NJ, a Hackensack UMC employee, or an immediate family member of an employee.

Awards are granted for full, half, and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in a January term are eligible to apply. More information is available at [CARE Scholarship - Care Scholarship | St. George's University \(sgu.edu\)](#).

Deadline to Apply: November 20th.

CARE Scholarship Jersey Shore University Medical Center

Eligible students must be residents of Monmouth County or Ocean County, NJ, be a Jersey Shore University Medical Center employee or an immediate family member of an employee.

Awards are granted for full, half, and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in an August term are eligible to apply. More information is available at [CARE Scholarship - Care Scholarship | St. George's University \(sgu.edu\)](#).

Deadline to Apply: June 20th.

CARE Scholarship St. Joseph's University Medical Center

Eligible students must be residents of Bergen, Passaic or Essex County, New Jersey, an employee of St. Joseph's University Medical Center or an immediate family member of an employee.

Awards are granted for full, half, and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in a January term are eligible to apply. More information is available at [CARE Scholarship - Care Scholarship | St. George's University \(sgu.edu\)](#).

Deadline to Apply: November 20th.

INTERNATIONAL PEACE BURSARY

Awards are available to non-US and non-Canadian students demonstrating proven financial need. To be considered for a need-based scholarship, students must submit the Confidential Financial Statement form.

WILLIAM M. MCCORD SCHOLARSHIPS

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

For more information or details on how to apply for the scholarship, please send an email to the Office of Institutional Student Financial Assistance at ISFA@sgu.edu.

Special Scholarships

GRENADIAN SCHOLARSHIPS

Scholarships are awarded annually to Grenadian citizens. Applicants must have been accepted into the University by the Committee on Admission, nominated by the Scholarship Selection Panel, and awarded by the Grenadian Government. The scholarship provides full tuition and administrative fees. This scholarship is only awarded in January.

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

Loan Programs

United States Citizens or Permanent Residents

US FEDERAL STUDENT LOANS

St. George's University participates in the William D. Ford Federal Direct Loan Program. These loans are available to students in the School of Medicine who are or have been enrolled in the basic sciences portion of their program in Grenada. (Students in the SGU/NU Program are not eligible for the Federal Direct Loan Program.)

The William D. Ford Federal Direct Loan Program consists of the Federal Direct Unsubsidized Loan and Federal Direct Graduate PLUS Loan. As of July 1, 2026, the Federal Direct Graduate PLUS Loan is no longer available to new borrowers. Continuing students who meet specific exception criteria may remain eligible for the loan for up to three additional academic years or until program completion, whichever occurs first. Students should contact the Office of Financial Aid for assistance in determining eligibility.

The maximum loan amount for which a student is eligible may not exceed the cost of attendance (as defined by St. George's University) minus any other assistance received for the academic period in which the student is enrolled.

Students who meet the exemption criteria can borrow up to \$20,500 per academic year from the Federal Direct Unsubsidized loan, not to exceed an overall aggregate amount borrowed of \$138,500. The Federal Direct Graduate PLUS loan program is used to bridge the gap between the Unsubsidized Loans and the remaining cost of attendance. Students must have a satisfactory credit history in order

to qualify for a Federal Direct Graduate PLUS loan. The Direct PLUS loan does not have an aggregate limit.

New students or students who do not meet the exemption criteria can borrow up to \$50,000 per academic year from the Federal Direct Unsubsidized loan, not to exceed the lifetime limit of \$200,000 and Federal student loan aggregate of \$257,500. Private educational loans will be used to bridge the gap between the Unsubsidized loan, any scholarships, and the remaining cost of attendance.

The interest is currently set at an annual fixed rate of 7.94% for Direct Unsubsidized Stafford loans and 8.94% for Direct Graduate PLUS loans. Students may choose to pay the interest while attending school; if allowed to accrue it will be capitalized (added to the principal balance) at the beginning of the repayment period. The student will be required to pay a 1.057% origination fee on Unsubsidized loans and a 4.228% origination fee on Direct PLUS loans. These origination fees are as of October 2020 and are subject to change every October. These fees will be subtracted from the amount borrowed and will be reflected in the disbursements issued to the student's account.

Loans are typically processed for an academic year and are disbursed in two installments.

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

Under the Direct Unsubsidized and Graduate PLUS loan programs, the student is responsible for all accruing interest and may choose to repay the interest while in school or defer it until repayment begins. Students are entitled to a six-month grace period after they graduate, withdraw, or drop below half-time enrollment before they are required to begin repayment. This grace period is designed to give students time to prepare for repayment and adjust their finances, although interest will continue to accrue on these loans. Please note: The initial grace period isn't "used up" during shorter periods of nonenrollment. For instance, if a student misses 4 months, but resumes their studies at least half-time, they will still be eligible for the full 6-month grace period upon graduation.

Students can apply for US federal loans by completing the Free Application for Federal Student Assistance (FAFSA) at studentaid.gov. When completing the FAFSA, be sure to use the appropriate school code. The SGU School of Medicine federal school code is G22333. Students will also need to complete online Entrance Counseling and Master Promissory Notes to complete the application process.

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

For details on how to apply, visit Medical [Medical School Scholarships & Financial Aid Programs | SGU](#).

PRIVATE EDUCATIONAL LOANS

Private educational lenders in the United States offer St. George's US students alternate loans. Students can obtain these loans to meet all or part of their cost of attendance. These private loan programs are

credit-based and are offered to students who have a satisfactory credit history determined by the lender. These loans may offer a variable or fixed interest rate, with the interest rate often tied to a student's credit score and addition of a co-signer. These loans have repayment terms that begin following graduation or withdrawal from school and may be extended up to 25 years. Some lenders may offer extended grace periods or residency deferment options. Multiple private loan options should be reviewed to make the best decision for the student. A current list of eligible lenders can be reviewed at [ELMSelect - St George's University](#)

The Office of Financial Aid at SGU provides extensive financial aid counseling services to students to help them understand the eligibility requirements, terms, and conditions, and to discuss making the best financial decisions for each student.

Canadian Citizens and Permanent Residents

For Canadian Citizens

St. George's University offers financial aid counseling to help meet the diverse needs of the student population. The university's comprehensive outreach to governments and private lending institutions combined with the university's own financial resources, have created a unique offering of loans and other financing options for our students worldwide. St. George's University is approved by the Canadian Ministry of Education, entitling most students to the ability to receive Canadian Federal and/or Provincial Loans. To supplement the financing of their education, students usually apply for a professional line of credit available through the banks in Canada. St. George's University is committed to ensuring that students are aware of all their financial aid options and as such we have designated counselors to work directly with you to address your questions and needs.

Office of Institutional Student Financial Assistance ISFA@sgu.edu

Begin with a Comprehensive Plan

SGU students from Canada fund their education through a combination of:

- SGU Scholarships
- Professional Lines of Credit
- Federal & Provincial Loans
- Family Contributions
- SGU Institutional Loans
- SGU Exchange Rate Lock

Scholarships

SGU offers a variety of merit- and service-based scholarships to recognize and support high-achieving, community-driven, and academically outstanding students.

- Automatically considered upon acceptance
- Available for Four-Year MD and Five-, Six-, and Seven-Year Medical Pathways
- Award types include academic merit, community service, healthcare commitment, and more.

[Explore Scholarships](#)

Professional Student Lines of Credit

Many Canadian medical students supplement their education with lines of credit offered by leading Canadian banks. These loans offer:

- Higher borrowing limits for medical students
- Interest-only payments during school

- Flexible repayment terms post-graduation
- Sample Banks: RBC, Scotiabank, TD, CIBC, BMO
- Federal & Provincial Student Loans
- Canadian students may qualify for government-funded loans and grants, including:
- Canada Student Loans Program (CSLP)
- Provincial aid programs like OSAP (Ontario), AFE (Quebec), StudentAid BC, and others

How to Apply:

1. Visit your province's student aid website
2. Submit an application each loan period
3. Provide SGU enrollment verification if requested

SGU is a recognized international institution with multiple Canadian provinces.

Family Contributions

Plan Together, Invest in Your Future

Family support can help reduce overall borrowing. Discuss options for shared contributions, RESP usage, or co-signing on student lines of credit.

SGU Institutional Loans

Need help bridging a gap in your funding? SGU offers limited institutional loans based on individual need. Contact the Office of Institutional Student Financial Assistance to check eligibility and terms.

SGU Exchange Rate Lock

Predictable Costs for Canadian Students

- Lock your USD/CAD tuition exchange rate from entry to graduation
- If exchange rate improves, you benefit from the better rate

Veteran Affairs Benefit Programs

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

Veteran Affairs Education Programs

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

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

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

Application

Submit the appropriate application form listed below to the VA.

VETERANS/SERVICEPERSONS/RESERVISTS

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

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

VETERANS' DEPENDENTS

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

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

DISABLED VETERANS

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

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

For more information, please contact:

Nicole DuBois

Basic Science: St. George's University Certifying Official Financial Aid Counselor

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

Email: faid@sgu.edu

Joshua Rivera

Clinical: St. George's University Certifying Official Financial Aid Counselor

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1675

Email: faid@sgu.edu

For additional information, please visit:

va.gov/education/about-gi-bill-benefits/todaysgibill.org/

DUAL MD/MPH AND MD/MSC DEGREE PROGRAMS

Scholarships

For more information regarding scholarships available for the School of Graduate Studies, please contact the Office of Financial Aid or visit: [School of Graduate Studies-Scholarships](#).

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

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

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

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

Further information about credit services and alternate loan programs is available on the University website at [Medical School Scholarships & Financial Aid Programs | SGU](#).

Important Dates for Entering Students 2024-2026

Basic Medical Science - Grenada - August/January Entrants

January 2024

TBA	Registration Check-in– ALL Students
TBA	Registration Check-in– In Person
January 5	Graduation Diploma Date (No Ceremony)
January 8	Terms 2, 3 & 5 Classes Begin
January 9	Late Registration Check-in Period Begins for Terms 2, 3 & 5
TBA	Mandatory Academic Orientation (Freshman only)
January 15	Term 1 Classes Begin
January 15	Late Registration Check-in Period Ends for Terms 2, 3, 5 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 16	Late Registration Check-in Period Begins for Term 1
January 22	Late Registration Check-in Period Ends for Term 1 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
February 7	<i>Holiday – Independence Day</i>
February 16	Last Day of Examinations for Term 3
February 19	Terms 4 Classes Begin
February 20	Late Registration Check-in Period Begins for Term 4
February 23	Completion Examinations for Term 3

February 23	Graduation Diploma Date (No Ceremony)
TBA	Interim Review for Term 3
February 26	Late Registration Check-in Period Ends for Term 4 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
March 29	Graduation Diploma Date (No Ceremony)
March 29	<i>Holiday – Good Friday</i>
April 1	<i>Holiday – Holy Monday</i>
TBA	Registration Check-in-Term 1 – SUMMER – In Person
TBA	White Coat Ceremony - SUMMER
April 5	Graduation Diploma Date (no ceremony)
April 26	Graduation Diploma Date (No Ceremony)
May 1	<i>Holiday - Labor Day</i>
May 8	Last Day of Examinations for Term 2
May 10	Graduation Diploma Date (no ceremony)
May 10	Last Day of Examinations for Term 5
May 13	Last Day of Examinations for Term 1
May 16	Last Day of Completion Examinations for Term 2
May 17	Last Day of Completion Examinations for Term 5
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Term 1, 2 & 5
May 20	Last Day of Completion Examinations for Term 1
May 20	<i>Holiday – Whit Monday</i>
May 30	<i>Holiday – Corpus Christi</i>
May 31	Graduation Diploma Date (no ceremony)
June 14	Graduation Diploma Date (no ceremony)
June 20	Last Day of Examinations for Term 4
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Term 4
June 26	Registration Check-in -Term 3
June 27	Last Day of Completion Examinations for Term 4
June 28	Registration Check-in -Term 3 – In Person
June 28	Graduation Diploma Date (No Ceremony)
July 1	Term 3 Classes Begin
July 2	Late Registration Check-in Period begins for Term 3
July 8	Late Registration Check-in Period Ends for Term 3 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY

August 2024

August 1	<i>Emancipation Day</i>
August 2	Graduation Diploma Date (No Ceremony)
August 2	Registration Check-in – Term 1 & 2 – Automated Process
August 5	<i>Holiday Observance – Emancipation Day</i>
August 6	Last Day of Examinations for Term 1 - SUMMER
August 6	Registration Check-in – In Person
August 6	Classes Begin – Term 5
August 7	Late Registration Check-in Period Begins for Term 5
August 9	Last Day of Completion Examinations for Term 1 – SUMMER

August 9	Last Day of Examinations for Term 3
August 12	<i>Holiday – Grenada Carnival</i>
August 13	<i>Holiday – Grenada Carnival</i>
August 14	Late Registration Check-in Period Ends for Term 5 - 5:00pm NO REGISTRATION CHECK-IN AFTER THIS DAY
August 14	Term 2 & 4 Classes Begin
August 15	Late Registration Check-in Period Begins for Terms 2 & 4
August 16	Last Day of Completion Exams for Term 3
TBA	Interim Review for Term 3
August 19	Classes Begin – Term 1
August 20	Late Registration Check-in Period Begins for Term 1
August 21	Late Registration Check-in Period Ends for Terms 2 & 4 - 5:00pm NO REGISTRATION CHECK-IN AFTER THIS DAY
August 26	Late Registration Check-in Period Ends for Term 1 - 5:00pm NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
October 19	<i>Holiday – National Heroes Day</i>
October 25	<i>Holiday – Grenada Thanksgiving</i>
December 6	Last Day of Examinations for Term 5
December 11	Last Day of Examinations for Term 2
December 12	Last Day of Examinations for Term 4
December 13	Last Day of Completion Examinations for Term 5
December 13	Last Day of Examinations for Term 1
December 18	Last Day of Completion Examinations for Term 2
December 19	Last Day of Completion Examinations for Term 4
December 20	Last Day of Completion Examinations for Term 1
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Terms 1, 2, 4 & 5

January 2025

January 3	Graduation Diploma Date (No Ceremony)
January 3	Registration Check-in– Automated Process
January 6	Registration Check-in– In Person
January 6	Term 3 Classes Begin
January 7	Late Registration Check-in Period Begins for Term 3
January 13	Late Registration Check-in Period Ends for Term 3 - 5:00 PM
January 13	Terms 2 & 5 Classes Begin
January 14	Late Registration Check-in Period Begins for Terms 2 & 5
TBA	Mandatory Academic Orientation (Freshman only)
January 20	Term 1 Classes Begin
January 20	Late Registration Check-in Period Ends for Terms 2 & 5 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 21	Late Registration Check-in Period Begins for Term 1
January 27	Late Registration Check-in Period Ends for Term 1 - 5:00 PM

	NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
February 7	<i>Holiday – Independence Day</i>
February 14	Last Day of Examinations for Term 3
February 21	Completion Examinations for Term 3
February 28	Graduation Diploma Date (No Ceremony)
TBA	Interim Review for Term 3
March 3	Terms 4 Classes Begin
March 4	Late Registration Check-in Period Begins for Term 4
March 10	Late Registration Check-in Period Ends for Term 4 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
March 28	Graduation Diploma Date (No Ceremony)
April 4	Graduation Diploma Date (No Ceremony)
April 18	<i>Holiday – Good Friday</i>
April 21	<i>Holiday – Holy Monday</i>
April 25	Graduation Diploma Date (No Ceremony)
May 1	<i>Holiday - Labor Day</i>
May 9	Graduation Diploma Date (no ceremony)
May 14	Last Day of Examinations for Term 2
May 15	Last Day of Examinations for Term 5
May 16	Last Day of Examinations for Term 1
May 21	Last Day of Completion Examinations for Term 2
May 22	Last Day of Completion Examinations for Term 5
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Term 1, 2 & 5
May 23	Last Day of Completion Examinations for Term 1
May 30	Graduation Diploma Date (no ceremony)
June 6	Registration Check-in - Term 3 - Automated Process
May 20	<i>Holiday – Whit Monday</i>
June 10	Registration Check-in - Term 3 – In Person
June 10	Term 3 Classes Begin
June 11	Late Registration Check-in Period begins for Term 3
June 13	Graduation Diploma Date (no ceremony)
June 17	Late Registration Check-in Period Ends for Term 3 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
June 19	<i>Holiday – Corpus Christi</i>
June 27	Graduation Diploma Date (no ceremony)
July 17	Last Day of Examinations for Term 4
July 18	Last Day of Examinations for Term 3
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Term 4
July 24	Last Day of Completion Examinations for Term 4
July 25	Last Day of Completion Examinations for Term 3
July 25	Registration Check-in -Term 4 - Automated
July 28	Registration Check-in -Term 4 - In Person
July 28	Term 4 Classes Begin
July 29	Late Registration Check-in Period begins for Term 4

August 2025

July 18	Last Day of Examinations for Term 3
July 28	Registration Check-in– Automated Process
August 3	Registration Check-in– In person
July 21	Term 5 Alternate - Classes Begin
July 22	Late Registration Check-in Period Begins for Term 5 Alternate
July 25	Last Day of Completion Examinations for Term 3
July 28	Late Registration Check-in Period Ends for Term 5 Alternate - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
July 28	Term 4 - Classes Begin
July 28	Registration Check-in – Automated Process
July 29	Late Registration Check-in Period Begins for Term 4
August 1	Last Day of Examinations for Term 1 - SUMMER
August 1	Graduation Diploma Date (No Ceremony)
August 1	<i>Holiday - Emancipation Day</i>
August 4	Late Registration Check-in Period Ends for Term 4 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 4	Registration Check-in – In Person
August 5	Term 5 (New) - Classes Begin
August 6	Late Registration Check-in Period Begins for Term 5 (New)
August 8	Last Day of Completion Examinations for Term 1 – SUMMER
August 11	<i>Holiday – Grenada Carnival</i>
August 12	<i>Holiday – Grenada Carnival</i>
August 13	Late Registration Check-in Period Ends for Term 5 (NEW) - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 13	Term 2 - Classes Begin
August 14	Late Registration Check-in Period Begins for Terms 2
August 18	Classes Begin - Term 1
August 19	Late Registration Check-in Period Begins for Term 1
August 20	Late Registration Check-in Period Ends for Term 2 - 5.00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 25	Late Registration Check-in Period Ends for Term 1 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 29	Graduation Diploma Date (no ceremony)
September 27	White Coat Ceremony
October 19	<i>National Heroes Day</i>
October 20	<i>Holiday – National Heroes Day</i>
October 25	<i>Holiday – Grenada Thanksgiving</i>
November 21	Last Day of Examinations for Term 5 – All Students
November 28	Last Day of Completion Examinations for Term 5 – All Students
December 10	Last Day of Examinations for Term 2
December 11	Last Day of Examinations for Term 4
December 12	Last Day of Examinations for Term 1
December 17	Last Day of Completion Examinations for Term 2

December 18	Last Day of Completion Examinations for Term 4
December 19	Last Day of Completion Examinations for Term 1

January 2026

January 1	Graduation Diploma Date (No Ceremony)
TBA	Registration Check-in– Automated Process
TBA	Registration Check-in– In Person
January 12	Terms 2, 3 & 5 Classes Begin
January 13	Late Registration Check-in Period Begins for Terms 2, 3 & 5
January 19	Term 1 Classes Begin
January 19	Late Registration Check-in Period Ends for Terms 2, 3 & 5 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 20	Late Registration Check-in Period Begins for Term 1
January 26	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
February 7	<i>Holiday – Independence Day</i>
February 20	Last Day of Examinations for Term 3
February 27	Completion Examinations for Term 3
February 27	Graduation Diploma Date (No Ceremony)
March 2	Terms 4 Classes Begin
March 3	Late Registration Check-in Period Begins for Term 4
March 9	Late Registration Check-in Period Ends for Term 4 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
March 27	Graduation Diploma Date (No Ceremony)
April 3	Graduation Diploma Date (no ceremony)
April 3	<i>Holiday – Good Friday</i>
April 6	<i>Holiday – Holy Monday</i>
April 24	Graduation Diploma Date (No Ceremony)
April 30	Last Day of Examinations for Term 5
May 1	<i>Holiday - Labor Day</i>
May 7	Last Day of Completion Examinations for Term 5
May 8	Graduation Diploma Date (no ceremony)
May 13	Last Day of Examinations for Term 2
May 15	Last Day of Examinations for Term 1
May 20	Last Day of Completion Examinations for Term 2
May 22	Last Day of Completion Examinations for Term 1
May 25	<i>Holiday – Whit Monday</i>
May 29	Graduation Diploma Date (no ceremony)
TBA	Registration Check-in -Term 3 - Automated Process
TBA	Registration Check-in -Term 3 – In Person
June 4	<i>Holiday – Corpus Christi</i>
June 8	Term 3 Classes Begin
June 9	Late Registration Check-in Period begins for Term 3
June 13	Graduation Diploma Date (no ceremony)

June 15	Late Registration Check-in Period Ends for Term 3 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
June 26	Graduation Diploma Date (No Ceremony)
July 16	Last Day of Examinations for Term 4
July 17	Last Day of Examinations for Term 3
July 23	Last Day of Completion Examinations for Term 4
July 24	Last Day of Completion Examinations for Term 3
TBA	Registration Check-in -Term 4 - Automated Process
TBA	Registration Check-in -Term 4 – In Person
July 27	Term 4 Classes Begin
July 28	Late Registration Check-in Period begins for Term 4

August 2026

August 1	<i>Holiday - Emancipation Day</i>
August 7	Graduation Diploma Date (no ceremony)
TBA	Registration Check-in – Automated Process
TBA	Registration Check-in –In Person
August 4	Late Registration Check-in Period Ends for Term 4 – 5:00 PM
August 4	Term 5 Classes Begin
August 10	<i>Holiday – Grenada Carnival</i>
August 11	<i>Holiday – Grenada Carnival</i>
August 12	Late Registration Check-in Period Ends for Term 5 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 12	Term 2 Classes Begin
August 13	Late Registration Check-in Period begins for Term 2
August 17	Term 1 Classes Begin
August 19	Late Registration Check-in Period Ends for Term 2 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 24	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 28	Graduation Diploma Date (no ceremony)
TBA	White Coat Ceremony
November 20	Last Day of Examinations for Term 5
November 27	Last Day of Completion Examinations for Term 5 - Regular
December 9	Last Day of Examinations for Term 2
December 10	Last Day of Examinations for Term 4
December 11	Last Day of Examinations for Term 1
December 16	Last Day of Completion Examinations for Term 2
December 17	Last Day of Completion Examinations for Term 4
December 18	Last Day of Completion Examinations for Term 1

Basic Medical Science - Grenada - April Entrants

April 2025

TBA	Mandatory Academic Orientation Term 1 - SUMMER
March 28	Graduation Diploma Date (no ceremony)
April 3	White Coat Ceremony - SUMMER
April 4	Graduation Diploma Date (no ceremony)
April 4	Registration Check-in-Term 1 – SUMMER – Automated Process
April 7	Registration Check-in-Term 1 – SUMMER – In Person
April 7	Term 1 Classes Begin - SUMMER
April 8	Late Registration Check-in Period Begins for Term 1 - SUMMER
April 14	Late Registration Check-in Period Ends for Term 1 – 5:00 PM - SUMMER NO REGISTRATION CHECK-IN AFTER THIS DAY
April 18	<i>Holiday – Good Friday</i>
April 21	<i>Holiday – Holy Monday</i>
April 25	Graduation Diploma Date (no ceremony)
May 1	<i>Holiday - Labor Day</i>
May 9	Graduation Diploma Date (no ceremony)
May 30	Graduation Diploma Date (no ceremony)
June 9	<i>Holiday – Whit Monday</i>
June 13	Graduation Diploma Date (no ceremony)
June 19	<i>Holiday – Corpus Christi</i>
June 27	Graduation Diploma Date (No Ceremony)

August 2025

TBA	Mandatory Academic Orientation (Freshman only)
August 1	Last Day of Examinations for Term 1 - SUMMER
August 1	Graduation Diploma Date (no ceremony)
August 1	Registration Check-in – Term 1 & 2 - Automated Process
August 1	<i>Emancipation Day</i>
August 4	Holiday Observance – Emancipation Day
August 5	Registration Check-in – Term 1 & 2 – In Person
August 8	Last Day of Completion Examinations for Term 1 – SUMMER
August 11	<i>Holiday – Grenada Carnival</i>
August 12	<i>Holiday – Grenada Carnival</i>
August 13	Term 2 Classes Begin
August 18	Term 1 Classes Begin
August 20	Late Registration Check-in Period Ends for Term 2 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 25	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 29	Graduation Diploma Date (No Ceremony)
December 10	Last Day of Examinations for Term 2
December 12	Last Day of Examinations for Term 1
December 17	Last Day of Completion Examinations for Term 2
December 19	Last Day of Completion Examinations for Term 1

TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Terms 1 & 2
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January 2026

January 1	Graduation Diploma Date (No Ceremony)
TBA	Registration Check-in– Automated Process
TBA	Registration Check-in– In Person
January 12	Terms 2, 3 & 5 Classes Begin
January 13	Late Registration Check-in Period Begins for Terms 2, 3 & 5
January 19	Term 1 Classes Begin
January 19	Late Registration Check-in Period Ends for Terms 2, 3 & 5 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 20	Late Registration Check-in Period Begins for Term 1
January 26	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
February 7	<i>Holiday – Independence Day</i>
February 20	Last Day of Examinations for Term 3
February 27	Completion Examinations for Term 3
February 27	Graduation Diploma Date (No Ceremony)
March 2	Terms 4 Classes Begin
March 3	Late Registration Check-in Period Begins for Term 4
March 9	Late Registration Check-in Period Ends for Term 4 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
March 27	Graduation Diploma Date (No Ceremony)
April 3	Graduation Diploma Date (no ceremony)
April 3	<i>Holiday – Good Friday</i>
April 6	<i>Holiday – Holy Monday</i>
April 24	Graduation Diploma Date (No Ceremony)
April 30	Last Day of Examinations for Term 5
May 1	<i>Holiday - Labor Day</i>
May 7	Last Day of Completion Examinations for Term 5
May 8	Graduation Diploma Date (no ceremony)
May 13	Last Day of Examinations for Term 2
May 15	Last Day of Examinations for Term 1
May 20	Last Day of Completion Examinations for Term 2
May 22	Last Day of Completion Examinations for Term 1
May 25	<i>Holiday – Whit Monday</i>
May 29	Graduation Diploma Date (no ceremony)
TBA	Registration Check-in -Term 3 - Automated Process
TBA	Registration Check-in -Term 3 – In Person
June 4	<i>Holiday – Corpus Christi</i>
June 8	Term 3 Classes Begin
June 9	Late Registration Check-in Period begins for Term 3

June 13	Graduation Diploma Date (no ceremony)
June 15	Late Registration Check-in Period Ends for Term 3 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
June 26	Graduation Diploma Date (No Ceremony)
July 16	Last Day of Examinations for Term 4
July 17	Last Day of Examinations for Term 3
July 23	Last Day of Completion Examinations for Term 4
July 24	Last Day of Completion Examinations for Term 3
TBA	Registration Check-in -Term 4 - Automated Process
TBA	Registration Check-in -Term 4 – In Person
July 27	Term 4 Classes Begin
July 28	Late Registration Check-in Period begins for Term 4

April 2026

March 27	Graduation Diploma Date (no ceremony)
April 3	Graduation Diploma Date (no ceremony)
April 3	<i>Holiday – Good Friday</i>
April 6	<i>Holiday – Holy Monday</i>
TBA	Registration Check-in–Term 1 – SUMMER – Automated Process
TBA	Registration Check-in–Term 1 – SUMMER – In Person
April 7	Term 1 Classes Begin - SUMMER
April 8	Late Registration Check-in Period Begins for Term 1 - SUMMER
TBA	White Coat Ceremony - SUMMER
April 14	Late Registration Check-in Period Ends for Term 1 – 5:00 PM - SUMMER NO REGISTRATION CHECK-IN AFTER THIS DAY
April 24	Graduation Diploma Date (no ceremony)
May 1	<i>Holiday - Labor Day</i>
May 8	Graduation Diploma Date (no ceremony)
May 29	Graduation Diploma Date (no ceremony)
May 25	<i>Holiday – Whit Monday</i>
June 12	Graduation Diploma Date (no ceremony)
June 4	<i>Holiday – Corpus Christi</i>
June 26	Graduation Diploma Date (No Ceremony)

August 2026

July 31	Last Day of Examinations for Term 1 - SUMMER
August 7	Graduation Diploma Date (no ceremony)
TBA	Registration Check-in – Term 1 & 2 - Automated Process
August 1	<i>Holiday - Emancipation Day</i>
TBA	Registration Check-in – Term 1 & 2 – In Person
August 7	Last Day of Completion Examinations for Term 1 – SUMMER
August 10	<i>Holiday – Grenada Carnival</i>

August 11	<i>Holiday – Grenada Carnival</i>
August 12	Term 2 Classes Begin
August 17	Term 1 Classes Begin
August 19	Late Registration Check-in Period Ends for Term 2 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 24	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 28	Graduation Diploma Date (No Ceremony)
December 9	Last Day of Examinations for Term 2
December 11	Last Day of Examinations for Term 1
December 16	Last Day of Completion Examinations for Term 2
December 18	Last Day of Completion Examinations for Term 1
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Terms 1 & 2

Basic Medical Science - SGU/Northumbria - August/January Entrants

August 2024

TBA	Mandatory Academic Orientation (Freshman only)
August 2	Graduation Diploma Date (No Ceremony)
August 2	Registration Check-in – Automated Process - Northumbria University
August 6	Registration Check-in – In Person
August 14	Term 2 Classes Begin - Northumbria University
August 15	Late Registration Check-in Period Begins for Terms 2
August 19	Term 1 Classes Begin - Northumbria University
August 20	Late Registration Check-in Period Begins for Term 1
August 21	Late Registration Check-in Period Ends for Term 2 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 26	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
August 27	<i>Bank Holiday</i>
December 11	Last Day of Examinations for Term 2
December 13	Last Day of Examinations for Term 1
December 18	Last Day of Completion Examinations for Term 2
December 20	Last Day of Completion Examinations for Term 1
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Terms 1 & 2

January 2025

TBA	Mandatory Academic Orientation (Freshman only)
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January 3	Graduation Diploma Date (No Ceremony)
January 3	Registration Check-in – Automated Process - Northumbria University
January 3	Term 3 Registration Begins – Grenada Campus
January 6	Registration Check-in – In Person
January 6	Term 3 Classes Begin – Grenada Campus
January 7	Late Registration Check-in Period Begins for Terms 3
January 13	Term 2 Classes Begin - Northumbria University
January 13	Late Registration Check-in Period Ends for Terms 3 - 5:00 PM
January 14	Late Registration Check-in Period Begins for Terms 2
January 20	Term 1 Classes Begin
January 20	Late Registration Check-in Period Ends for Terms 2 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 21	Late Registration Check-in Period Begins for Term 1
January 24	White Coat Ceremony
January 27	Late Registration Check-in Period Ends for Term 1 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
February 7	<i>Holiday – Independence Day - Grenada</i>
February 14	Last Day of Examinations for Term 3
February 21	Completion Examinations for Term 3
February 28	Graduation Diploma Date (No Ceremony)
TBA	Interim Review for Term 3
March 28	Graduation Diploma Date (no ceremony)
April 4	Graduation Diploma Date (no ceremony)
April 18	<i>Holiday – Good Friday</i>
April 21	<i>Holiday – Holy Monday</i>
April 25	Graduation Diploma Date (no ceremony)
May 5	<i>Bank Holiday – May Day</i>
May 9	Graduation Diploma Date (no ceremony)
May 14	Last Day of Examinations for Term 2
May 16	Last Day of Examinations for Term 1
May 21	Last Day of Completion Examinations for Term 2
May 23	Last Day of Completion Examinations for Term 1
May 26	<i>Holiday – Spring bank Holiday</i>
TBA	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) for Term 1, 2 & 5
May 30	Graduation Diploma Date (no ceremony)
June 6	Registration Check-in – Automated Process Term 3 Grenada Campus
June 9	<i>Holiday – Whit Monday</i>
June 10	Registration Check-in – In Person
June 10	Term 3 Classes Begin
June 11	Late Registration Check-in Period begins for Term 3
June 13	Graduation Diploma Date (no ceremony)
June 17	Late Registration Check-in Period Ends for Term 3 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
June 19	<i>Holiday – Corpus Christi</i>
June 27	Graduation Diploma Date (No Ceremony)
July 18	Last Day of Examinations for Term 3

July 25	Last Day of Completion Examinations for Term 3
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August 2025

July 30	Registration Check-in – Automated Process - Northumbria University
August 1	Graduation Diploma Date (No Ceremony)
August 4	Registration Check-in – In Person - Northumbria University
August 11	Mandatory Academic Orientation (Freshman Only)
August 13	Term 2 Classes Begin - Northumbria University
August 14	Late Registration Check-in Period Begins for Terms 2
August 18	Term 1 Classes Begin - Northumbria University
August 19	Late Registration Check-in Period Begins for Term 1
August 20	Late Registration Check-in Period Ends for Term 2 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 25	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
<i>TBA</i>	White Coat Ceremony
<i>August 25</i>	<i>Bank Holiday</i>
December 10	Last Day of Examinations for Term 2
December 12	Last Day of Examinations for Term 1
December 17	Last Day of Completion Examinations for Term 2
December 19	Last Day of Completion Examinations for Term 1

January 2026

January 2	Graduation Diploma Date (No Ceremony)
TBA	Registration Check-in – Automated Process - Northumbria University
TBA	Term 3 Registration Begins – Grenada Campus
TBA	Registration Check-in – In Person - Northumbria University
January 12	Mandatory Academic Orientation (Freshman Only)
January 12	Term 2 Classes Begin - Northumbria University
January 12	Term 3 Classes Begin – Grenada Campus
January 13	Late Registration Check-in Period Begins for Terms 3
January 13	Late Registration Check-in Period Begins for Terms 2
January 19	Late Registration Check-in Period Ends for Terms 3 - 5.00 PM
January 19	Term 1 Classes Begin
January 19	Late Registration Check-in Period Ends for Terms 2 - 5.00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 20	Late Registration Check-in Period Begins for Term 1
TBA	White Coat Ceremony
January 26	Late Registration Check-in Period Ends for Term 1 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
February 7	<i>Holiday – Independence Day - Grenada</i>
February 20	Last Day of Examinations for Term 3
February 27	Completion Examinations for Term 3

February 27	Graduation Diploma Date (No Ceremony)
March 27	Graduation Diploma Date (no ceremony)
April 3	Graduation Diploma Date (no ceremony)
April 3	<i>Holiday – Good Friday</i>
April 6	<i>Holiday – Holy Monday</i>
April 24	Graduation Diploma Date (no ceremony)
May 4	<i>Bank Holiday – May Day</i>
May 8	Graduation Diploma Date (no ceremony)
May 13	Last Day of Examinations for Term 2
May 15	Last Day of Examinations for Term 1
May 20	Last Day of Completion Examinations for Term 2
May 22	Last Day of Completion Examinations for Term 1
May 25	<i>Holiday – Spring bank Holiday</i>
May 29	Graduation Diploma Date (no ceremony)
TBA	Registration Check-in – Automated Process Term 3 Grenada Campus
TBA	Registration Check-in – In Person
June 8	Term 3 Classes Begin
June 9	Late Registration Check-in Period begins for Term 3
June 12	Graduation Diploma Date (no ceremony)
June 15	Late Registration Check-in Period Ends for Term 3 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
June 26	Graduation Diploma Date (No Ceremony)
July 17	Last Day of Examinations for Term 3
July 24	Last Day of Completion Examinations for Term 3
July 25	Last Day of Completion Examinations for Term 3

August 2026

TBA	Registration Check-in– Automated Process - Northumbria University
TBA	Registration Check-in– In Person
August 10	Mandatory Academic Orientation (Freshman Only)
August 12	Term 2 Classes Begin – Northumbria University
August 17	Term 1 Classes Begin – Northumbria University
August 19	Late Registration Check-in Period Ends for Term 2 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 24	Late Registration Check-in Period Ends for Term 1 – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
TBA	White Coat Ceremony
December 9	Last Day of Examinations for Term 2
December 11	Last Day of Examinations for Term 1
December 16	Last Day of Completion Examinations for Term 2
December 18	Last Day of Completion Examinations for Term 1

Preclinical, Charter Foundation Program & Post Baccalaureate Program - Grenada

January 2024

TBA	Registration Check-in – In Person
January 5	Graduation Diploma Date (no ceremony)
January 5	Registration Check-in – ALL Students
TBA	Mandatory Academic Orientation (Freshman only)
January 15	Classes Begin (PClin, CFP & Post Bacc.)
January 16	Late Registration Check-in Period Begins
January 22	Last day to Add/Drop a course – 5:00 PM (PClin Yr 1 & 2 only)
January 22	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
February 7	<i>Holiday – Independence Day</i>
March 4 – 8	Midterm week
March 29	<i>Holiday – Good Friday</i>
April 1	<i>Holiday – Holy Monday</i>
April 2	Last Day to Withdraw from a Course - 5:00 PM (PClin Yr 1 & 2 only, FTP)
April 2 – 5 & 8 – 12	Course Selection for Pre-Registration for August 2024
May 1	<i>Holiday - Labor Day</i>
May 3	Last day of course examinations (PClin, CFP, Post Bacc.)
May 6 & 7	PCSCE Examination – Preclinical
May 7	PCSCE Examination – CFP
May 7	PBSCE Examination- Post Baccalaureate
May 8 – 10	Completion Examination (Post Baccalaureate)
May 9 & 10	Completion Examination (PClin & CFP)
May 10	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) – PClin & CFP
May 11	Graduation Ceremony
May 13	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) – Post Bacc.
May 31	Graduation Diploma Date (no ceremony)

Summer 2024 (CFP Freshmen Only)

TBA	Registration Check-in- ALL Students
May 1	<i>Holiday - Labor Day</i>
TBA	Registration Check-in– In Person
TBA	Mandatory Academic Orientation
May 2	Classes Begin
May 3	Late Registration Check-in Period Begins
May 9	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
May 20	<i>Holiday – Whit Monday</i>
May 30	<i>Holiday - Corpus Christi</i>
July 25	Last day of course examinations

July 26	PCSCE Examination
TBA	Completion Examinations
TBA	Committee for Satisfactory Academic Progress & Professional Standard (CAPPS) - CFP

August 2025

August 1	<i>Emancipation Day</i>
TBA	Mandatory Academic Orientation (Freshman only)
August 2	Registration Check-in – Automated Process
August 5	<i>Holiday Observance – Emancipation Day</i>
August 6	Registration Check-in – In Person
August 12	<i>Holiday – Grenada Carnival</i>
August 13	<i>Holiday – Grenada Carnival</i>
August 19	Classes Begin (All Programs)
August 20	Late Registration Check-in Period Begins
August 26	Last Day to Add/Drop a Course – 5:00 PM (PClin Yr 1 & 2 only)
August 26	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
October 7 - 11	Midterm week
October 19	<i>Holiday – National Heroes Day</i>
October 25	<i>Holiday – Grenada Thanksgiving</i>
November 1	Last Day to Withdraw from a Course – 5:00 PM
November 4 - 8 & 11 - 15	Course Selection for Pre-Registration for January 2025
December 6	Last day of Course Examinations (All Programs)
December 9 & 10	PCSCE Examination – Preclinical
December 10	PBSCE Examination – CFP
December 10	PBSCE Examination – Post Baccalaureate
December 11 - 13	Completion Examination – Post Baccalaureate
December 12 & 13	Completion Examination – Preclinical
December 12 & 13	Completion Examination – CFP
December 17	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) - PClin, PBAC & CFP

January 2025

January 3	Graduation Diploma Date (no ceremony)
January 3	Registration Check-in - Automated Process
January 6	Registration Check-in - In Person
TBA	Mandatory Academic Orientation (Freshman only)
January 20	Classes Begin (PClin, CFP & Post Bacc.)
January 21	Late Registration Check-in Period Begins
January 27	Last day to Add/Drop a course – 5:00 PM (PClin Yr 1 & 2 only)
January 27	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
February 7	<i>Holiday – Independence Day</i>
March 10 - 14	Midterm week

April 18	<i>Holiday – Good Friday</i>
April 21	<i>Holiday – Holy Monday</i>
April 4	Last Day to Withdraw from a Course - 5:00 PM (PClin Yr 1 & 2 only, FTP)
April 7 – 11, 14 – 17, & 22	Course Selection for Pre-Registration for August 2025
May 1	<i>Holiday - Labor Day</i>
May 9	Last day of course examinations (PClin, CFP, Post Bacc.)
May 12 & 13	PCSCE Examination – Preclinical
May 7	PCSCE Examination – CFP
May 13	PBSCE Examination- Post Baccalaureate
May 14 – 16	Completion Examination (Post Baccalaureate)
May 15 & 16	Completion Examination (PClin & CFP)
May 20	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) – PClin, PBAC, & CFP
TBA	Graduation Ceremony
May 30	Graduation Diploma Date (no ceremony)
June 27	Graduation Diploma Date (no ceremony)

August 2025

July 28	Registration Check-in – Automated Process
August 1	<i>Emancipation Day</i>
August 4	Registration Check-in – In Person
August 11	<i>Holiday – Grenada Carnival</i>
August 12	<i>Holiday – Grenada Carnival</i>
August 18	Classes Begin (All Programs)
August 19	Late Registration Check-in Period Begins
August 25	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
August 30	Graduation Diploma Date (no ceremony)
October 6 - 10	Midterm Week
October 19	National Heroes Day
October 20	Holiday - National Heroes Day Observance
October 25	Holiday - Grenada Thanksgiving
November 3 - 7 & 10 - 14	Course Selection for Pre-Registration for January 2026
December 5	Last day of Course Examinations (All Programs)
December 8 & 9	PCSCE Examination – Preclinical
December 9	PBSCE Examination – CFP & Post Baccalaureate
December 10 - 12	Completion Examination – Post Baccalaureate
December 11 & 12	Completion Examination – CFP & Preclinical
December 16	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) - PClin, PBAC & CFP

January 2026

January 2	Graduation Diploma Date (no ceremony)
TBA	Registration Check-in– Automated Process
TBA	Registration Check-in– In Person
January 19	Classes Begin (PClin, CFP & Post Bacc.)

January 20	Late Registration Check-in Period Begins
January 26	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
February 7	<i>Holiday – Independence Day</i>
March 8 – 13	Midterm week
April 3	<i>Holiday – Good Friday</i>
April 6	<i>Holiday – Holy Monday</i>
April 7 – 10 & 13 – 17	Course Selection for Pre-Registration for August 2026
May 1	<i>Holiday - Labor Day</i>
May 8	Last day of course examinations (PClin, CFP, Post Bacc.)
May 11 & 12	PCSCE Examination – Preclinical
May 12	PCSCE Examination – CFP
May 12	PBSCE Examination- Post Baccalaureate
May 13 – 15	Completion Examination (Post Baccalaureate)
May 14 & 15	Completion Examination (PClin & CFP)
TBA	Graduation Ceremony
May 19	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) – PClin, PBAC & CFP
May 29	Graduation Diploma Date (no ceremony)
June 26	Graduation Diploma Date (no ceremony)

August 2026

August 1	<i>Holiday - Emancipation Day</i>
TBA	Registration Check-in– Automated Process
TBA	Registration Check-in– In Person
August 10	<i>Holiday – Grenada Carnival</i>
August 11	<i>Holiday – Grenada Carnival</i>
August 17	Classes Begin (All Programs)
August 18	Late Registration Check-in Period Begins
August 24	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
October 5 - 9	Midterm week
December 4	Last day of course examinations (All Programs)
December 7 & 8	PCSCE Examination (PClin)
December 8	PBSCE Examination (CFP & Post Baccalaureate)
December 9 - 11	Completion Examination (Post Baccalaureate)
December 10 & 11	Completion Examination (CFP & PClin)
December 15	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS) – PClin, PBAC & CFP

Preclinical Program - Northumbria

August 2024

August 2	Registration Check-in – Automated Process
August 6	Registration Check-in – In Person
August 26	<i>Bank Holiday</i>

September 23	Mandatory Academic Orientation
September 30	Classes begin (All Programs)
October 1	Late Registration Check-in Period Begins
October 7	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
November 1	Last Day to Withdraw from a Course - 5:00 PM
December 9 & 10	PCSCE Examination – Preclinical
December 12 & 13	Completion Examination – Preclinical
December 17	Committee for Satisfactory Academic Progress & Professional Standards (CAPPS)
December 20	Last day of class (All Programs)

January 2025

TBA	Registration Check-in – ALL Students
January 13-24	Term 1 Final Assessment Period
January 13 -17	Mandatory Academic Reorientation (NUPC3)
January 20	Classes Begin MP5
January 21	Late Registration Check-in Period Begins – MP5
January 27	Last day to Add/Drop a course - 5:00 PM – MP5
January 27	Late Registration Check-in Period Ends – MP5 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
January 27	Classes Begin MP6
January 28	Late Registration Check-in Period Begins – MP6
February 3	Last day to Add/Drop a course - 5:00 PM – MP6
February 3	Late Registration Check-in Period Ends – MP6 - 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
March 10 - 14	Midterm week
April 4	Last Day to Withdraw from a Course - 5:00 PM
April 4 - 27	Holiday – Easter MP6
April 18	Holiday – Good Friday
April 21	Holiday – Holy Monday
May 5	Holiday - Labor Day
May 9	Last day of course examinations - MP5
May 12 & 13	PCSCE Examination – Preclinical
May 12 - 30	Term 2 Assessment Period – MP6
May 15 & 16	Completion Examination MP5
TBA	NU Exam board Meeting
May 26	<i>Spring bank holiday</i>
May 30	Last day of course classes – MP6

August 2025

July 28	Registration Check-in – Automated Process
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September 22	Registration Check-in – In Person
September 22	Mandatory Academic Orientation (Freshman only)
September 29	Classes begin – Semester 1
September 30	Late Registration Check-in Period Begins
October 13	Late Registration Check-in Period Ends – 5:00 PM NO REGISTRATION CHECK-IN AFTER THIS DAY
October 31	Last Day to Withdraw from a Course - 5:00 PM
December 19	Last day of course examinations
December 22 – January 9	Winter Break

January 2026

TBA	Registration Check-in– Automated Process
TBA	Registration Check-in– In Person
January 12	Mandatory Academic Orientation (Freshman only)
January 12 - 23	Semester 1 Assessment Period
January 19	Classes Begin – Semester 2 – MDT5
January 20	Late Registration Check-in Period Begins – MDT5
January 26	Last day to Add/Drop a course – 5:00 PM – MDT5
January 26	Late Registration Check-in Period Ends – 5:00 PM
January 26	Classes Begin – Semester 2 – MDT6
January 27	Late Registration Check-in Period Begins MDT6
February 3	Last day to Add/Drop a course – 5:00 PM MDT6
February 3	Late Registration Check-in Period Ends – 5:00 PM MDT6 NO REGISTRATION CHECK-IN AFTER THIS DAY
March 30 – April 17	Spring Break (MDT6 only)
April 3	<i>Holiday – Good Friday</i>
April 6	<i>Holiday – Holy Monday</i>
April 7	Last Day to Withdraw from a Course - 5:00 PM
May 4	<i>Holiday - Labor Day</i>
May 8	Last day of course examinations_ - MDT5
May 11 - 12	PCSCE Examination – Preclinical (MDT5)
May 14 & 15	Completion Examination MDT5
May 11 -29	Semester 2 Assessment Period (MDT6 only)
May 25	<i>Holiday -Spring Bank Holiday</i>
May 26	Late Registration Check-in Period Begins
May 29	Last day of course classes – MDT6
June 1	Late Registration Check-in Period Ends – 5:00 PM
December 11 & 12	Completion Examination (CFP & PCLIN)

Relevant Organizations and Resources

Parents' Coalition of SGUSOM

The Parents' Coalition is an independent organization, founded in 1985, in response to a changing political atmosphere that affected the School of Medicine students. The coalition has had significant impact on legislation at both state and federal levels, and today students enjoy the progress that the coalition has made over the years. Presently, the coalition remains politically oriented, monitoring the changes that will be occurring in health care and medical education. The Parents' Coalition is a nonprofit organization. Meetings are held at least once a year. The coalition welcomes membership from all students, parents, or friends of St. George's University School of Medicine.

Miriam Jacobs, Director

Phone: 1 (800) 474-8766

Fax: +1 (973) 467-6743

Outside of US: +1 (973) 467-6714

National Resident Matching Program

The function of the National Resident Matching Program (NRMP) is to match applicants seeking postgraduate residency positions in the United States with institutions offering those positions. Students are given the opportunity in the final year to rank preferences confidentially. The students are matched to training programs ranked highest that offer prospective graduate positions. Students and graduates of foreign medical schools may enroll as individuals and will be retained in the match program if they submit proof of having passed the examinations required to obtain the ECFMG certification by the date of submission of Rank Order Lists in January of each year. ECFMG certification must be obtained before beginning residency training. Residency applications are now generally done through the Electronic Residence Application Service (ERAS). International medical students obtain the necessary software to complete the electronic format application from the ECFMG and return it to them for processing in the early fall, prior to the expected start of a residency in July. Candidates who intend to enter the United States as exchange visitors must also be able to qualify under the conditions of applicable US law. Residency program directors must determine that alien students of foreign medical schools will be able to obtain a visa if matched, that applicants are ECFMG-certified, and that applicants are also eligible under state law for any license or permit that may be necessary to study as residents.

Information and materials may be obtained from:

National Resident Matching Program®

2121 K Street, NW, Suite 1000

Washington, DC 20037

Phone: 1 (866) 653-NRMP

Outside of US: +1 (202) 400-2233 support@nrmp.org nrmp.org

Medical College Admissions Test (MCAT)

Inquiries concerning application, test dates, and worldwide test locations should be directed to:

Association of American Medical Colleges

Medical College Admission Test

655 K Street, NW, Suite 100

Washington, DC 20001-2399

Phone: +1 (202) 828-0690

mcats@aamc.org

aamc.org/mcat

MCAT Code: 21303

Educational Commission for Foreign Medical Graduates

Medical students who are considering the practice of medicine in the United States should familiarize themselves with the components of licensure for students/physicians who have attended foreign medical schools. There is now in place a single, three-step examination process for achieving medical licensure in the United States:

1. USMLE Step 1
2. USMLE Step 2—Clinical Knowledge (CK—Written Exam)
3. USMLE Step 3

USMLE Step 1 is a test of basic science knowledge and is usually taken at the completion of the Basic Medical Sciences curriculum. Step 2 is a two-part examination given during the final year of the Medical Sciences. Clinical Knowledge is a written examination. Spoken English is also assessed at this time. USMLE Step 3 is administered after graduation by individual state licensing boards. Information on the scheduling of and application for these examinations is distributed to students in a timely fashion during their medical programs. More information and a pamphlet can be obtained from:

Educational Commission for Foreign Medical Graduates

3624 Market Street

Philadelphia, PA 19104-2685

Phone: +1 (215) 386-5900

Fax: +1 (215) 386-9196 or +1 (215) 386-6327 or +1 (215) 387-9963

info@ecfm.org

ecfm.org

Students needing information on School of Medicine procedures may contact:

Office of the University Registrar

c/o The North American Correspondent:

University Support Services, LLC

3500 Sunrise Highway, Building 300

Great River, NY 11739

Phone: +1 (631) 665-8500

Alumni Affairs

Alumni Admission Mentor Program Volunteer Directory

Practicing physicians trained at St. George's University are available to help guide and assist prospective students as they prepare for the next step in their professional career. We are delighted to connect our prospective students with some of our network of over 11,000 School of Medicine alumni who are practicing worldwide. Thousands of prospective and current students have used this service to learn more about the University's clinical programs, faculty, life in Grenada, licensing processes, and more. See sgu.edu/av

Postgraduate Records

St. George's University School of Medicine has a continuing commitment to its graduates and other former students. The services of the Office of the University Registrar include assistance to graduates who wish to sit for qualifying examinations, obtain licensure, secure postgraduate training programs, and achieve employment. The Office of the University Registrar maintains the records of all graduates; certifies their medical education; and sends transcripts, letters of recommendation, and other supporting documentation to places of employment, educational institutions, and government agencies. Records are released only upon the written request of graduates and the subsequent authorization from the Office of the University Registrar.

This office also provides access to information needed to address the examination and licensing requirements of state and national boards. Although it is not a placement service, the office acts as a liaison between graduates involved in job searches and medical institutions that have indicated an interest in employing graduates of the University. Statistical data about postgraduate training, examination results, medical specialty associations, and licenses are kept on file and are continually updated to enhance postgraduate professional contacts. Much of this information is received from graduates voluntarily. The University urges its graduates to regularly report all accomplishments, such as postgraduate residency positions acquired, licenses issued, and specialty board certifications. The Office of the University Registrar works in conjunction with the Alumni Association to help graduates keep in touch with one another and to inform them of developments within the University. It is the University's goal to provide a basis of support that allows this network of graduates to continue to benefit from the trust and cooperation they share as members of the St. George's University community.

Licensure

Applicants for licensure should bear in mind that it is their responsibility to see that their applications are properly processed in accordance with the requirements of the particular authority from which licenses are sought. The Office of the University Registrar maintains some information on the requirements for licensure in the 54 American jurisdictions, and in many international jurisdictions; however, the University is not an agent of any licensing authority. For precise information, it is students' or graduates' responsibility to seek that information from the licensing agency in the region, state, or country where licensure is being sought. The Office of the University Registrar, during the paperwork process of licensure, will advise individuals on the role of the University in the process. For any questions, please contact LCV@sgu.edu

Alumni Association

The St. George's University School of Medicine Alumni Association, an autonomous nonprofit organization, was founded in May 1981 to help its graduates achieve their educational and professional aspirations. A large membership of graduates, transferees to US schools, and current students, is served

by a substantial commitment to maintain the fellowship cultivated in Grenada. Since 1984, this has been accomplished by alumni reunions and the alumni newsletter, a forum for the membership that keeps them informed of educational, professional, and personal news of interest. All graduates, transferees, and students are urged to enroll and enjoy the collective spirit and experience of the membership. The Alumni Relations Office has been set up to aid in the area of alumni affairs. Please visit the website at sgu.edu/alumnirelations.

Administration and Faculty

Statement of Legal Control

The School is operated and owned by **Saint George's University Limited (SGU Ltd.)**, which is indirectly owned by Bear Holdings LP (Bear).

The following individuals serve on the Board of Directors of SGU Ltd. and the Board of Managers of Bear's general partner:

- Charles R. Modica, JD
- Sandra Bosela
- Jeffrey S. Flier
- Gaurov Dayal
- Scott Beardsley
- Bret Jorgensen
- Gregory Hendel
- Rishi Modi
- Vipul Amin
- Karen Cao

Officers of the University

CHARLES R. MODICA, JD
Chancellor

PATRICK F. ADAMS
Secretary

University Administration

CHARLES R. MODICA, JD

Chancellor

MARIOS LOUKAS, MD, PhD

President, St. George's University

Dean, School of Medicine

GARY BELOTZERKOVSKY

Chief Enrollment Services and Student Operations Officer
University Registrar

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Health Services Group

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Assistant Vice President University Health Services Professor

EWARLD MARSHALL, MD, MSC, MsED

Associate Director University Health Services Associate Professor

PATRICK ROONEY, MBChB, MD,FRCP (Glasg), FRCP (Edin)

Clinic Physician

Rheumatology Specialist

NARASIMHAN PRABHAKAR, MBBS

Clinic Physician

Psychiatric Consultant

JENNIFER ROONEY, MD,MEd

Clinic Physician

ORIN LIDELL, MBBS, DIPLOMA IN MEDICAL TECHNOLOGY

Clinic Physician

DEVRON JOSEPH, MD

Clinic Physician

DAVENDRANAND SHARMA, MBBS, DM

Clinic Physician

NADIA EDWARDS

Clinic Physician

JAMES BECKETT, MBBS, MRCP, FRCP, PGCME

Clinic Physician

IDAEL SANCHEZ

Ultrasound Technician

Psychological Services Centre

CECELIA ROUGIER

Director, Psychological Services
Psychologist

DONNALIN CONSTANTIN

Associate Professor
Psychologist

DENISE LEWIS

Associate Professor
Psychologist

ISABEL LEWIS

Assistant Professor
Psychologist

LORRAINE STEELE

Assistant Professor

Psychotherapist

SHANNA GIROUX

Instructor

Psychotherapist

CALISHA HYACINTH-PURCELL

Instructor

Psychotherapist

RONDELLE ETTIENNE

Instructor

Psychotherapist

NADINE WHINT

Instructor

Psychotherapist

MELISSA-ANNE COBBLER

Instructor

Psychotherapist

MIGUEL RIVERA

Instructor

Psychotherapist

Office of Student Affairs

LUCY CLUNES, PhD

PhD: University of Dundee, Ireland

Vice President of Student Affairs

KERRY MITCHELL, PHD, BSc

PhD: Universidad Autónoma de Aguascalientes, México

Associate Dean of Student Affairs, Grenada

Chair, Public Health

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- Board of Admission
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- Library Panel
- Research and Scholarly Activities
- Student Assessment Program Evaluation Sub-Committee
- Non Academic Affairs Committee
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- Institutional Animal Care and Use Committee
- Institutional Review Board

School of Medicine Committees

- Academic Progress Review Committee
- Committee for Academic Progress and Professional Standards
- Faculty Student Selection Committee
- Faculty Professional Development Committee
- Learning Environment Committee
- SOM Faculty Senate
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- Curriculum Committee
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6/2026

Nondiscrimination Statement and Title IX Information

SGU Nondiscrimination Statement Publication

The following language is the full nondiscrimination statement that should be published in the locations listed below, as required by OCR.

It is the policy of St. George's University ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. To the extent applicable, the University prohibits discrimination, including discrimination against persons in the United States on the basis of race, color, national origin, religion, sex, disability, or age. In accordance with Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of sex in its education programs and activities against a person in the United States, including with respect to admissions and employment.

The following person has been designated to handle inquiries regarding discrimination prohibited under Title IX against persons in the United States:

Toni Johnson Liggins M.D.
Associate Dean, Clinical Studies (US)
Title IX Coordinator
Address: 3500 Sunrise Highway, Bldg 300, Great River, NY 11739
Telephone No.: +1 (631)665-8500 X1634
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Further information regarding the application of Title IX is available from the U.S. Department of Education's Office of Civil Rights (OCR) at <https://www2.ed.gov/about/offices/list/ocr/index.html> or by phone at 1-800-421-3481.

Other inquiries regarding the University's nondiscrimination and sexual misconduct policies, including any allegations of discrimination against persons outside of the United States, can be directed as follows:

Students	Office of Student Affairs	473-444-4175 ext.3698 studentaffairs@sgu.edu
Students	Office of Judicial Affairs	473-444-4175 ext. 3137 judicial@sgu.edu
Faculty	Office of Human Resources	473-444-4175 ext.3762 FacultyHR@sgu.edu
Staff	Office of Human Resources	473-444-4175 ext. 3380 hr@sgu.edu
Vendors	Office of Vice President of Business Administration	473-444-4175 ext. 4031 dbuckmire@sgu.edu
Any Report	Ethics Point at:	1-844-423-5100 Online here

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