

Veterinary Technology

at Vermont Technical College

A Few Minutes with the Program Chair

Small is beautiful” is the philosophy of the Veterinary Technology program at Vermont Tech. Here, students learn in a personalized, success-oriented environment that is supported by labs, surgical facilities, and a working farm. The low student-teacher ratio, the tutoring, and the strong student support services on campus all contribute to enviable graduation outcomes: “It’s rigorous, and we know it’s rigorous,” says Dr. St. Denis, program chair. “At Vermont Tech, we make sure you have the resources you need to succeed.”

And success, as she points out, is varied and rewarding—graduates can go on to work in zoos, in research, in training facilities, wild animal parks, aquariums, and in a range of animal control and regulatory agencies. “Anything you can think of that involves animals,” says Dr. St. Denis, “is going to have a slot somewhere for a skilled veterinary technician.” She stresses, though, that students should not enter the program with the idea that it will prepare them for vet school. “It prepares you instead to provide key support to a practicing vet, and to do it in a two-year program.”

“What I like best in an incoming student is an eye for details,” she goes on. “This is a field where details are important—you



Dr. Amy St. Denis, Program Chair

have living creatures under your care. You also have the complexity of their health to be concerned with, and you will need good technical, scientific, and lab skills to do a thorough job.”

The typical working day of a veterinary technician can include routine animal care and lab work interrupted by emergencies, new cases, and learning opportunities. “If you really want eight-to-five office work, you probably should avoid veterinary technology. But if you’re flexible, and if you like variety, this may be the right profession for you.”

Dr. St. Denis also observes that many of her most successful students are good hands-on learners, able to make vital connections by doing, not just reading. They are often close, active observers: “Lots of people care about animals, but it takes something special to care for sick animals. We train students to be competent, responsive, and professional.”

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