

UNIVERSITY *of the*
SOUTHERN CARIBBEAN (USC)

Beyond Excellence



Graduate Bulletin 2019-2021

THE GRADUATE SCHOOL

School of Business
School of Education and Humanities
School of Sciences and Technology
School of Social Sciences
School of Theology and Religion

Table of Contents

University Administrators	4
Correspondence Information	4
General Information	5
USC Forde Library Services	8
Information about Graduate Admission	11
Academic Policies and Procedures	12
Statute of Limitation for Completion of Programmes	15
General Degree Requirements	17
Registration	18
Graduation Procedure	22
Financial Information	23
GRADUATE PROGRAMMES OFFERED THROUGH THE GRADUATE SCHOOL	
SCHOOL OF BUSINESS	29
Master of Business Administration	
Emphases: Health Care Administration	30
Finance and Accounting	30
Human Resource Management	31
Marketing	31
Economics and Finance	32
SCHOOL OF EDUCATION AND HUMANITIES	34
A. Graduate Diploma in Education	34
B. MA Educational Psychology	35
C. MA Educational Administration & Leadership	39
D. MA Curriculum & Instruction	40
E. MA Communication Studies	43
SCHOOL OF SCIENCE, TECHNOLOGY AND ALLIED HEALTH	45
A. MS. Occupational Therapy	45
SCHOOL OF SOCIAL SCIENCES	48
A. MS. Counseling Psychology	48
B. MS. National Security and Intelligence Studies	50
C. MS. Criminology and Criminal Justice	
D. Postgraduate Diploma in Criminology and Criminal Justice	
E. Certificate in Criminology and Criminal Justice	
F. MS. Social Work	
G. Graduate Diploma in Intelligence and National Security	
SCHOOL OF THEOLOGY AND RELIGION	54
A. Master of Arts in Pastoral Theology Emphasis in Leadership and Administration	54

THIS BULLETIN

Every effort has been made to ensure the accuracy of information in this *Bulletin*. The student is advised, however, that its contents do not constitute an irrevocable contract between the University of the Southern Caribbean and the student. The University reserves the right to change any provision or requirement it deems necessary, at any time with prior notice. The student is responsible for final course selections and changes in registration. The responsibility for knowing and satisfying all graduation requirements rests solely with the student.

USC Telephone Numbers:

1-868-662-2241/2242

Fax Number: 1-868-662-1197

Web: www.usc.edu.tt

USC Telephone Operator's Hours:

Monday – Thursday: 8:00 a.m. - 10:00 p.m.

Friday: 8:00 a.m. - 12:00 noon

Sunday: 8:00 a.m. - 12:00 noon

Admissions Office Hours:

Monday – Thursday: 8:30 a.m. – 5:00 p.m.

Friday: 8:30 a.m. – 12:00 noon

University Administrators

Hilary Bowman, M.B.A., Ed.D.
President

Leon Wilson, Ph.D.
Provost

Wanda E. Chesney, M.Sc., Ph.D.
Associate Provost

Prakash Ramoutar, MBA, ACCA, CIA, CFE
Vice President for Financial Administration

Onesi La Fleur, B.A., B.S.
Vice President for Student Services and Enrollment
Management

Terry John, B.A.
Vice President for Spiritual Development and
University Church Pastor

Correspondence Information

Mailing Address of the University:
University of the Southern Caribbean
P. O. Box 175
Port of Spain, Trinidad, West Indies

Contact USC

REGISTRY

Ms. Ayanna Antoine, MBA
University Registrar
Ext. 2207

Administrative Assistant
Ext. 2201

Ms. Marlene Roach, B.A.
Associate Registrar
Ext. 2204

Ms. Susan Frection, B.S.
Records Officer
Ext. 2208

Mrs. Latoya Aguilera-Corridus, B.S.
Records Officer
Ext. 2225

Ms. Trea Johnson, B.A.
Graduate Records Assistant
Ext. 2215

LIBRARY SERVICES

Ms. Stacyann Quintero, M.L.S.
Director of Library Services (Ag.)
Ext. 2100

Administrative Assistant Ext
2101

GENERAL INFORMATION

MISSION STATEMENT

The University of the Southern Caribbean seeks to transform ordinary people into extraordinary servants of God to humanity through a holistic tertiary educational experience.

USC will accomplish this mission by instilling in every USC man and woman:

- a clear knowledge of and faith in God and belief in the primacy of Scripture
- an appreciation, respect and sensitivity for diverse beliefs, practices and cultures
- morals and values, which positively impact society, inclusive of integrity, honesty, and fairness
- a desire for critical thinking and problem-solving skills at the highest level
- a passion for life-long learning
- commitment to a life of service to humanity
- the capacity to be productive, conscientious, law-abiding citizens and agents of change in discharging civic responsibility
- the experiences that demonstrate the development of the head, the hand and the heart
- the ability to communicate effectively to diverse populations globally
- an appreciation for the finer graces of life, inclusive of appearance, graciousness, kindness, mercy, and the arts
- a healthy lifestyle, inclusive of practiced laws of physical and emotional health
- an appreciation and advocacy for wise use of the world's resources, inclusive of natural resources, money, and other acquired wealth

VISION STATEMENT

A Seventh-day Adventist University fully reflecting the character of God through spiritual, intellectual, physical, social and cultural development.

MOTTO

Beyond Excellence

TEXT

“And Jesus increased in wisdom and stature, and in favour with God and man.” Luke 2:52 (KJV)

CORE VALUES

The University of the Southern Caribbean is committed to:

- *LOVE* – The love of Christ constrains us to love as Christ loved
- *COMPASSION* – Sympathetic willingness to be engaged in the ministry of caring for one another—students and employees - and going beyond the call of duty as portrayed in the story of The Good Samaritan
- *INTEGRITY* – The eminence of backing positive conviction with commensurate action
- *HONESTY* – The commitment of the University family to honesty in all its dealings
- *EXCELLENCE* –The commitment to significantly exceed the minimum standards and expectations
- *COMPETENCY* – The freedom and privilege to perform competently under any circumstances
- *JUSTICE* – The commitment to treat everyone with equity and justice and to always act without fear or favor
- *PURITY AND SELF-CONTROL* –The quest to be morally upright and moderate in all that is good, with complete control over emotions, desires, and actions
- *HUMILITY* – The willingness to serve others in a sacrificial manner, with self-respect that renounces haughtiness or arrogance

PHILOSOPHY

The University of the Southern Caribbean espouses the philosophy of the Seventh-day Adventist Church. It teaches that true education is the harmonious development of the head, the heart, and the hand.

Excellence in teaching, scholarship, research activities, educational innovations, and dedication to the principles of Christian education rank high in the value system of the University. The University views truth as coming from God, as an expression of the nature of God, and the Bible, as a divine frame of reference, which encompasses all truth.

For the University, the integration of faith with learning and culture is central to the social, emotional, intellectual, and spiritual development of students. It supports the concept of equal educational opportunities without regard to race, sex, religion, ethnicity, or place of residence.

University of the Southern Caribbean is predominantly a regional institution, though there are students from as many as 30 countries. It seeks to preserve the Christian heritage, and at the same time, its graduates, following in the footsteps of Christ, seek to ameliorate the society. The University seeks to instill in students that witnessing for Christ is their highest goal.

The University's Motto, "Beyond Excellence," conveys the emphasis on developing a well-rounded USC individual, who will not only portray excellence in academia, but also the excellence to which mankind is called, as stated in Matthew 5:48: "Be ye therefore perfect, even as your Father in heaven is perfect."

OBJECTIVES

Emanating from the University's mission and philosophy is a series of objectives to guide the education of its students.

- (1) To develop and maintain a spiritual, academic, social, and physical environment in which competent workers are trained for service to God and humanity.
- (2) To provide an instructional programme that leads Students to accept God as the source of all truth, and the Bible as an expression of His divine plan of salvation.
- (3) To challenge students to enlarge their world view as they integrate religion, culture, and scholarship.
- (4) To prepare students to deal with the complex problems and issues of contemporary society.
- (5) To encourage the acquisition of advanced knowledge and skills, which are necessary for professional growth.
- (6) To implement a meaningful philosophy of life, which encompasses an understanding of (a): the nature of God (b): the nature of man, and (c): the nature of reality.
- (7) To provide students with the intellectual and social tools for better understanding of themselves, and the

sustenance of positive relationships with others.

HISTORY

The University of the Southern Caribbean (USC) is a private University operated by the Seventh-day Adventist Church, on a 384-acre campus in Maracas Valley, Trinidad and Tobago. The campus is located 3 kilometers away from St. Joseph, the first town in Trinidad, and 16 kilometers northeast of Port of Spain, Trinidad.

The University continues to maintain an educational system that focuses on holistic development. It prepares students for meaningful living and exceptional service to the world. The institution is committed to distinction and continuous improvements that reflect its mission, vision, and motto: "Beyond Excellence". Throughout its existence, the University of the Southern Caribbean has maintained a strong commitment to the ideals of open, democratic governance, and responsiveness to the needs of a diverse student body.

USC was founded in 1927 as East Caribbean Training School, for the purpose of educating men and women of the Caribbean Union Conference (CUC). Two years later, it became Caribbean Training College (CTC).

In 1947, the Caribbean Training College was officially declared a junior college, and it began offering two-year post-secondary certificates in Theology, Teacher Training, and Business and Secretarial Science. In 1956, Caribbean Training College assumed a new name: Caribbean Union College (CUC).

CUC experienced significant developments in academic offerings. By 1970, the two-year junior college programme in Theology was extended to a four-year Bachelor of Theology programme. Subsequent changes included the conferring from 1985, of Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, and Associate degrees in a wide range of disciplines, in affiliation with Andrews University (AU) in Berrien Springs, Michigan, USA.

At the Second Session of the Fifth Sitting of the Trinidad and Tobago Parliament in November 27, 1997, Caribbean Union College received the charter for offering Christian-based education through Act 43, 1997. This Act facilitated its recognition as a teacher training institution by the Ministry of Education.

On February 23, 2006, Caribbean Union College was granted university status by the Accreditation Council of Trinidad and Tobago (ACTT), and consequently, was renamed University of the Southern Caribbean.

The University of the Southern Caribbean, on May 2012 was awarded full institutional accreditation as a tertiary level

educational institution by the Government of Trinidad and Tobago, through its accrediting body, the Accreditation Council of Trinidad and Tobago (ACTT).

The University is also fully accredited by the Board of Regents, Department of Education, General Conference of Seventh-day Adventists in Washington D.C., USA.

Furthermore, USC is affiliated with Andrews University (AU), Berrien Springs, Michigan, USA. Students obtain degrees from AU in a limited number of areas by following the programmes listed in the Affiliation Agreement between USC and AU which is accredited by the North Central Association of Colleges and Schools. Moreover, Andrews University is on the list of approved Universities in Trinidad and Tobago. Since 2006, nationals of Trinidad and Tobago have been able to access Government Assistance for Tuition Expenses (GATE), while pursuing their degrees at USC.

USC Forde Library Services

The Forde Library offers access to a plethora of information as well as provides numerous services to patrons. It houses over 30,000 volumes in addition to over 6,000 bound periodicals and over 200 periodical subscriptions. The seven (8) main collections of the library are divided into circulating (for loans) and non-circulating (library use only). The name of the collection, its location, as reflected in the library's catalogue, a brief description, and loan category it covers, are provided below.

Note. M1 refers to the main library building, whilst M2 refers to the floor opposite the main library building, sometimes referred to as the Reference Library.

COLLECTIONS

Circulating

- **The Main collection** (M1--Open Stacks) - Students are free to browse and select material from the Main Collection on the first floor of the Library. Loan category: 21 day.
- **The Reserve collection** ("M1--Reserve Collection - Loan category" or "M1 -- Course Reserve: Loan category"): Contains both Library and lecturer owned material. The material will either be on course or permanent reserve. This system is intended to ensure the accessibility of limited material to a large number of students. Loan categories: 7day, 3day, 3hour, 3hour/overnight.

Non-Circulating

- **The Reference Collection** (M2--Reference Collection) - The Reference Collection includes Dictionaries, Encyclopedias, Commentaries, Directories, Concordances, Yearbooks, Manuals, Bibliographies, Atlases, Indexes and other material. Loan category: Not for Loan/ library use only.
- **The George Simmons Collection** (M2-- George Simmons Collection) – Dr. George Carlington Simmons, an alumnus of the College, donated and continues to donate hundreds of volumes on Philosophy, Greek Literature, English Literature, English History, English Culture, Psychology, Music and Art, Literature, and History. Loan category: Not for Loan/ library use only.
- **The West Indian collection** (M2--West Indian Collection) - Contains books either about the West Indies, written by West Indians or published in the West Indies. Loan category: Loan category: Not for Loan/ library use only.

- **The Periodical Collection** (M2-- Periodical Collection) - Houses over 6000 bound periodicals with approximately 280 individual titles covering various subject areas. Bound periodicals are located on the shelves and the most recent issue on the display units in the reading area. Loan category: Not for Loan/ library use only.
- **The Graduate Collection** (M1--Graduate Collection) - This collection consists of items for use by graduate students and faculty. Loan category: Not for Loan/ library use only.
- **The Vertical Files** (M1--Reserve: Vertical Files) - This collection consists of pamphlets & brochures covering different subject areas worldwide. There are over 500 volumes in this collection. Loan category: 3 hour.

OTHER SERVICES

MY LIBRARY - Under the My Library umbrella we have a group of services geared towards patron empowerment. These services allow patrons to check their library record, renew material, place holds/requests, remotely access databases and more.

ORIENTATION - These sessions introduce students to the wealth of information obtainable at the Library in various formats (books, journals, databases, e-books, multimedia and audio-visual resources etc.). They also provide an element of hands-on experience. Students who attend orientation sessions are better able to navigate themselves through the library and maximize use of the library's resources.

INSTRUCTION - Geared toward the development of skills needed for quality research, and conducted through arranged class sessions. Covers critical thinking skills, breaking down search queries, accessing and assessing research material and other aspects of the science of library research.

TEACHING AND CONSULTATION -The library offers many services and tools to aid faculty in incorporating library resources in their classrooms. Additionally, the library offers services to students to enhance their learning experience in the classroom. You can schedule training for any of our services.

TECHNOLOGY AND SPACES - The library provides an audio visual room where faculty can host class sessions or students can reserve for quiet study and using of multimedia devices.

REFERENCE QUERIES - The Forde Library offer guidance for students experiencing difficulties satisfying their research needs.

PRINTING & PHOTOCOPYING - Printing of material from the Library's electronic databases, other scholarly databases and the Internet is available. Patrons also have access to two photocopiers. Patrons are to be mindful of the copyright restrictions when copying material.

SCANNING - Document scanning is also available at the library through its copiers. Documents can be scanned to email or flash drive.

CIRCULATIONS - Patrons may borrow certain material for use outside the library and agree to return that material at the end of the loan period or at the request of the library.

ELECTRONIC RESOURCES:

Students have electronic access to academic databases, electronic books, electronic journals and digital books. Patrons also have access to the library's online catalog and the Internet. These electronic resources includes:

GALE DATABASES - This online research platform comprises many databases, which contain academic and peer-reviewed journals, e-books as well as the National Geographic Magazine archives.

EBSCO DATABASES - This online research platform comprises several databases (39), which contain academic and peer-reviewed journals, which articles are available in full-text or as abstracts.

PROQUEST DATABASES - You need credible content from authoritative, scholarly sources. ProQuest platform includes (5) five databases; ProQuest Military Collection, ProQuest Digital National Archive, ProQuest Religion and ProQuest Dissertation and Thesis Global.

CITATION SOFTWARE - ProQuest also provides [RefWorks](#), a comprehensive [citation management](#) tool.

PRESSREADER - This web-based portal provides unlimited online access to more than 1800 newspapers and magazines from 5 countries in 45 languages. Press Reader presents content in a full replica format which allows users to see the paper as it was intended. Content on Press Display is always up to date and is often available online before it's available in print!

NEWSPAPER FILE COLLECTION - The Forde Library's Newspaper File Collection contains scanned articles taken mainly from two of Trinidad and Tobago's national newspapers; the Trinidad Express and the Trinidad Guardian. The articles cover a wide range of subject matter, and are searchable by title, creator, subject and other fields.

REGULAR LIBRARY HOURS

Monday Tuesday and Thursday: 8:00am – 10:00pm
Wednesday: 8:00am to 7:30pm
Friday: 8:20am – 12:00pm
Sunday: 10:00am – 6:00pm

Closed on Sabbaths and Public Holidays
Hours vary during summer sessions and mid-semester break

DISCLAIMER

The provisions in our Bulletins and the general regulations and conditions we stipulate in our other publications, and the information we provide in our advertisements do not constitute a contract between a current or prospective student of the University of the Southern Caribbean (hereinafter referred to as the University). The sole purpose of the information in this Bulletin, other publications and advertisements is to provide regulations, course listings and descriptions of programmes, and general information, which are in effect at the time of their publication.

The University reserves the right to change the regulations and conditions in the Bulletin, and other publications and advertisements at any time during the period for which they are in effect and to add, modify or withdraw courses and/or programmes at any time. It also reserves the right to make changes to the mode, place, frequency and time of delivery; to vary the conditions for delivery; and to execute all other actions generally required to ensure their efficient delivery.

**FOR MORE INFORMATION ABOUT GRADUATE ADMISSION
AND PROGRAMMES OF STUDY, CONTACT:**

MS. MARLENE ROACH, B.A.
Associate Registrar
Email: roach@usc.edu.tt
Ext. 2204/2212

MS. TREA JOHNSON, B.A.
Graduate Records Assistant
Email: johnsont@usc.edu.tt
Ext. 2215

DR. RAGHAVALU RAMELLA
Dean, Graduate, Continuing and
Professional Studies
Email: ramellar@usc.edu.tt
Office Ext.2900

DR. LOVERNE JACOBS-BROWNE
Dean, School of Education & Humanities
Email: jbrowne@usc.edu.tt
Office Ext. 2500

MRS. SOUSHIRA LIVERPOOL-MORRIS
School of Education & Humanities
Graduate Coordinator
Email: morriss@usc.edu.tt
Office Ext. 2408

DR. EDWARD CLARKE
Dean, School of Social Sciences
Email: eclarke@usc.edu.tt
Office Ext. 2600

DR. RAGHUNATH MAHABIR
School of Social Sciences, Coordinator
National Security and Intelligence Studies
Email: mahabir@usc.edu.tt
Office Ext. 2616

DR. FAZADUDIN HOSEIN
Dean, School of Theology & Religion
Email: bishopfaz@usc.edu.tt
Office Ext. 2800

ACADEMIC POLICIES AND PROCEDURES

UNIVERSITY ADMISSIONS & RECORDS

The Office of the University Registrar is the official custodian of permanent academic records of all past and current students of the University of the Southern Caribbean. It is responsible for maintaining official student and departmental records, or the module in progress. The office also prepares transcripts, implements and monitors academic regulations; certifies eligibility to graduate, and provides services and information to students, faculty and administration. Reports and certifications of attendance and grade point average are made available to governmental agencies with the student's permission and/or request.

GRADUATE ADMISSIONS

General Admission Procedures

Admission to pursue graduate study at the University of the Southern Caribbean is accomplished in two steps: by admission to the University and by admission to a graduate degree programme.

• Step One

Admission to University of the Southern Caribbean will proceed in the following manner: application forms, transcripts, and other credentials are to be forwarded to the Office of Admissions, University of the Southern Caribbean, Maracas Royal Road, St. Joseph, where they will be processed.

Admission to University of the Southern Caribbean means only that the student will be permitted to enroll in courses at the graduate level. It does not necessarily imply that he/she will be admitted to a programme leading to an advanced degree. Admission to a degree programme and graduate courses must be approved by the Graduate Programme Coordinator of that graduate programme. The non-degree graduate student must seek advisement regarding any course enrolment in the light of its relevance to intended degree matriculation, and, also from the standpoint of the advisability of enrolment in prerequisite courses needed to advance him/her to the entry level of the course of his/her choice.

• Step Two

Admission to a particular programme will proceed in the following manner: when the applicant's file is complete, it is reviewed by the respective department's Admissions Committee, which makes a recommendation on admission. Upon completion of

this process, the Office of Graduate Admissions conveys the decision, in writing, to the applicant.

Admission Classification

Applicants who meet the admission requirements may be accepted under one of the following three categories.

1. Regular Admission

Regular Admission status is granted to degree seeking applicants meeting all admission criteria, including programme specified requirements.

2. Provisional Admission

Provisional Admission to programmes may be granted to an applicant whose GPA or test scores do not meet the minimum academic requirements, or an admission-required document has not been presented to the Office of Admissions.

3. Conditional Admission

Applicants whose undergraduate GPA falls between 2.5 and 3.0 on a 4.0 scale may be admitted conditionally. They will be required to maintain a GPA of 3.0 for the first 12 credits of graduate classes taken before they are considered for regular status.

N.B. Conditional entry requirements are programme-specific.

Permission to Take Classes (PTC)

Applicants who have not completed the application process but who, in the judgment of the Admissions Committee have provided satisfactory evidence, may be granted permission to take classes. Students accepted with this status are limited to a maximum of 12 credits.

Admission Qualifications

1. A Bachelor's degree from an accredited/recognized institution will be the primary academic matriculation. Professional matriculation may be achieved through presentation of relevant documents for an evaluation process.
2. Evidence of applicant's ability to undertake advanced studies at the graduate level, such as cumulative grade point average (GPA) of at least a 3.0.
3. A written two paragraph statement not exceeding 300 words describing the purpose of undertaking studies at the graduate level.

Admission Documents

1. An official transcript of courses and grades earned from the institution granting applicant's bachelors or equivalent qualification.
2. Two (2) recommendations from past lecturer, employer, or minister of religion attesting to applicant's character and suitability to undertake graduate studies.
3. If applicant's primary language is not English, then he/she must submit evidence of an English language proficiency test.
4. Other admission requirements may be specified by the relevant school to which students seek entry.

Admissions Classifications

Applicants are admitted to study at the graduate level in one of two classifications: degree-seeking (regular/matriculating) and non-degree seeking (non-matriculating).

Degree Status

To be admitted as a degree-seeking student in a graduate programme at the University of the Southern Caribbean, an applicant must hold a baccalaureate degree from an accredited institution, with a minimum overall grade point average of 3.0. Higher grade point averages may be required for admission to particular graduate degree programmes.

Non-Degree Status

Applicants for non-degree status are required to complete an application form, pay an application fee, and submit official transcripts from all colleges and universities attended. Non-degree status is reserved for the following:

- (a) Individuals who meet all requirements for regular admission but do not wish to take courses leading to a particular degree.
- (b) Individuals who hold a baccalaureate degree from an accredited institution but whose academic record reflects less than the required minimum G.P.A. for regular admission.
- (c) Individuals seeking certification/endorsement in a teacher preparation programme. Such persons may be admitted as non-degree seeking students.

Financial aid and housing are not available for non-degree seeking students, except in restricted situations.

A non-degree applicant may apply for admission to a graduate programme as a degree-seeking student.

However, non-degree status does not guarantee future admission. Additionally, admission to a graduate programme does not imply that all course work completed as a non-degree seeking student will be automatically applied to degree requirements.

International Students

The Immigration Authority of Trinidad and Tobago now requires all institutions, including the University of the Southern Caribbean, to report legal issues relating to student visa status. Institutions are also required to give a semester-by-semester report of the students' study programme, grades earned, and related activities while they study. International students are therefore required to do the following:

1. Register with the USC Immigration Representative at the Office of Student Development.
2. Complete the USC registration process.
3. Submit an affidavit of financial support (such as bank statements, a Notarised Affidavit of Support), and/or other documents that clearly demonstrate ability to finance studies.
4. Pay the sum of money indicated in acceptance letter by the deadline indicated.
5. Students must be aware that the International Student Services office is required by law to report all of the following to the Trinidad and Tobago Immigration Authority:
 - a. Change of major (must be submitted to the Admissions Office).
 - b. Number of credits completed each semester.
 - c. Termination date and reason (if known).
 - d. Change of address (It is the student's responsibility to update this information regularly at the Student Development Office).
 - e. Grades earned, courses dropped, courses failed, incomplete courses.
 - f. Selected degree programme and field of study.
 - g. Failure to register, maintain student status or complete the selected major.
 - h. Disciplinary action against the student due to criminal conviction.

In addition to the usual admission requirements, all foreign applicants whose native language is not English are required to demonstrate the necessary level of proficiency in English by taking the Test of English as Foreign Language (TOEFL). Students can contact the Language Institute in the old Humanities Building USC for further information about English Language classes.

Admission Deadlines

Application documents should be submitted to the Graduate Studies department on or before published deadline dates.

Application Material

All application materials become the property of the University. They are not forwarded or returned. Incomplete and inactive applications are purged after 24 months. An applicant whose file has been purged must reapply by the deadline dates for the term in which enrolment is anticipated.

Transfer of Credit

You may transfer a maximum of six (6) credits taken at another recognized institution and apply them towards your graduate degree at USC, provided that:

- The courses were taken less than six calendar years before your expected graduation. The grade earned is at least a B.
- The course content must be to the requirements within the graduate programme at USC.

Graduate Records

A permanent record is kept for each student, with the following information: name and address, date and place of birth, ID number, admission data; courses pursued, grades earned, an explanation of the grading system, date of graduation, degree conferred, and diploma or certificate awarded. Students should consult with this office for questions concerning registration, errors in registration records, dropping and adding of courses, cancellation of registration and grades.

Report immediately, all changes in permanent and local addresses, name and residency to the Office of Graduate Records. This is to ensure that the records reflect these changes. This can be complete via email (johnsont@usc.edu.tt).

Request for Transcripts

The transcript of grades is the complete record of the grades for all registered courses attempted, in addition to the number of transfer credits accepted. The GPA is calculated on all grades earned for courses taken in residence. Students are not free to choose which courses will be placed on the transcript. When the student graduates and re-enrolls to commence another degree, the GPA calculation starts again from the first course completed at the institution. The transcripts of graduates will contain the complete record of course and grades for all courses attempted, in addition to approved transfer courses used to satisfy graduation requirements.

Academic transcripts for all students shall be issued as per policy outlined:

1. Only the Academic Records Office of the University of the Southern Caribbean is authorized to issue official academic transcripts to students.
2. Transcripts must be requested via the Academic Records Office on the official form designated.

Placing Transfer Credits on Transcripts

Transfer credits are placed on the transcript only if the student graduates. Only the credits earned at University of the Southern Caribbean and the transfer used to satisfy graduation requirements will be listed if the student graduates.

Validation of Credits

Credits that are more than five years old, will not be counted toward graduation requirements. Students may submit for evaluation, up to six (6) credits for use in a master's degree programme. Such validation is contingent upon regular programme requirements, advisor recommendation, and department and school approval. Validation must be by examination or an alternative means of assessment determined by the school.

Re-admission

Re-admission is required when a student has not enrolled for classes for one or more semesters and has not, during that time, been enrolled in a continuous registration course. The re-admitted student must consult with his/her advisor to determine if any of the courses previously taken will count toward the fulfillment of curriculum requirements. The student should complete the required request form for admittance (Intention to Return Form).

Re-admission after Time Limitation Has Passed

For re-admission to a graduate programme after the two calendar year limitation for completing all requirements, the student's record will be reviewed under the current University, Graduate School, and Graduate Programme policies. If the Admissions Committee makes a decision to re-admit the student, it will determine the provisions of re-admission and whether any of the courses taken previously will be applied toward the degree.

In cases of exceptional circumstances, the student should petition the Dean of the respective school in writing.

STATUTE OF LIMITATION FOR COMPLETION OF PROGRAMMES

Students have a maximum of four (4) years to complete the requirements for the master's degree and a maximum of eight (8) years to complete the doctoral degree, from the date of first enrolment. Should extenuating circumstances preclude this possibility, a petition may be filed through the department chair and the school Dean to the Director of Graduate Studies for consideration of an extension.

A student matriculating at the University of the Southern Caribbean in a master's programme will normally be expected to complete all requirements within a two calendar year period, with the exception of research degrees.

CHANGE OF PROGRAMME

Admission into a programme is contingent upon the approval by the department. A change must have the approval of the chair of the department to which the student proposes a transfer, as well as the Dean of that school. This is done through completion of the 'Change of Programme' form available at the Office of Admissions and Records.

ACADEMIC PROBATION

Students who fail to meet the internal departmental requirements for 6 credits are subject to academic probation. A student on academic probation will be notified in writing by the Dean of the school in question, and must return to regular standing by the next 6 credits. Failure to return to regular standing will result in written notification to withdraw from the University for academic reasons.

PETITIONS

The Graduate Council serves as the policy-making body for the University on graduate studies. Students may submit a petition on a form available at the Office of Graduate Admissions and Records to the Council regarding matters that may facilitate adjustments in their academic programmes. Students must first discuss each petition with their advisors and department chairs and receive the necessary signatures. The Dean of the School will sign, submit the petition and present the accompanying recommendations to the Graduate Council. The Associate Provost will communicate by letter the voted response to the petition, to the student, with copies to the relevant individuals, including, but not limited to the Dean, the department chairs and the University Registrar.

AUDITING COURSES

The term "audit" refers to registration for attendance only, and all auditors are expected to attend all agreed class appointments on when the respective

lecturer grants auditing privileges. It is possible to audit selected classes, provided (1) there is room in the class, (2) authorisation from the Dean, and (3) permission is obtained from the lecturer and authorisation from the Dean is secured. The tuition charge to audit lecture type courses is 50% of the value of credit courses. Students who audit classes earn no credits or grades in these classes.

REPEATING COURSES

A student who gets a C+ or below is required to repeat the course. Any further repetitions will require prior approval of the Dean and the recommendation of the chair of the department. When a course is repeated, the grade of each attempt will appear on the transcript, but only the last grade will be used to compute the GPA.

SUSPENSION, DISMISSAL AND REINSTATEMENT

The University expects that graduate students will pursue their studies with integrity, discipline and commitment to academic scholarship and excellence. If for whatever reason the graduate student fails to uphold, the values and standards of the university, then the student will be suspended. The University reserves the right to suspend at any time, any student whose conduct is deemed improper treatment or prejudicial to the interest of the University community, or whose academic performance is substandard. Reinstatement shall be subject to the University's admissions policies, citizenship criteria, and the discretion of the University's administration.

WITHDRAWAL FROM THE UNIVERSITY

Students wishing to temporarily or permanently withdraw from the University must complete a withdrawal form from the Office of University Records. This form should be appropriately completed and submitted as directed.

If students fail to comply with the requirements for withdrawal, their accounts will be charged for the entire semester, session or module, and the 'F' grade will be recorded for all courses taken in that period of time.

A student who wishes to withdraw officially from the University should obtain approval from his/her Graduate Programme Coordinator or designee, the Director of Graduate Studies, the Registrar, and the Finance Office, in this order. Where applicable, the approval of the Finance Officer and Librarian must be obtained. A copy of the official withdrawal form will be maintained by the Department of Graduate Studies, the Office of the Registrar, and the Office of Financial Affairs.

STANDARD OF SCHOLARSHIP

Candidates for graduate degrees must satisfactorily fulfill the schedule of studies outlined in the programme selected. A cumulative minimum grade point (GPA) average of 3.0 (4.0 grading scale) is required in the courses that apply to the master’s degree.

NORMAL COURSE LOAD

The normal full-time graduate course load is six (6) modules or 18 credits per academic year.

GRADING SYSTEM

Grading Practices

At the end of each semester, session or module, a report of each student's grades is available on USC's Intranet. Grades earned at another institution cannot be used to improve a grade point average or eliminate a quality point deficiency at USC.

A student who is passing a course but has not completed all of the required work in the course at the end of the semester, session or module, may complete the 'Incomplete Grade Form and therefore be assigned a grade of 'I'. The form outlines all cases for which it may be used and the final dates for the assignment of a grade. A grade of 'I' is not assigned to any course if a student withdraws from the University.

Once a final grade in a course is reported by the instructor to the Office of Admissions and Records, it cannot be changed except in cases of error in recording or a computational error. Such a change of grade may be made only by the authorization of the Associate Provost, and it is to be done by the end of the semester, session or module following the one in which the grade was earned. These deadlines are strictly enforced.

The grading system is as follows:

- A = Superior
- B = Average
- C = Below Average
- F = Fail
- I = Incomplete
- DG = Deferred Grade

Quality Points

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67	F	0.00

Grading Scheme

90-100	A	Superior
85-89	A-	
80-84	B+	Average
75-79	B	
70-74	B-	Below Average
65-69	C+	
60-64	C	Unsatisfactory
55-59	C-	
50-54	D	
0-49	F	

The student is responsible for knowing the academic standards of his/her academic unit and of Graduate Studies. The minimum standard of scholarship is applied to all graduate courses. Students must consult with their academic advisors regarding requirements for repeating courses. Change of grades, except for a 'DG' or an 'I' may be made only under extenuating circumstances, generally owing to calculation error on the part of the faculty.

Courses from which a student has withdrawn may be repeated.

Symbols

- AU - Audit
- UA - Unsatisfactory Audit
- S - Satisfactory
- U - Unsatisfactory
- DG - Deferred Grade
- I - Incomplete
- W - Withdraw

AU: Auditing Courses

Students who desire to attend classes but do not wish to receive course credit may audit such courses. A graduate student wishing to audit a course must receive permission from the instructor. Even though no grade will be received for the course, the student is required to pay the required fee. To audit a course, the student must complete the Course Request Form and place an "AU" in the "Tuition Hours" column of the form. The instructor's signature should be placed in the "Comments" column on the same line as the audited course. The auditing student is expected to attend classes regularly but is not required to submit assignments or take examinations. Changing from audit to credit or from credit to audit is permitted only during the scheduled “Add” period. Audited courses may be dropped during the scheduled "Drop” period.

S/U: Satisfactory/Unsatisfactory

Courses with 'U' grades are subject to the normal process for repeating courses.

The school may award Satisfactory/Unsatisfactory grades for designated courses, practicums, independent study and special projects. Such an option is only available as designated by special arrangement(s).

DG: Deferred Grade

A DG may be given in certain courses that all requirements are not likely to be completed within one semester. Such courses include tours, field/clinical experience, internships, projects and independent study courses, courses containing research, and courses that require mastery level learning. The Registrar's Office records a DG only for courses previously recommended by a department and approved by the appropriate school Dean. A DG should normally be changed to a letter grade by the end of the following semester, but no later than one year from the date the DG is originally recorded. Exceptions can only be made by the Dean of the school in which the course was offered through an extension-of-time petition written by the student, and recommended by the lecturer. A DG will be changed to the grade earned by the contracted deadline.

Extensions of the deadline require written authorisation from the Dean of the school in which the course is offered.

I: Incomplete Grade

An incomplete indicates that the student's work is incomplete because of illness or unavoidable circumstances, and not because of negligence or inferior performance. An 'I' may be received upon mutual agreement between the teacher and the student, or by the teacher's decision before the final class, by completing an Incomplete Contract signed by both the teacher and the student.

The contract designates the assignments to be completed, and the deadline for submitting the work. The student must submit documentary evidence of the reason for not completing requirements. The evidence must be attached to the instructor's grade report. The decisions on substantial progress, potential to pass the course, and a valid reason for the request are to be decided by the instructor. Ordinarily, an 'I' must be removed during the following semester. Any request for an extension of time beyond the contracted time shall be done by a written petition, and approved by the Dean of the school in which the course is taught. Extensions are rarely approved. Approval is given only in highly unusual or severely extenuating circumstances. The

credits for an incomplete should be computed in determining the student's class and workload.

W: Withdraw

A graduate student may officially withdraw from a course, voluntarily and without penalty, in accordance with established University policy, and the dates stipulated in the University Calendar. To withdraw, a student must file a withdrawal petition provided by the Graduate Office. The final grade for the course(s) dropped is a "W."

CLASSIFICATION OF GRADUATE LEVEL COURSES

The following is a general guide for the clustering of course offerings at the graduate level:

- 500-599 - First year graduate courses
- 600-679 - Second year graduate courses
- 680-698 - Special master's level projects, internships, fieldwork and seminars
- 699 - Master's Thesis
- 700-899 - Doctoral Courses

ADVANCEMENT TO CANDIDACY

Candidacy requirements provide students with a definite demarcation between the coursework and thesis/dissertation phases of the doctoral programmes. Achievement of candidacy status indicates that a student has completed all other programme components and needs only his/her thesis/dissertation to fulfil the degree requirements. Doctoral students, however, should be developing their doctoral research capabilities throughout the programme in areas such as dissertation topic development, literature reviews, research methodology and writing skills. Doctoral students are strongly encouraged to make significant progress on their dissertation before concluding their coursework.

GENERAL DEGREE REQUIREMENTS

The number of course credits for a programme must be completed in full in order to earn the particular degree.

The student must demonstrate evidence of competence in understanding and conducting investigation in his/her field of study as a requirement for the degree. This may be accomplished through a thesis or a research project preparation at the master's level, and a dissertation at the doctoral level.

SPECIFIC MASTER'S DEGREE REQUIREMENTS

When admitted to a master's programme, a student is assigned an advisor, with whom the student

collaborates and develops a programme of study consistent with the chosen discipline.

After completion of the coursework, the student must, where applicable, successfully complete a research proposal or project proposal before embarking on the project or thesis.

Thesis Option

A number of schools offer the writing of a thesis either as an option or a requirement for the degree. Guidelines and requirements for the master's thesis are available from the Department of Graduate Studies. A maximum of eight (8) thesis credits may be used toward a master's degree. Deadline for completed thesis submission to the Department of Graduate Studies is three (3) months prior to graduation.

Thesis

A student completing a thesis will develop her/his plan in consultation with her/his major advisor. The thesis must include a significant problem and be demonstrative of the student's competence in research methods and overall scholarship.

It is the responsibility of the student to obtain information and instruction from her/his department concerning such matters as format, fees, papers, and copies to be filed.

Non -Thesis Option

Some programmes offer a non-thesis option in which students may choose to complete a research project or portfolio. A minimum of three credit hours is required for completing the project or portfolio. The deadline for submission of this project/portfolio is three (3) months prior to graduation.

Thesis/Project Proposal

Before beginning the required research, the student must complete a Thesis/Project Proposal Form, signed by members of the student's Research Committee, her/his department chair, and school Dean. Where applicable, before undertaking the study, the proposal should be approved by the Institutional Review Board (IRB).

Oral Defence Policy of the Thesis/Project

Before the oral defence of the thesis/project is scheduled, the content, format and appearance must be approved by the Thesis/Project Committee of the Department of Graduate Studies, at least one (1) month before the oral defence. The oral defence is conducted by the candidate's research committee with the chair presiding. A public announcement of the oral defence must be made at least one (1) month prior to the date of the defence. After the oral defence, the Research Committee Chair will obtain the signature of each committee member on the Oral

Defence Form and file this document at the Department of Graduate Studies within two (2) working days.

Thesis Continuation Fee

A thesis fee is charged to students who have completed course work but have not completed the thesis/project within the specified time of two (2) years. This thesis continuation fee is 50% of the credit value of the thesis. This fee must be paid at the beginning of the semester for every semester that the student extends for the writing of the thesis. (See **Financial Advisor**)

REGISTRATION

Registration is a compulsory procedure for all students. Instructions for registering online on the automated student records programme, may be obtained from the Office of Graduate Admissions and Records.

Registration for graduate students would normally take place within the first two (2) weeks of the semester in which classes are offered. Registration is not official until all sections of the registration process have been completed, including financial arrangements. To do so, all students must visit the Student Finance Department.

During each academic semester, session or module, an official registration is required. Registration is initiated electronically and must be completed by making payments and visiting the student finance advisor.

Registration Responsibility

Students are responsible for meeting prerequisites and co-requisites for each course in which they are enrolled. They are also responsible for any changes made to their schedule.

Students will receive credit for courses for which they are properly registered. Likewise, students will be held responsible for every course for which they register, unless they officially drop the course or cancel registration during specified periods.

Summary of Registration

1. Student selects courses by:
 - Selecting 'Registration' on the University's website (<http://aeroion.usc.edu.tt/>)
 - Logging on to the automated student record programme
 - Adding courses
 - Forwarding to financial advisor for approval
2. Student gets International Student Services approval by:

- Going to Student Development Department after advisor has approved courses online.
3. Student gets financial clearance by submitting the following completed forms to Finance staff
 - Clearance form and grade slip (if not already submitted for approval)
 - GATE form and copy of national identification card, passport, or birth certificate, or marriage certificate (where applicable)
 - Bank receipt or cashier's receipt (attached to GATE form)
 4. Students awaiting GATE clearance will be granted temporary registration. If clearance is declined however, affected students will become liable for the full cost of tuition.
 5. Please ensure that the correct account number is quoted on bank slips.
 6. Verify completion of registration within 2 days of completing the above.

Course Load

- Students can only complete modules as indicated in the programme schedule.
- A full-time graduate student enrolled during an academic year is permitted to carry a class load of nine (9) to fourteen (14) credit hours per semester, and four (4) to six (6) credit hours during the Summer Session. Full-time, students must normally be registered for twelve (12) or more credit hours each semester during the academic year. Any departure from these regulations must be approved by the respective school's Graduate Committee.

Minimum Grade Requirements

- From semester to semester, a grade point average (GPA) of 3.00 ("B") is required to (1) maintain good academic standing as a graduate student, and (2) to meet requirements for a graduate degree. Any student who fails to maintain 3.00 G.P.A. will be automatically placed in probationary status and must, within two succeeding semesters, elevate his/her G.P.A. to 3.00 in order to remain in the graduate programme. If students' current GPA falls below 3.0 for two consecutive semesters, modules or sessions, they will be asked to withdraw and will be considered for re-admission only after one academic year. If re-admitted, they must maintain a minimum GPA of 3.0 each semester, session or module in order to continue in their programmes. Grades in all courses taken as a graduate student are used in determining whether a student has met the 3.00 ("B") grade point average requirement to remain in good academic standing.

- The grade (point) system based upon all graduate hours graded at the University is used to calculate student scholarship. The table on page 14 depicts the grading symbols and points used to calculate grade point average.

Residence Requirements

Each programme will have a minimum residency requirement for the graduate degree. The requirement may vary among programmes, depending upon the length of study and requirements of accrediting agencies. A residence requirement reflects the graduate faculty's concern that students experience sustained academic concentration directly related to the degree sought. Therefore, it is desirable and expected that students will pursue their studies as fully participating members of their respective graduate programmes. A graduate programme may, under very special circumstances, waive the residency requirement.

Continuous Registration

Continuous registration is required for the following graduate students: (1) those that have completed their course work and all requirements for the degree (except completion of the terminal project) and (2) those that have not successfully completed their course work or other degree requirements and have received 'I' grades.

Students must register and pay a continuous registration fee each semester until degree requirements are met. Also, students in the first category must meet with their advisor at least three times during the continuous enrolment period.

Practicum / Field Work

Graduate students who are required to complete a specific number of hours of field work/ practicum must register for them at the beginning of the semester. The total number of practicum hours/field work must be successfully completed before the student can advance to the next level of his/her programme. Any student who receive an unsatisfactory grade for a practicum will be required to repeat the practicum course by re-registering for that course at the pro-rated fee of the skill set. If the student has received an unsatisfactory grade for the practicum /field work based on non-attendance or failure to complete the required hours, then the student will be required to repeat the practicum course at full cost.

Changes in Registration and Refunds

Students are expected to register on the dates indicated in the Calendar of Events and in their acceptance or re-acceptance letters, or as set out in the department's special class schedule.

Late registration will attract a fine, which must be paid along with the semester, session or modules tuition fees to the Finance Office. In exceptional circumstances, special permission to register late may be obtained from the Associate Provost, in consultation with the student's school Dean and the University Registrar. Such permission should be obtained before the final day of registration.

After registration, students may neither drop nor add a course without approval from the Office of Admissions and Records.

Equivalent requirements apply to summer, modular and intensive sessions in which one week in the semester is equivalent to three (3) hours in the module or intensive session. A class that meets for six (6) hours per day has therefore in the one day covered the equivalent of two (2) weeks in the semester. These dates for registration and changes in registration are strictly observed.

Registration Hold

Registration is prevented if all academic and/or administrative requirements are not fulfilled prior to the start of the semester, session or module. A hold may be placed on the student's progression and records if one or all of the following deficiencies exist: academic dismissal, suspension, academic probation, incomplete admissions documents, lack of current medical records, citizenship probation, fiscal deficiency, or failure to process re-admission papers after a withdrawal or a period of leave of absence from the University. This also includes any other situation that may be so classified by the University. Failure to meet specific requirements of a school or department may induce a registration hold.

Students notified of a hold should contact the notifying office immediately, and arrange for removal to be allowed to register for classes, receive official transcripts, and/or receive a degree or diploma.

If students with a hold on their record are allowed to register in error, they will be considered illegally enrolled in the University. If the 'stop' is not removed after notification of such an error, the student's registration is subject to cancellation.

Removal from or Change in Course Selection

Students who have not completed registration (not activated) by the 2nd day of attendance in a class will have their course selections removed from the system, and they will have to make selections again based on available seats.

A student may change the courses she/he originally registered for during the first two weeks of a

semester, or two days for a summer or modular session. This approval is subject to available seats. Students who cancel their registration (dropped all classes) and are not enrolled for more than one year without an official leave of absence, must apply for re-admission to the University.

Changes in Registration

A course may be dropped or added only by means of a drop/add procedure (electronically) on automated student records programme. After completing the transaction, the student must verify that it is correctly done and completed, and that it appears on his/her records. The drop/add procedure is compulsory for official dropping of a course. Non-attendance or non-payment for courses will not constitute a drop.

Demand for Courses

The University does not guarantee instruction in any course when the number of students desiring that course is fewer than fifteen (15).

The online registration system will tell students if they have attempted to register for classes meeting during the same period. It is important that students plan very carefully with their advisors before requesting courses.

The registration process includes guidance by the students' curriculum advisors, selection of courses to be taken, payment of fees and a number of related activities. A detailed guide to registration procedures is provided for each student and can be followed in web registration. Students are expected to register on the dates indicated in the Calendar of Events and in their acceptance or re-acceptance letters.

No student will be allowed to register for any course later than two weeks after classes have begun, except under exceptional circumstances, and then only by the permission of the Associate Provost, in consultation with the University Registrar and the department chair.

Enrolment via Permission to Take Classes (PTC)

PTC is a temporary enrolment designation, not an admission category. It is for students holding a bachelor's degree from an institution accredited by a validated accreditation body. The PTC status is especially designed for the enrolment of qualified students in special classes, including workshops and guest students from other universities.

Permission to take classes status is for:

- Applicants who have no intention of earning a graduate degree from the University of the Southern Caribbean.
- Applicants who have completed a four-year bachelor's degree or its equivalent.

- Graduate students who are not enrolled at the University of the Southern Caribbean and who wish to take classes as guest students.

Enrolment on a PTC basis does not guarantee or imply future admission to a degree programme. Normally, transcripts are not required for PTC enrolment. PTC enrolment must be requested at registration each semester that the student wishes to enroll in a course on PTC basis. Courses taken on a PTC basis generally do not count towards a graduate degree. However, up to 8 credits and up to 50% of the graduate certificate programmes may be applied by petition after a student is accepted into a graduate-degree programme. The request should be filed during the student's first semester in the graduate programme. Petitions are evaluated on an individual basis. They are not automatically approved. Students registered on a PTC basis cannot have dual enrolment. When the respective department and school makes a decision in response to a student's request, they will inform the student in writing on the status of his/her acceptance: regular, provisional, or denial.

ADVISING

Advising is a crucial factor in enhancing the quality of a student's programme. To assist the student in planning a coherent programme and in meeting all degree requirements, the chair of the major department or program chair will designate members of the faculty to serve as advisors. It is the student's responsibility to contact the advisor, to seek advice on matters of registration, programme planning, preparation for and conducting research, thesis or dissertation documentation, and readiness for graduation.

The advisor recommends the student's programme of study, assists with thesis/ dissertation committee selection, guides the student in the selection of a research chair.

Leave of Absence

Students experiencing financial hardships, illness, psychological issues, bereavement, or other grave personal issues, may apply for a leave of absence. Leave of absence is a temporary period of withdrawal granted for one academic year and students are required to apply by completing the form. Students will not be granted more than two (2) consecutive years of leave.

Governing Bulletin

Students are allowed to graduate under the requirements of the USC Bulletin that was current when they entered, provided graduation is within six (6) years of that entrance date, and the programme of study is still active. Students may elect to meet the

requirements of the Bulletin for any year of continuous enrolment. A student who is absent from the University for one year or more must meet the requirements as set forth in the Bulletin after re-entrance. Special consideration will be given by the Academic Board to students whose residence has occurred mainly during the summer sessions or who have been given leave as student missionaries.

Change of Name

Where a change of status becomes necessary, a formal application must be initiated by the student and submitted to the respective department chair.

A student should immediately inform Admissions and Records, Student Finance, and Student Development about a change of name, in order that the appropriate adjustments may be made to the student's records. Any change of name must be accompanied by certified documents.

Important Dates

For summer, modular and intensive sessions, two (2) days are treated as two (2) weeks in the semester. The same procedures outlined above are applied using this principle.

Filing for Graduation: Graduate students must submit their application one (1) year prior to the expected date of graduation.

Reference for the actual dates should be made to the University Calendar or University Records web page.

Identification Cards

All graduate students are classified as day students and are required to secure an I.D. card appropriately marked "Graduate Student." I.D. cards are issued or updated during registration. I.D. cards provide access to the following: (1) library and media centre, (2) recreational facilities, (3) the Student Activities Centre, (4) parking privileges on campus, and (5) financial offices at the University.

Release of Student Information

A student's scholarship record is not available without the student's written consent. (Exceptions: school officials, teachers and local educational agencies with legitimate educational interest, and officials of the school in which the student intends to enrol).

The following information has been declared "Directory Information" and may be released by the University without prior consent of the student: name, address, date and place of birth, major field of study, participation in official activities, weight and height of athletic team members, dates of attendance, degree, honours and awards received, and previous educational agency or institution attended.

Directory information will not be released for commercial purposes. A student may decide against the release of specific information by directing the registrar in writing.

Access to his/her records and files is guaranteed to every student, and subject only to regulations as to time, place, and supervision. Faculty members with administrative assignments may have access for internal educational, administrative, and statistical purposes.

Course Substitutions

Substitutions for the prescribed courses in the curriculum are permitted under exceptional circumstances. To substitute a course, students must have an approved petition from the programme coordinator, Dean of the school, and Associate Provost. Only requests for justifiable substitutions will be considered.

CHANGE OF PROGRAMME

For such a change, a 'Change of Programme' (COP) Form must be obtained from the Office of Admissions and Records.

SENIOR LEVEL UNDERGRADUATE STUDENTS

A student of the University of the Southern Caribbean classified as a graduating senior may enrol in a 500-level graduate course if he/she:

1. Has a cumulative grade point average of 3.00 or better;
2. Is eligible for graduation at the close of the academic year in which he/she is registered for the course;
3. Is enrolled full-time during the semester in which the course is taken;
4. does not expect to use the course to fulfil an under-graduate requirement; and
5. Has received approval to register for the course from the coordinator of the graduate programme in which the course is to be taken.

GRADUATION PROCEDURE

General Graduation Information

The annual graduation exercises are held at the end of the second semester of the school year. The responsibility for meeting requirements for graduation rests primarily upon the student. He/she should be acquainted with the various requirements set forth in the Bulletin specific to his/her year of graduation.

Application for Graduation

Prospective graduates should see the University Calendar for the deadline to file an application for

graduation. Applications must be filed in the Office of Graduate Admissions and Records. Students must have the required 3.0 grade point average prior to filing an application for graduation. The Application for Graduation form will initiate clearance for graduation. If all requirements for the degree are not met by the end of the student's final semester in the programme, the student will be required to file an update using the Graduation Cancellation form.

Advisement for Satisfying Graduation Requirements

While a student may feel free to seek counsel from staff members, it is to the student's advantage both at the time of registration and when completing the graduation contract, to receive special assistance concerning graduation requirements from the assigned academic advisor. Failure to do so could result in delay or denial of graduation.

Graduation Application Prohibitions

A student may submit a graduation application and contract only if he/she:

1. Has no incomplete courses; and,
2. Has regular admission status

Attachments Required for "Notification of Intention to Graduate" Forms

1. Copy of Letter of Admission
2. Document regularizing admission status if initially admitted on a provisional basis
3. Copy of approved change of programme for desired degree if programme was changed
4. Approved petitions to substitute other courses for required courses
5. Copy of approved transfer courses document
6. Official foreign transcripts previously untendered
7. Up-to-date self-printed AEORION transcript

Deadline for Submission of Graduation Application and Contract and Supporting Documents

The graduation application and contract should be submitted by the published calendar deadline. At the time of submitting the graduation application and contract, all written approvals for transfer credits, waivers, and substitutions of courses must be on file at the Office of Admissions and Records. Approvals not on file should be submitted along with the graduation contract. The list of graduates is compiled from the contracts submitted by the deadline. There is no guarantee for processing late contracts for the desired May graduation.

Commencement Attendance

The candidate for an advanced degree is expected to be present at the commencement rehearsal and the commencement exercises, unless permission to be absent has been approved by the coordinator of the

Graduate Programme at least ten (10) days prior to the rehearsal date.

Graduation in Absentia

Students wishing to graduate in absentia must petition the Academic Board no later than three months before commencement. All financial obligations to the University must be met prior to the expected date of graduation. The cost of graduating in absentia must be paid before diplomas are collected.

FINANCIAL INFORMATION

(Tuition, Fees, Aid, Scholarship)

The University of the Southern Caribbean reserves the right to increase all charges listed herein or to add new fees whenever such increases or additions become necessary. All fees are for the academic year 2018-2019, and subject to change by action of the University Board of Trustees. The listing of any fee or incidental charges in this Bulletin does not constitute a contract between the University and the student. As a condition of registration, each student must pay the appropriate fee(s) in effect at the time of registration.

The Department of Graduate Studies determines a student's residency classification for fee-paying purposes. A student who is incorrectly classified will be billed for additional fees owed or refunded fees overpaid.

The University assumes no responsibility for funds lost through the mail.

Students are not allowed to register, obtain grades, diplomas, degrees or transcripts until all accounts are paid in full. A student is not officially enrolled until fees are paid or payment arrangements are made through the Office of Student Finance.

Students will be registered for courses as their sources of funding dictate. They are liable for all fees associated with all courses for which they are registered at the end of the add/drop period. If fees are not paid in full at the end of the contract, all courses will be subject to cancellation, and money paid to the University is **not** refunded.

Payment of registration fees and tuition detailed below is a critical part of the registration process. Grades are posted to the academic record after all financial obligations are satisfied. Registration (including payment of fees) must be completed on or before the proper due date.

The Student Finance Department's primary responsibility is to attend to all student financial business, beginning with *financial registration* and ending at *graduation* with financial clearance for diploma and transcript requests.

Tuition

The list of tuition below is for the 2018-2019 Academic Year, and subject to change by action of the University Board of Trustees. Tuition and registration fees are as follows:

Programme	Number of Credits/Module	Total Programme Cost*
Graduate Diploma in Education	7 modules	\$42,588.00
M.A. Curriculum & Instruction	12 modules	\$73,008.00
M.A. Educational Administration and Leadership	12 modules	\$73,008.00
M.A. Educational Psychology	12 modules	\$73,008.00
MBA (USC)	12 modules	\$56,160.00
M.S. Counselling Psychology	16 modules	\$72,000.00
M.S. Occupational Therapy	67credits	\$141,571.00
M.A. Communication Studies	12 modules	\$56,160.00
M.A. Pastoral Theology	16 modules	\$74,880.00
M.S. National Security & Intelligence Studies	42 credits	\$75,600.00
* Cost includes General fees		

NOTE: The University reserves the right to change the fees without notice.

In addition to tuition, there are other charges for laboratories (where these apply), thesis continuation, books, other instructional materials, accommodation and other associated expenses.

Application Fee

This is a one-time non-refundable fee paid by an individual who applies for admission to the University. An applicant is required to pay this fee when applying for admissions. The fee is **US\$50.00**.

I.D. Card Replacement

Each student is issued an identification card which certifies enrolment as a student at the University. There is no charge for the initial card. A non-refundable fee of **TT\$10.00** is required for replacement. The identification card bears the student's photograph, and it is required for registration, all financial transactions, library privileges, entrance to campus activities and other identification purposes.

Library Fines

Fines imposed by the University Library becomes due to the University and must be paid at the Business Office, and the receipt taken to the circulation desk at the Library. Fines may be imposed for late return of books, lost or damaged

books, or other related charges as specified by the Library.

Class Audit Fees

Persons other than regularly enrolled students may be permitted to audit classes with the approval of the course instructor. Such persons must follow the regular registration procedures and pay two thirds ($\frac{2}{3}$) of the regular cost of the course. Regularly enrolled students can audit if they so desire.

Graduation in Absentia Fee

Cheques given to the University are expected to be cleared at the bank upon which they are drawn. If a cheque is returned, fees are considered unpaid and a **TT\$188.00** service charge (plus applicable bank charges) is assessed on each cheque. Cheque writing privileges may be revoked for any individual who has a cheque returned by a bank.

Finance Charge

A finance interest charge of 1.5% per month is compounded on all debit balances.

Payment of Fees

When fees are paid by a previously approved loan, scholarship or other third party arrangement, the appropriate University office must be provided with the necessary documents, authorizing the deferment of fees prior to the deadline published in the academic calendar.

All payment of fees by mail should be with money order or certified cheque made payable to the University of the Southern Caribbean, and mailed directly to the Cashier's Office.

Thesis Continuation Fee

A thesis fee is charged to students who have completed course work but have not complete the thesis/project within the specified time of two (2) years. This thesis continuation fee is 50% of the credit value of the thesis. This fee must be paid at the beginning of the semester for every semester that the student extends for the writing of the thesis. (**See Financial Advisor**)

Method of Payment

Fees are due by the fifth day of the semester, except for students who are guaranteed a financial aid cheque. Such students must go to financial aid distribution on the date scheduled for cheque disbursement to collect their cheques or to receive a deferment.

Student Financial Aid

GATE: Nationals of Trinidad and Tobago can access Government Assistance for Tuition Expenses (GATE) while pursuing any degree at the University.

SCHOOL OF BUSINESS

DEAN: Raghavalu Ramella, MBA., MDBA., MA., M.Phil., Ph.D.

CHAIRPERSONS:

Jeremiah Eton, M.Com, Ph.D
Department of Accounting, Finance and Economics

Stacey Simmons-Robert, CIM, MBA.
Department of Marketing and Management

MISSION STATEMENT

“The mission of the School of Business is to provide world-class business education through high academic standards, superior teaching, quality research, significant service, and the effective use of technology.”

VISION STATEMENT

An evolving learning community, reaching out to provide opportunities for critical learning experiences on campus and throughout the world.

The USC School of Business currently offers an MBA with five emphases. The programs are structured to prepare and develop leaders of integrity, and strong commitment to sound business ethics and practices. The school provides the necessary tools that will equip and empower students for management careers.

It focuses on the body of knowledge, leadership skills, proficiency in the fundamentals of business, strategic innovations, sound decision making and information technology. This is enhanced by a technologically advanced and stimulating learning environment. The experience gained from our programs will enable our graduates to take their places successfully in today’s complex and fast-moving world.

Each graduate must complete a minimum of 12 credit hours in his/her area of specialty.

PROGRAMME OBJECTIVES

- display competencies and knowledge in key business functional areas in accounting, finance, marketing, economics, human resource and health care administration
- possess the skills to communicate effectively, both verbally and in writing

- work effectively and professionally in teams
- develop an understanding of the diverse and rapidly changing global business environment
- possess the skills to identify professional issues in a variety of contexts
- apply decision-making techniques, using both quantitative and qualitative analysis, to management issues
- analyze and evaluate ethical problems that occur at all levels of business decision making
- conduct strategic analysis using both theoretical and practical applications
- The use of advanced technology and resources.

PROGRAM OFFERED:

MASTER IN BUSINESS ADMINISTRATION

Emphases: Health Care Administration
Human Resource Management
Economics and Finance
Finance and Accounting
Marketing

MATRICULATION TO THE SCHOOL OF BUSINESS FOR ALL MBA STUDENTS

- A bachelor’s degree from an accredited university or its equivalent
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA at least 2.67 on a 4.0 scale.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education. Assessment of preparation is done by MBA Acceptance Committee (MBAAC).
- Evidence of ability to handle master’s level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service
- A written statement of purpose for graduate study in the MBA program

GENERAL DEGREE REQUIREMENTS

PREREQUISITES

- ACCT121 Fundamentals of Accounting I
- ACCT122 Fundamentals of Accounting II
- MGMT475 Operations Management
- MGMT341 Business Law
- FNCE217 Principles of Finance
- ECON225 Principles of Macroeconomics
- ECON226 Principles of Microeconomics
- ECON435 Business Cycle & Forecasting (Economics & Finance Emphasis ONLY)

MASTER IN BUSINESS ADMINISTRATION

The Master of Business Administration explores the foundations of business, the global environment in which it operates and the tools needed for intelligent decision making. The curriculum listed below is comprised of 12 6-week courses that are structured so that the courses build upon the mastery of other courses and emphasize the integration of course materials to ensure a cohesive, coordinated learning experience.

CORE COURSES

- MBAF521 Entrepreneurship and Innovation Management
- MBAF526 Managerial Economics
- MBAF530 Ethical and Legal Environment of Business
- MBAF540 Issues in International Business
- MBAF550 Financial Decision Making
- MBAF561 Strategic Management
- MBAM696 Business Research Methods
- MBAM697 Master’s Project

REQUIREMENTS FOR FINANCE AND ACCOUNTING ADMINISTRATION EMPHASIS

- MBAA610 Interpreting Accounting Information 3
- MBAA621 Investment & Portfolio Management 3
- MBAA632 Case Studies in Management Accounting 3
- MBAA645 Advanced Auditing 3

REQUIREMENTS FOR HEALTH CARE ADMINISTRATION EMPHASIS

- MBAH655 Foundations of Health Care Management 3
- MBAH665 Health Care Marketing 3
- MBAH675 Health Care Finance 3
- MBAH685 Information Management in Healthcare 3

REQUIREMENTS FOR MARKETING ADMINISTRATION EMPHASIS

- MBAK624 Marketing Management 3
- MBAK635 Marketing Strategy 3
- MBAK646 Consumer Behavior 3
- MBAK657 Advertising Management 3

REQUIREMENTS FOR HUMAN RESOURCE MANAGEMENT ADMINISTRATION EMPHASIS

- MBAR631 Contemporary Aspects of Human Resources Management 3
- MBAR642 Strategic Human Resource Management 3
- MBAR653 Performance Management 3
- MBAR664 Industrial Relations 3

REQUIREMENTS FOR ECONOMICS AND FINANCE ADMINISTRATION EMPHASIS

- ECON620 Modern Microeconomics 3
- ECON630 International Economics 3
- FNCE650 Financial Economics 3
- FNCE680 Financial Econometrics 3

CORE COURSE DESCRIPTIONS AND CREDITS

MBAF521 Entrepreneurship and Innovation Management 3

This course concentrates on the development of a new enterprise and the management of an existing small business. It also introduces the role of innovation and technology in the entrepreneurial process. Cases, materials, and projects developed especially for the course enable students to assess the opportunities, risks, and capabilities necessary for entrepreneurial success. The course emphasizes managerial and strategic decision making during the early years of business formation and growth. It also emphasizes the interface between theory and practice.

MBAF526 Managerial Economics 3

The course focuses on the range of economic assumptions in an environment of rapid change from the perspective of the manager. It utilizes economic models from micro, macro, and international economics to rationalize decision making in management. Stresses the convergence of economic systems, the increasing importance of regionalism and the emergence of a truly global economy. Emphasizes national income determination, economic growth, and the theory of the firm, a changing production process and global economics.

MBAF530 The Ethical and Legal Environment of Business 3

Examines the social and government structure within which business operates. Focuses on effective and ethical strategies for addressing issues of public concern, including labor and employment law, administrative agency procedures, public issues, management, product liability, and social contract, agency, stakeholder models of corporate responsibility.

MBAF540 Issues in International Business 3

Examines issues essential to an understanding of international business activity. Includes the nature of international business, international economic institutions and issues, international monetary issues, government activity affecting international

trade, social and cultural effects on international business, human resource management and other related issues.

MBAF550 Financial Decision Making 3
Examines the use of financial theories and techniques in making financial decisions under conditions of uncertainty. Emphasizes the critical evaluation of concepts to assess their usefulness in practical business situations. Uses computer applications to solve practical problems.

MBAF561 Strategic Management 3
Strategic management is a capstone course for graduating business students. The course presents concepts, tools, and principles of strategy and competitive analysis. Students are expected to integrate and apply their prior learning to strategic decision making in organizations. The intent is to provide students with an understanding of what it takes to make an organization achieve superior performance. Topics include evaluating the strategic environment, industry and competitive analysis, formulating mission and setting objectives, strategy implementation, and strategic control.

MBAM696 Business Research Methods 3
This course is intended to provide students with an understanding of the fundamental concepts of business research methods. It covers an overview of research problems and questions, strategies for writing literature reviews, qualitative and quantitative research methods and data analysis, business research ethics, and forecasting in business practice. This knowledge can change the way students understand products, markets, and customers. It can also change how they understand their companies, their philosophical position in business research, and the complex relationships that make up the business environment.

MBAM697 Master's Project 3
The Master's project is an integral part of matriculating in the MBA program. It is intended to allow students to perform an applied project within the field of Business. It is designed so that students may understand the research process by which leaders respond to business problems. Students use research skills and professional business experience to create an opportunity to solve contemporary business problems.

SPECIALIZATION COURSES

FINANCE AND ACCOUNTING

The Master of Business Administration with an emphasis in Finance & Accounting prepares students for a larger role in managing a company's fiscal policy operations – while developing expertise in key financial areas, as well as integral business and leadership skills.

COURSE DESCRIPTIONS AND CREDITS

MBAA610 Interpreting Accounting Information 3
Focuses on the understanding of financial statement analysis from a managerial perspective. Presents standard accounting analysis and modern developments in a practical, intuitively accessible fashion. Emphasizes cash-flow analysis and the cash-flow consequences of business activity.

MBAA621 Investment & Portfolio Management 3
Provides an understanding of the kinds of analysis and techniques used by individual investors and professional money managers to decide on investment objectives and select possible investment alternatives.

MBAA632 Case Studies in Management Accounting 3
Develops students' management accounting techniques and skills needed to make ethical profit-maximizing decisions. Emphasizes data selection, analysis, decision-making and evaluation of results in complex, realistic situations.

MBAA645 Advanced Auditing 3
An in-depth examination of Generally Accepted Auditing Standards (GAAS), as well as standards for the audit process and advanced auditing techniques. The student will develop skills in audit preparation through problems, case studies, and lectures. Alternative audit models are evaluated for both their practical relevance as well as their theoretical justification as informed by current research and emerging information technology. The use of Computer-Assisted Auditing Techniques (CAAT) and other computer related technology for obtaining evidence is evaluated in terms of effectiveness and suitability in diverse audit environments

HEALTH CARE MANAGEMENT

The Master of Business Administration in Health Care Management is tailored to provide healthcare professionals with the skills and leadership techniques needed to meet the demands of the rapidly changing healthcare industry.

COURSE DESCRIPTIONS AND CREDITS

MBAH655 Foundations of Health Care Management 3
This course would provide the foundation for the specialization and provide a context within which health care is delivered and managed. It would indicate that health care organizations are complex and dynamic and managing this complexity requires health care administrators with management skills to exert authority, allocate resources, gain support and mobilize action to achieve quality outcomes.

MBAH665 Health Care Marketing 3
Using care analysis, this course explores how marketing principles apply to management decisions. It covers product development, pricing and distribution, consumer behavior analysis, marketing definition and forecasting and development of marketing plans focusing on application of these concepts to healthcare organizations.

MBAH675 Health Care Finance 3
This course develops financial theories and techniques of financial analysis used to make decisions under conditions of uncertainty and capital constraints. Emphasizing critical and analytical skills in assessing business problems and opportunities, the course also considers the final analysis of third party payer programs and government reimbursement plans using computer simulations and models to analyze health care management and general business problems.

MBAH685 Information Management in Healthcare 3
This course emphasizes interpretation, evaluation and use of information management systems and outputs. The course examines several models of information management, stressing their use as tools in business operations and healthcare management while enhancing physicians' skills in using computer tools to develop, manage and analyze information data.

MARKETING

The Master of Business Administration with an emphasis in Marketing explores the art and science of marketing and instills in-depth knowledge and specific tools derived from the modern marketing world. The curriculum, taken in the track progression listed below, is comprised of 11 8-week courses that are structured so that one module builds upon the mastery of other courses and emphasizes the integration of course materials to ensure a cohesive, coordinated learning experience.

COURSE DESCRIPTIONS AND CREDITS

MBAK624 Marketing Management 3
Uses case analysis to explore the application of marketing principles to the basic product and service decisions of the firm. Includes product development; pricing and distribution; changing attitudes and habits of buyers; marketing definition and forecasting and the impact of such forces as product technology, advertising and computer behavior on the product life cycle.

MBAK635 Marketing Strategy 3
Examines the relationship of marketing to corporate strategy and the strategic positioning of individual product or service lines. Emphasizes an understanding of current tools in strategic market planning and the planning and decision-making process itself.

MBAK646 Consumer Behavior 3
Examine tools and models for developing and understanding consumer behavior, including processes by which individuals, groups and organizations evaluate and select various products and services.

MBAK657 Advertising Management 3
The primary objective of this course is to provide the students with an opportunity to learn and apply the core theories, strategies, principles and practices of effective advertising management. The course utilizes theory, marketing and communications research, and significant management experience that are relevant to the design, evaluation and management of advertising. The specific topics covered in the course include consumer segmentation and target selection, consumer motivation and insight, developing a powerful communications strategy and advertising idea, evaluating and optimizing advertising execution, and developing a targeted and effective consumer connections and media plan.

HUMAN RESOURCE MANAGEMENT

The program focuses on building competencies that business partners have identified as essential for employment success, such as change leadership, strategic thinking and action-oriented approach to HRM.

COURSE DESCRIPTIONS AND CREDITS

MBAR631 Contemporary Aspects of Human Resources Management 3
This course reviews the human resource management body of knowledge using the template of the Human Resource Certification Institute (HRCI) of the Society for Human Resource Management (SHRM) as its starting point. It then explores contemporary themes and issues in human resource management including international and comparative HRM, ethics, careers and knowledge management, work-life balance, diversity, downsizing, employee participation, emotion at work, flexibility, and workplace bullying.

MBAR642 Strategic Human Resource Management 3
The purpose of this course is to study human resources from a strategic point of view. Theories and concepts related to the formulation and implementation of Human Resource Strategies will be examined. The overall strategy and supportive policies of the firm, operating under competitive conditions, from the Human Resources point of view will be analyzed. Ultimately, the learner will be able to make improved Human Resource decisions based on the firm's operational plan.

MBAR653 Performance Management 3
This course addresses a timely and important issue for all managers and HR professionals: How to measure and develop the performance of individuals and groups and align performance with the organization's strategic objectives. Specifically, this course is designed to expose students to the

methods, theories, research findings, and issues regarding employee performance in organizations. At the end of the module students will be expected to have a very good knowledge of how to design and implement performance management systems.

MBAR664 Industrial Relations 3

This course discusses issues pertaining to work and industrial law. Topics covered include employment contract, employer and employee obligations, terms and regulations of work as well as management prerogatives. Principles of wrongful behavior and domestic investigations are emphasized. This course also discusses matters with regards to industrial relations, workers' union, collective bargaining, collective agreements, industrial disputes and resolutions.

ECONOMICS AND FINANCE

The Masters of Business Administration with an emphasis in Economics and Finance has been designed to emphasize the practical application of economics to a variety of business issues, while providing research training that is relevant to the pursuit of a higher degree. Modules in modern economic theory and quantitative methods are key components of this degree program. Whether you plan to manage investment portfolios, design a government's trade and financial policies, or oversee a company's finances, you will need to understand the forces driving the global economy and the operations of capital markets. It is an innovative, two-year degree that targets these skills; it's timely and practical, designed to help you succeed. It provides depth in finance and economics. Unlike an economics degree, it's applied rather than theoretical.

COURSE DESCRIPTIONS AND CREDITS

ECON620 Modern Microeconomics 3

Modern Microeconomics provides students with a firm understanding of modern microeconomic theory. Special emphasis is given to game theory and the way in which agents make decisions when there is private and hidden information. Attention is also drawn to the results of experimental evidence in microeconomics.

ECON630 International Economics 3

Analysis of modern trade theories and issues concerning international competitive strategies. The impact of trade patterns and commercial policy on domestic business activity. The effects of macroeconomics policies across nations.

FNCE650 Financial Economics 3

Financial Economics provides students with knowledge of modern portfolio theory, decision-making under uncertainty and risk and asset pricing. The module also supplements financial theory with empirical evidence and familiarizes students with practical analysis of financial data.

FNCE680 Financial Econometrics 3

Financial Econometrics provides students with knowledge of the essential econometric techniques used in modern empirical finance. Emphasis is placed on the modern aspects of time-series models and their application to financial Data.

SCHOOL OF EDUCATION AND HUMANITIES

DEAN: Loverne Jacobs-Browne, Ph.D.

COORDINATOR: Soushira Liverpool-Morris, M.A
(Graduate Studies)

MISSION STATEMENT

The School of Education and Humanities is dedicated to providing a spiritually-based teaching, learning, and research environment that attracts and prepares potential scholars to excel in a variety of disciplines for meaningful change and service.

VISION STATEMENT

To establish the School of Education and Humanities as the premier school of the University of the Southern Caribbean so that it can be recognized as a leader in preparing students for their chosen profession while upholding the integrity of the university.

MISSION OF THE DEPARTMENT OF GRADUATE STUDIES

The Department of Graduate Studies equips education professionals and practitioners to excel in their practice and aid in the transformation of society, by providing a spiritually-charged teaching, learning, and research environment.

OBJECTIVES OF THE DEPARTMENT OF GRADUATE STUDIES

The Department of Graduate Studies seek to:

1. Transform students to become agents of change so that they too can transform the minds of those they lead and work alongside.
2. Equip students with workability skills that will aid in easy, relevant employment
3. Prepare professionals to bridge the educational related gaps and satisfy the needs of their stakeholders.

PROGRAMS OFFERED:

- A. Graduate Diploma in Education
- B. Master of Arts in Educational Psychology
- C. Master of Arts in Curriculum & Instruction
- D. Master of Arts in Educational Administration & Leadership
- E. Masters of Arts in Communication Studies

GRADUATE DIPLOMA IN EDUCATION

The Graduate Diploma in Education is a professional programme intended for secondary school teachers-holders of a bachelor's degree in a content area taught in the secondary education system. Its primary purpose is for application in professional and pedagogical practice in the classroom setting, and not so much on original research.

It offers practical, school-based learning, and draws on the latest research in effective teaching methods. It equips

participants to meet the challenges and demands of a teaching career. Courses challenge participants to use their knowledge, expertise and experience to design learning environments that will engage students in the learning process, and cater for a variety of learning styles. Participants also learn to cooperatively and critically plan, design, implement and review relevant syllabi, including developing teaching and learning strategies and curriculum materials. They will develop a personal theory of teaching that fully considers the role of teachers in the promotion of a socially just and inclusive society, which incorporates an SDA Christian philosophy of education. This programme encourages active engagement with local and other global communities to promote the enhancement of teaching for learning, for the benefit of all.

This graduate diploma is the foundation for the Master of Arts in Teaching (MAT) degree, where a further eighteen (18) credits will lead to its fulfillment.

PROGRAMME OBJECTIVES

1. To prepare graduates to apply professional and pedagogical practice of teaching and learning in their specific subject area in the secondary school.
2. To equip participants to meet the challenges and demands of their teaching career.

MATRICULATION REQUIREMENT FOR THE POST GRADUATE DIPLOMA IN EDUCATION

- A bachelor's degree from an accredited university or its equivalent. This must be in a content area that is taught at the Caribbean Secondary Education Certificate (CSEC) or at the Caribbean Advanced Proficiency Examination (CAPE) levels.
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA at least 3.0 on a 4.0 scale.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education.
- Evidence of ability to handle master's level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service.
- A written statement of purpose for pursuing post Graduate study in education.

GENERAL DEGREE REQUIREMENTS

EDTE 561 Educational Principles Strategies & Practice for Improving Instruction	3
EDFN 554 Philosophical Foundation of Education	3
EDCI 587 Media & Technology in Education	2

EDTE 524 Assessment & Evaluation of Learning	2
EDCI 580 Pedagogical principles in Specific Subject Areas: _____	3
EDTE 571 Managing Student Behaviours and Social Issues in the Classroom	2
EDPC 516 Psychological & Sociological Perspective of Teaching & Learning	3
EDTE 590 Practicum	<u>3</u>
TOTAL	<u>21</u>

CORE COURSE DESCRIPTIONS AND CREDITS

EDTE561 Educational Principles, Strategies, and Practice for Improving Instruction 3

This course promotes the techniques of organizing, planning, and evaluating unit plans, lesson plans, and lesson delivery with effective research-based strategies. This will be achieved through an appropriate learning environment with effective classroom management and techniques. This course takes an in-depth study in to the science and the art of teaching a specific subject area. The latest research-based teaching methods & strategies will be examined and applied in each field.

EDFN554 Philosophical Foundation of Education 3

This course examines philosophical and theological bases of major worldviews and considers the conceptual framework of the School of Education from the University of the Southern Caribbean. It critiques the impact of naturalism and post-modernism on education, psychology, and religion, from a Christian perspective.

EDCI586 Media and Technology in Education 2

This course assists participants with the use, selection, and evaluation of media and technology for learning organizations. It provides an overview of technologies for teaching and learning, including opportunities for hands-on application. It prepares teachers and administrators to plan for the use of technology and programs that facilitate the use of technology. Students develop products that can be applied to their practice and are guided by the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students, teachers, and administrators

EDTE524 Assessment Evaluation of Learning 2

This course will enable students to write the instructional objectives, learning outcomes and prepare curriculum-based assessment. The concepts of other types of assessment, reliability, validity, simple item analysis, and interpreting data, along with standardized tests will be discussed. Socio-metric procedures, grading, reporting, and other forms of evaluating learning will be obtained.

EDCI580 Pedagogical Principles in Specific Subject Areas 3

This course provides an in-depth study into the science and art of teaching a specific subject. Research on the principles of

teaching and learning will be examined, and opportunities for practice teaching and classroom instruction will be provided. The study of teaching methods, teacher thinking and lesson planning will be an integral part of the course and approaches to evaluation and assessment of students' work in the given subject area will be examined and explored. Available subject areas are: Biology, Business Studies, Social Studies, Technology, English, Spanish, Mathematics and Music.

EDTE571 Managing Student Behaviours and Social Issues in the Classroom 2

In the modern classroom, educational theories are supportive of recognition of differences and identity issues based on race, culture, gender, sexual orientation, and disability. This course will provide students with the skills to create and maintain a safe psychological teaching-learning environment. It will also provide students with the competencies to engage in early identification and management of inappropriate behaviour.

EDPC516 Psychological and Sociological Perspectives of Teaching and Learning 3

Education is a dynamic enterprise. Teachers, school administrators, school supervisors, psychological researchers, sociologist and other interested personnel are constantly seeking ways to increase student learning and student achievement. This course superimposes perspectives from the disciplines of sociology and psychology onto the school, teaching, and learning. The course is rooted in the discipline of the sociology and psychology of education the focus of which is the school system. The course looks at how groups and individual experiences within the system impact on education. As far as possible and within the limits of the course, local and regional settings are chosen to illustrate how these perspectives or points of view operate.

EDTE590 Practicum 3

The student-teaching experience requires teaching at a secondary school for at least six (6) weeks [about one hundred and fifty (150) hours]. Emphasis is on the application of skills and concepts in the teaching of a specific subject, and in the evaluation of student learning.

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

Educational psychology is a broad field of study, which will open a wide range of employment choices. This programme is specifically designed for teachers and educators who wish to expand their understanding of the teaching and learning process. The courses are designed to assist in the broadening of understanding of the learner and learning environments. This curriculum is of interest to teachers who wish to renew their certification or move up on the salary scale, and at the same time improves their understanding of children and how they learn.

An M.A.in Educational Psychology can also enhance your preparation to work in family life education, training programmes in business and industry, early childhood

education programmes, special education centers, research related to schools and to human growth and development, the construction, administration, and evaluation of tests, student residence-hall directors, and classroom teaching at primary, secondary, and higher education levels.

Students in this programme choose one out of three emphases: These are: (a) Special Education; (b) Psycho-educational assessment; and (c) School counseling.

Educational Psychology programmes do not prepare students for counseling positions or for counselor or psychologist licensure.

PROGRAMME OBJECTIVE

1. To expand the understanding of the application of psychology to enhance teaching and learning.
2. To prepare teachers and school counsellors to work in family life education, special education centers; and those interested in research and activities related to schools and to human growth and development.

MATRICULATION REQUIREMENT FOR THE MA IN EDUCATIONAL PSYCHOLOGY

- A bachelor’s degree from an accredited university or its equivalent.
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA at least 3.0 on a 4.0 scale.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education.
- Evidence of ability to handle master’s level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service
- A written statement of purpose for pursuing studies in a MA in Educational Psychology

GENERAL DEGREE REQUIREMENTS

EDCI663 Advanced Graduate Writing	3
EDFN554 Philosophical Foundation of Education	3
EDPC544 Educational & Psychological Measurement	3
EDRM505 Research Methods in Education & Psychology	3
EDRM611 Applied Statistics in Education & Psychology	3
EDPC514 Psychology of Learning	3
EDPC635 Theories & Techniques of Counselling	3
EDPC520 Psychological Development – Life Span	3
EDPC699 Thesis /Research Project	3

TOTAL **36**

SPECIAL EDUCATION EMPHASIS

EDPC525 Psychology & Education of Exceptional Children	3
EDPC540 Behavioural & Emotional Problems of Children	3

EDPC555 Assessment & Evaluation in Special Education	3
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PSYCHO-EDUCATIONAL ASSESSMENT EMPHASIS

EDPC590 Behavioural & Emotional Assessment	3
EDPC595 Personality, Interest and Aptitude Assessment	3
EDPC600 Cognitive Assessment	3

SCHOOL COUNSELLING EMPHASIS

EDPC545 Administration of the School Counselling Programme	3
EDPC 554 Career Development	3
EDPC 565 Managing Social Issues in School Counselling	3

COURSE DESCRIPTIONS AND CREDITS

EDCI663 Advanced Graduate Writing 3

This course is designed to introduce graduate students to various forms of writing required in graduate studies. It also introduces them to some forms of collaborative writing and cooperative learning styles that they could use as teachers. At the end of the course, students should be able to produce several short papers including a summary, paraphrase, critical book or article review, and a well-documented APA-styled twelve to fourteen (12-14) paged research proposal utilizing all the principles of research writing taught.

EDFN554 Philosophical Foundation of Education 3

This course examines philosophical and theological bases of major worldviews and considers the conceptual framework of the School of Education from the University of the Southern Caribbean. It critiques the impact of naturalism and post-modernism on education, psychology, and religion, from a Christian perspective.

EDPC 544 Educational and Psychological Measurement 3

This course is designed to facilitate students acquiring the fundamental concepts, principles, theories, and techniques of educational measurement and classroom assessment. The underlying premise for the value of such knowledge for educators is that it is necessary for sound educational decision-making. Moreover, students will acquire competence in the planning and development of informal classroom assessments and the evaluation of standardized tests.

EDRM505 Research Methods in Education and Psychology 3

A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem, planning, designing and implementing research; collecting & analyzing data; and proposing, and reporting research.

EDRM611 Applied Statistics in Education and Psychology 3

Prerequisite: EDRM505

This course will provide students with the skills needed for research methods and basic statistical techniques commonly used in psychological research. Students will be introduced to the process of scientific inquiry in psychology, both in terms of empirical research methodology and statistical analysis. Research methods covered will mainly focus on experiments and survey research. Statistical techniques introduced will include descriptive statistics, effect size measures, correlation, simple linear regression, t-test, and analysis of variance for simple experimental design. A software package will be used throughout the course with considerable emphasis on hands-on exercises.

EDPC514 Psychology of Learning 3

Teaching is a complex activity that requires in-depth knowledge in a number of areas. Education is a dynamic enterprise. Teachers, school administrators, school supervisors, psychological researchers, and other interested personnel are constantly seeking ways to increase student learning and student achievement. Against the background of individual development, Psychology Applied to Teaching will focus on advances in social cognitive theory, emphasis on critical issues in educational psychology, education technology, classroom applications, diverse learners, and reflective teaching and learning experience

EDPC635 Theories and Techniques of Counselling 3

This course introduces the theory and practice of counseling and psychotherapy. Attention is given to counseling therapy models, the therapeutic relationship, the functions and role of counselors / therapists, and the systematic development of counselling skills and intervention strategies.

EDPC520 Psychological Development – Life Span 3

In this course a survey of the biological, cognitive, and socio-cultural factors influencing human development from conception to senescence, with consideration of cultural and ethnic diversity, are addressed.

EDPC699 Research Project 3

Students may complete a thesis or project based on the research focus. The thesis or the research project is a comprehensive research experience that consolidates graduate studies. It is an intensive course that places considerable emphasis on students' ability to read, think and write critically and independently, organize their time and activities efficiently, and produce a substantial piece of original scholarly work. The research problem is chosen from within their discipline, and is intended to provide students with a variety of practical, technical, and intellectual skills that are central to scientific research generally.

If thesis is done, it will be supervised by at least two different graduate advisors, and must be successfully defended before a panel of examiners as a final requirement for graduation. Research projects will be presented at a research symposium.

SPECIAL EDUCATION EMPHASIS

EDPC525 Psychology and Education of Exceptional Children 3

A comprehensive survey of the psychological and educational needs of exceptional children is undertaken. It includes strategies for incorporating an exceptional student into regular classroom, and for supporting the exceptional child in the community.

EDPC540 Behavioural and Emotional Problems of Children 3

Prerequisite: EDPC524

This course provides identification and remediation of learning, behavioural, emotional, and developmental problems of children in a multicultural context. It includes classroom behaviour management, structuring classroom and home environments for personal development, consulting with parents and school personnel, and developing family and school-based individual intervention plans.

EDPC555 Assessment and Evaluation in Special Education 3

Prerequisite: EDPC544, EDPC540

This course seeks to provide participants with the foundation for understanding the assessment process and to prepare students to be a professional educator as a leader in assessment. Candidates will focus on the educational assessment methods and procedures used in decision making and programme planning for students with exceptional learning needs and from culturally or linguistically diverse backgrounds, and will develop skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. There will be an emphasis on instructional assessment with on-going evaluation and data-based decision making.

PSYCHO-EDUCATIONAL ASSESSMENT EMPHASIS

EDPC590 Behavioural and Emotional Assessment 3

Prerequisite: EDPC544

This course will cover the essential theory of psychological assessment which evaluates behaviour and socio-emotional functioning majorly in K-12 children. It will enable students to develop initial competence in the appropriate use, administration, scoring and interpretation of selected psychometric tests. Students will learn how to conduct clinical structured interview, observation and consultation with other professionals involved in the care of children and realize how theory is used to guide practice in assessment and testing programmes. Students will explore the various understandings

of behaviour while also examining current controversies regarding how to interpret behaviour and socio/emotional functioning; legal, ethical, and professional issues related to assessment; cultural sensitivity in the administration and interpretation of assessment instruments; and the appropriate selection and use of tests with special populations. Instruments include: Behaviour Assessment System for Children, Second Edition (BASC-2 BESS; SDH; SOS); Attention Deficit/Hyperactivity Disorder Test (ADHDT); Vineland Adaptive Behaviour Scales Second Edition (Vineland II), Mental Status Checklist– Adolescent / Children (MSC)

EDPC595 Personality, Interest and Aptitude Assessment 3

Prerequisite: EDPC590

This course introduces measurement theory and provides students with further knowledge of psychological testing as relates to the selection, administration, scoring, and interpretation of the most common multi-scale self-report inventories, and performance-based measurement instruments used in a variety of settings. Several scales associated with personality; abilities and aptitude; occupational interests; motivation, attitude and/or work-related belief will be examined. The social, legal and ethical implications of testing will be studied. Students will be required to review and critique several commonly used instruments during this course, including evaluating computerized- and clinician-generated interpretations of tests. This class also covers skills in integrating assessment test results, report writing and provision of client feedback following testing. Scales include: Self Directed Search (SDS); Myers Briggs Type Indicator (MBTI); Strong Interest Inventory (STRONG); Minnesota Multiphasic Personality Inventory (MMPI), Sixteen Personality Factor Questionnaire (16PF)

EDPC600 Cognitive Assessment 3

Prerequisites EDPC 595

This is an advanced course designed to provide students with an understanding of intelligence while also enabling students to develop initial competence in the appropriate use, administration, scoring and interpretation of selected psychometric tests assessing cognitive ability, intelligence, and general achievement. Instruction is provided in advanced and specialized assessment, diagnostic, report writing and intervention techniques. Current controversies regarding how to interpret intelligence test scores; legal, ethical, and professional issues related to assessment; cultural sensitivity in the administration and interpretation of assessment instruments; and the appropriate selection and use of tests with special populations will also be explored. Instruments include: Quick Neurological Screening Test, 3rd Edition (QNST-3); Reynolds Intellectual Assessment Scales and Screening Test™ (RAISTM/RIST™), Wechsler Intelligence Scales for Children (WISC), Woodcock Johnson III Normative Update Complete (WJ III NU).

SCHOOL COUNSELLING EMPHASIS

EDPC545 Administration of the School Counselling Programme 3

This course acquaints students with the organization, administration, and coordination of the Comprehensive School Counseling Programme (Guidance and Counseling). Students have the opportunity to develop curriculum materials for specific components of the comprehensive programme, sequenced throughout the school system from Primary to Secondary school. They will development and understanding of the relevance of the school counseling programme and how it supports the academic mission of the school.

EDPC554 Career Development 3

An introduction to career development and career counseling with an emphasis on the career planning and decision making process. Students have the opportunity to develop curriculum materials, sequenced throughout the school system from Primary to Secondary School, to be implemented as part of the Comprehensive School Counseling Programme.

EDPC565 Managing Social Issues in School Counselling 3

The cross-transaction between the child rights imperative and the legal responsibility requires school managers to foster and maintain a safe school environment for students and all other school personnel. The notion of a 'safe school' must emphasize both 'Preventive' and 'Responsive' strategies, which will ensure that measures are put in place to prevent traumatic incidents, as well as effectively treat with them, once they have occurred. The social and emotional climate within the school must, therefore, provide a safe haven which will facilitate learning. The effective management of critical physical and psycho-social incidents in schools is assuming major importance today. Undoubtedly, a school-wide behaviour management plan is necessary. Teachers are required by Circular Memorandum to appropriately manage behavioural and social issues in the classroom and to provide students with humane psycho-social support. This course is designed primarily to meet the professional needs of graduate students who are practising teachers or who are preparing to become teachers in the secondary school system. It seeks to provide teachers with the knowledge of:- legal and human rights responsibilities, policies and protocols for child care and protection, a model for providing psycho-social support, the use of assessment instruments to assist with career guidance and for pre-referral screening and intervention of behavioural and psycho-social issues, preventive and responsive strategies for managing social and behavioural issues in the classroom.

MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION & LEADERSHIP

The Master of Arts in Education programme with a specialization in Administration and Leadership is a graduate academic degree which looks at advanced studies in educational administration. It prepares students for effective

leadership in Christian, public and private schools. This programme seeks to prepare effective educational administrators for leadership in primary, secondary and tertiary level educational settings, and is geared toward educators who may become principals, superintendents/school supervisors, or higher education professionals. Through it a community of scholar practitioners will be developed to transform the power of knowledge into service. The purpose of this degree is to contribute to the knowledge base through original research, research methodology and field investigations. As such, there is a thesis component with an oral defense.

PROGRAMME OBJECTIVE

1. To prepare its students for effective leadership in primary, secondary and tertiary level educational settings.
2. To enhance the leadership and administrative skills of school administrators at the primary, secondary and preparation for an advanced degree in this field.

MATRICULATION REQUIREMENT FOR THE MA IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP

- A bachelor’s degree from an accredited university or its equivalent.
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA at least 3.0 on a 4.0 scale.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education.
- Evidence of ability to handle master’s level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service
- A written statement of purpose for pursuing studies in a MA in Educational Administration and Leadership

GENERAL DEGREE REQUIREMENTS

EDCI 663 Advanced Graduate Writing	3
EDFN 554 Philosophical Foundation of Education	3
EDCI 586 Media and Technology in Education	3
EDAL 560 Legal Aspects of Education	3
EDRM 505 Research Methods in Education and Psychology	3
EDRM 611 Applied Statistics in Education and Psychology	3
EDCI 547 Foundations of Curriculum Studies	3
EDAL 664 School Leadership	3
EDAL 645 Educational Finance and Marketing	3
EDAL 635 Human Resource Administration	3
EDAL 661 Managing and Operating Educational Facilities	3

EDAL 699 Research Project	3
EDAL 590 Practicum	<u>0</u>
TOTAL	<u>36</u>

COURSE DESCRIPTIONS AND CREDITS

EDCI663 Advanced Graduate Writing 3
 This course is designed to introduce graduate students to various forms of writing required in graduate studies. It also introduces them to some forms of collaborative writing and cooperative learning styles that they could use as teachers. At the end of the course, students should be able to produce several short papers including a summary, paraphrase, critical book or article review, and a well-documented APA-styled twelve to fourteen (12-14) paged research proposal utilizing all the principles of research writing taught.

EDFN554 Philosophical Foundation of Education 3
 This course examines philosophical and theological bases of major worldviews and considers the conceptual framework of the School of Education from the University of the Southern Caribbean. It critiques the impact of naturalism and post-modernism on education, psychology, and religion, from a Christian perspective.

EDCI586 Media and Technology in Education 3
 This course assists participants with the use, selection, and evaluation of media and technology for learning organizations. It provides an overview of technologies for teaching and learning, including opportunities for hands-on application. It prepares teachers and administrators to plan for the use of technology and programs that facilitate the use of technology. Students develop products that can be applied to their practice and are guided by the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students, teachers, and administrators

EDAL560 Legal Aspects of Education 3
 Legal issues affecting the education system, obligations and responsibilities of key decision makers, teachers, office staff and other school staff, parents and students, historical milestones and types of schools and curricula, governance of schools, reporting structure, official instruction, reports and correspondence, finance, facilities and equipment, safety, key laws and regulations directly impacting the education system.

EDRM505 Research Methods in Education and Psychology 3
 A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem, planning, designing and implementing research; collecting & analyzing data; and proposing, and reporting research.

EDRM611 Applied Statistics in Education and Psychology 3

Prerequisite: EDRM505

This course will provide students with the skills needed for research methods and basic statistical techniques commonly used in psychological research. Students will be introduced to the process of scientific inquiry in psychology, both in terms of empirical research methodology and statistical analysis. Research methods covered will mainly focus on experiments and survey research. Statistical techniques introduced will include descriptive statistics, effect size measures, correlation, simple linear regression, t-test, and analysis of variance for simple experimental design. A software package will be used throughout the course with considerable emphasis on hands-on exercises.

EDCI547 Foundations of Curriculum Studies 3

This course is designed to introduce students to the field of curriculum and to investigate various definitions and perspectives in curriculum studies. It explores the concept of curriculum therefore, and attempts to provide answers regarding provenance (where the curriculum comes from) whose it is (who owns it) and who puts it in place (authority) for implementation by whom (consumers). Foundational issues will as a result be the major concern in this course.

EDAL664 School Leadership 3

Definition of school leadership, leadership traits and skills, leadership types, power and influence impacting the system, chain of command, roles and responsibilities of key decision makers, educational change, school supervision and planning, curriculum design, implementation and supervision, leadership and the operation and culture of the system.

EDAL 645 Educational Finance and Marketing 3

This course focuses on financial and economic issues affecting educational institutions, in particular Primary and Secondary schools. Elements of the course are: - the determination and identification of financial support for schools, costs of education, sources of school revenue, budgeting and, organizing, maintaining and reporting on the fiscal and physical resources of school systems. It also covers aspects of marketing the educational institution including mission statement, target market, image, and position, the market mix (product, price, place, and promotions), fund raising, Local School Boards and alumina relations.

EDAL 635 Human Resource Administration 3

This course delves into theories and practices for Personnel services; policy for certified and non-certified employees; personnel functions in education; the interpersonal process in educational organizations, communications, and group dynamics for educational administrators.

EDAL661 Managing and Operating Educational Facilities 3

The planning of educational facilities includes building sites, and equipment, and is determined by one's educational philosophy and financial resources. Elements of this course are: Features of good school plants and their management; a comprehensive study of educational facilities planning as related to preliminary development plans and long-range master planning of educational facilities/campuses.

EDAL699 Research Project 3

Students may complete a thesis or project based on the research focus. The thesis or the research project is a comprehensive research experience that consolidates graduate studies. It is an intensive course that places considerable emphasis on students' ability to read, think and write critically and independently, organize their time and activities efficiently, and produce a substantial piece of original scholarly work. The research problem is chosen from within their discipline and is intended to provide students with a variety of practical, technical, and intellectual skills that are central to scientific research generally.

If thesis is done, it will be supervised by at least two different graduate advisors and must be successfully defended before a panel of examiners as a final requirement for graduation.

Research projects will be presented at a research symposium.

EDAL 590 Practicum 0

Objectives, purpose and process, key roles and responsibilities, placements and schedule of activity, professional conduct, ethics and attendance, extra-curricular activity, integrating university and school responsibilities, learning opportunities, reflecting and processing the experience, portfolio preparation, feedback and assessment in Administration and/or Leadership.

MASTER OF ARTS IN CURRICULUM & INSTRUCTION

The Curriculum & Instruction (C&I) degree programme can be considered as both an academic and a professional degree about teaching and learning. As an academic degree it focuses on foundations of learning, and education, and looks at the impact of research on subject matter knowledge and pedagogy. The programme prepares students to understand the complexities of classroom contexts and teaching practice, thus making it very professional.

The C&I degree is interdisciplinary, involving a broad spectrum of content areas and educational levels. It is concerned with creating superior learning environments within learning organizations, such as corporate training, schools, colleges, and universities.

Teachers interested in obtaining this graduate level degree will allow them to apply this knowledge to improve teaching and enhance the curriculum development process within their school system. A specialized study is offered within Curriculum & Instruction for school-based personnel at

primary, secondary, and tertiary levels. While programmes in curriculum and instruction are designed for experienced educators, provision is made for individuals desiring a career change.

The Curriculum and Instruction programme is involved in the preparation of trainers and consultants for business, government, and non-government organizations. The programme cooperates with selected departments in offering advanced cognates for persons preparing to be college teachers. Graduates of the Curriculum and Instruction programme will be able to serve as classroom teachers, department heads, principals, superintendents, curriculum specialists, teacher educators, department chairs, researchers, academic vice presidents, and college presidents.

PROGRAMME OBJECTIVES

1. To guide teachers in the application of their knowledge to improve teaching and enhance the curriculum development process within their school system.
2. To prepare educational trainers and consultants for business, government and non-government organizations.

MATRICULATION REQUIREMENT FOR THE MA IN CURRICULUM AND INSTRUCTION

- A bachelor's degree from an accredited university or its equivalent.
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA at least 3.0 on a 4.0 scale.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education.
- Evidence of ability to handle master's level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service
- A written statement of purpose for pursuing studies MA in Curriculum and Instruction

GENERAL DEGREE REQUIREMENTS

EDCI663 Advanced Graduate Writing	3
EDFN554 Philosophical Foundation of Education	3
EDCI 586 Media and Technology in Education	3
EDTE 524 Assessment and Evaluation of Learning	3
EDPC 516 Psychological and Sociological Perspectives of Teaching and Learning	3
EDRM 505 Research Methods in Education and Psychology	3
EDRM 611 Applied Statistics in Education and Psychology	3
EDCI 547 Foundations of Curriculum Studies	3
EDCI 651 Curriculum Concepts, Design and Development	3

EDTE 561 Educational Principles, Strategies, and Practice for Improving Instruction	3
EDCI 637 Programme Evaluation and Change	3
EDCI 590 Practicum	0
EDCI 699 Research Project	3
TOTAL	<u>36</u>

COURSE DESCRIPTIONS AND CREDITS

EDCI663 Advanced Graduate Writing 3

This course is designed to introduce graduate students to various forms of writing required in graduate studies. It also introduces them to some forms of collaborative writing and cooperative learning styles that they could use as teachers. At the end of the course, students should be able to produce several short papers including a summary, paraphrase, critical book or article review, and a well-documented APA-styled twelve to fourteen (12-14) paged research proposal utilizing all the principles of research writing taught.

EDFN554 Philosophical Foundation of Education 3

This course examines philosophical and theological bases of major worldviews and considers the conceptual framework of the School of Education from the University of the Southern Caribbean. It critiques the impact of naturalism and post-modernism on education, psychology, and religion, from a Christian perspective.

EDCI586 Media and Technology in Education 3

This course assists participants with the use, selection, and evaluation of media and technology for learning organizations. It provides an overview of technologies for teaching and learning, including opportunities for hands-on application. It prepares teachers and administrators to plan for the use of technology and programs that facilitate the use of technology. Students develop products that can be applied to their practice and are guided by the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students, teachers, and administrators.

EDTE524 Assessment and Evaluation of Learning 3

This course will enable students to write the instructional objectives, learning outcomes and prepare curriculum-based assessment. The concepts of other types of assessment, reliability, validity, simple item analysis, and interpreting data, along with standardized tests will be discussed. Socio-metric procedures, grading, reporting, and other forms of evaluating learning will be obtained.

EDPC 516 Psychological and Sociological Perspectives of Teaching and Learning 3

Education is a dynamic enterprise. Teachers, school administrators, school supervisors, psychological researchers, sociologist and other interested personnel are constantly seeking ways to increase student learning and student achievement. This course superimposes perspectives from the

disciplines of sociology and psychology onto the school, teaching, and learning. The course is rooted in the discipline of the sociology and psychology of education the focus of which is the school system. The course looks at how groups and individual experiences within the system impact on education. As far as possible and within the limits of the course, local and regional settings are chosen to illustrate how these perspectives or points of view operate.

EDRM505 Research Methods in Education and Psychology 3

A study of methods and procedures in research as applied to the fields of education and psychology: formulating and stating the problem, planning, designing and implementing research; collecting & analyzing data; and proposing, and reporting research.

EDRM611 Applied Statistics in Education and Psychology 3

Prerequisite: EDRM505

This course will provide students with the skills needed for research methods and basic statistical techniques commonly used in psychological research. Students will be introduced to the process of scientific inquiry in psychology, both in terms of empirical research methodology and statistical analysis. Research methods covered will mainly focus on experiments and survey research. Statistical techniques introduced will include descriptive statistics, effect size measures, correlation, simple linear regression, t-test, and analysis of variance for simple experimental design. A software package will be used throughout the course with considerable emphasis on hands-on exercises.

EDCI547 Foundations of Curriculum Studies 3

This course is designed to introduce students to the field of curriculum and to investigate various definitions and perspectives in curriculum studies. It explores the concept of curriculum therefore, and attempts to provide answers regarding provenance (where the curriculum comes from) whose it is (who owns it) and who puts it in place (authority) for implementation by whom (consumers). Foundational issues will as a result be the major concern in this course.

EDCI651 Curriculum Concepts, Design and Development 3

Prerequisite: EDCI547

The study of specific curriculum design models to aid educators with the analysis, development, and improvement of curriculum at specific educational levels. It includes development of a curriculum project.

EDTE 561 Educational Principles, Strategies, and Practice for Improving Instruction 3

Prerequisite: EDTE524

This course promotes the techniques of organizing, planning, and evaluating unit plans, lesson plans, and lesson delivery with

effective research-based strategies. This will be achieved through an appropriate learning environment with effective classroom management and techniques. This course takes an in-depth study in to the science and the art of teaching a specific subject area. The latest research-based teaching methods & strategies will be examined and applied in each field.

EDCI637 Programme Evaluation and Change 3

Systematic research-oriented procedures and models used to evaluate needs, planning, and implementation of educational programmes/curriculum and their impact.

EDCI590 Practicum 0

Objectives, purpose and process, key roles and responsibilities, placements and schedule of activity, professional conduct, ethics and attendance, extra-curricular activity, integrating university and school responsibilities, learning opportunities, reflecting and processing the experience, portfolio preparation, feedback and assessment in Curriculum and/or Instruction.

EDCI699 Research Project 3

Students may complete a thesis or project based on the research focus. The thesis or the research project is a comprehensive research experience that consolidates graduate studies. It is an intensive course that places considerable emphasis on students' ability to read, think and write critically and independently, organize their time and activities efficiently, and produce a substantial piece of original scholarly work. The research problem is chosen from within their discipline and is intended to provide students with a variety of practical, technical, and intellectual skills that are central to scientific research generally.

If thesis is done, it will be supervised by at least two different graduate advisors and must be successfully defended before a panel of examiners as a final requirement for graduation.

Research projects will be presented at a research symposium.

MASTER OF ARTS IN COMMUNICATION STUDIES

Our graduate programme in Communication Studies is broad-based. It is tailored for students who are interested in graduate education across a wide spectrum of communication approaches. Those desiring to focus on creative expression and/or pursue professional development in strategic communication will find the programme suitable. In the end, the successful student would have earned a Master of Arts in Communication Studies. However, students are allowed to select from stipulated core courses and electives in any area of concentration.

Students advancing from this programme into doctoral work should have high acceptance rate into their first choice of Ph.D. programmes. Career opportunities include leadership roles, ministry, administration, scales, corporate communication, consulting and training, intercultural relations, and human resource development.

PROGRAMME OBJECTIVES

1. To prepare numerous personnel in a wide spectrum of communication approaches.
2. To prepare communication professional sand practitioners to strategic communication in the ever-changing communication world.
3. To prepare the student to utilize different forms of communication and to improve interaction and safety.

MATRICULATION REQUIREMENT FOR THE MA IN COMMUNICATION STUDIES

- A bachelor's degree in English Communication, or related field from an accredited university. Applicants with a first degree in an unrelated field will be advised to complete prerequisite course listed below.
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA at least 3.0 on a 4.0 scale.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education.
- Evidence of ability to handle master's level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service
- A written statement of purpose for pursuing studies MA in Curriculum and Instruction

PREREQUISITES

COMM320 Interpersonal Communication	3
COMM436 Intercultural Communication	3

GENERAL DEGREE REQUIREMENTS

COMM550 History and Development of Communication Theory	3
COMM560 Interpersonal Communication	3
COMM570 Public Relations Writing	3
COMM580 Communication and Social Change	3
COMM595 Research Methods in Communication	3
COMM600 Crisis and Issues Communication	3
COMM620 Mass Communication	3
COMM630 Cultural Diversity and the Internet	3
COMM640 Emergency and Disaster Communication	3
COMM650 Intercultural Communication	3
EDCI663 Advanced Graduate Writing	3
COMM660 Masters' Thesis	3
TOTAL	36

COURSE DESCRIPTIONS AND CREDITS

COMM550 History and Development of Communication Theory 3

This course traces the history and development of Communication Theory, to expose the student to the theories of communication and the theorists. It includes a survey of critical research related to the major theories of communication. Also, it explores classical and modern theories of rhetoric, and looks into the contribution of classical and modern rhetoricians to the development of theory.

COMM560 Interpersonal Communication 3

Emphasis here is on defining and distinguishing between intrapersonal and interpersonal communication, and the development of skills in the latter for the workplace and the wider world. The student examines the major components of interpersonal communication such as listening, perception and conflict management.

COMM570 Public Relations Writing 3

Public Relations expertise has become a vital tool for the modern communication professional. In many academic institutions and other organizations, the director of communication often bears the responsibilities of a public relations officer. The student needs to be conversant with the way the media environment impacts outreach methods. He/she needs to know how to achieve specific goals using communication strategies, including writing for the media. This course therefore, emphasizes strategic communication planning, the impact of globalization on public relations outreach, and how, through communication, specific public relations goals can be achieved.

COMM580 Communication and Social Change 3

This course will require some basic knowledge of the rudiments of public relations. It sensitizes the student to social issues and social causes, and how these can be promoted by certain strategies and techniques. It demonstrates how communication can be used to create social change. The student will enter into corporate communication and learn about cause marketing, strategic philanthropy and so on.

COMM595 Research Methods and Communication 3

At the master's level, students must understand how to create and evaluate knowledge, and be in a position to report on it. Therefore, it is essential to take the course early in the programme. Through critical thinking, students must demonstrate an understanding of how science informs communication practice. Through the logic and conduct of qualitative and quantitative research, the student must be able to produce generalizable findings, especially about communication. Emphasis is placed on how we know what we know, and what are the best methods in addressing the questions that communication and communication research pose.

EDCI663 Advanced Graduate Writing 3

This course is designed to introduce graduate students to various forms of writing required in graduate studies. It also introduces them to some forms of collaborative writing and cooperative learning styles that they could use as teachers. At the end of the course, students should be able to produce several short papers including a summary, paraphrase, critical book or article review, and a well-documented APA-styled twelve to fourteen (12-14) paged research proposal utilizing all the principles of research writing taught.

COMM600 Cultural Diversity and the Internet 3

This course provides the student with a working understanding of the World Wide Web and will help to develop a reasonable level of proficiency in its use. More importantly, it explores the use of the Internet as a communication tool and introduces the variety of web presentations informed by cultural origins. Thus, the course will explore how cultural differences express themselves on the Internet. The student will learn to analyze these cultural differences and appreciate how they can facilitate communication.

COMM620 Mass Communication 3

In this course, the student is required to examine some of the history, the present impact, and the future of each of the printed and electronic mass media industries: books, newspapers, magazines, recording, radio, movies, television, and the Internet.

COMM630 Crises and Issues Communication 3

Some basic knowledge of Public Relations will be an asset to the student taking this course. Knowledge acquired in the course should be transferable to the work place. The successful student will be able to predict, manage and control crises and controversial issues in the real world. In summary, crisis management principles, strategies, tactics, and communication methods will be emphasized and rehearsed, so as to train students to manage and control a variety of volatile situations.

COMM640 Organizational Communication 3

This course is on the communication dynamics involved in building, maintaining, and destroying human relationships. The successful student will understand better, how people can work together to achieve individual and collective goals. The course provides instruction in the development and maintenance of interpersonal group relations within an organization. The student is given the opportunity to learn and practice critical and organizational thinking, and problem-solving skills.

COMM650 Intercultural Communication 3

The ever-increasing impact of globalization necessitates the awareness of international interdependence. Each nation of the world depends on communication for trade, international relations, and general social intercourse. Also, the impact of

contemporary cultural and other differences in communication worldwide will be investigated in this course.

COMM660 Masters' Thesis 3

Every student is to select an appropriate topic and write a comprehensive paper of between twenty and thirty thousand words under the guidance of a thesis advisor.

SCHOOL OF SCIENCE, TECHNOLOGY AND ALLIED HEALTH

DEAN (Ag): Emmanuel Antwi, Ph.D.

DIRECTOR: Lesley Garcia, OTD.

MISSION STATEMENT

“The mission of the Master of Science in Occupational Therapy programme is to graduate individuals, who having undergone transformative education in occupational therapy, are prepared to be competent **and compassionate** entry-level clinicians and future leaders in the profession. **The graduates will embody both the core values of the university and the standards of the profession of occupational therapy.**”

VISION STATEMENT

The USC MSOT programme is the regional leader in relevant, scholarly teaching and learning in the field of occupational therapy, and is a preferred partner among the global community of educators, researchers and practitioners advancing occupational justice for all.

PROGRAMME OBJECTIVES

Graduates will possess exiting competencies described in detail in the Minimum Standards for the Education of Occupational Therapists (2016) by the World Federation of Occupational Therapists. They will demonstrate the essential knowledge, skills and attitudes in all five of the following areas of professional competence:

1. The person-occupation-environment relationship and its relationship to health (Law et al., 1996);
2. Therapeutic and professional relationships;
3. An occupational therapy process;
4. Professional reasoning and behaviour;
5. The context of professional practice (WFOT, 2002).

PROGRAMS OFFERED:

Master of Science in Occupational Therapy

MATRICULATION REQUIREMENTS FOR THE MS IN OCCUPATIONAL

The prospective students’ educational experiences and academic qualification upon entering the program will safeguard their ability to successfully complete the classroom and fieldwork components of the program. The academic pre-requisites are as follows:

- A minimum of BA or BS in any undergraduate subject matter from an accredited institution;

- Pre-requisite courses with a C+ grade or better: Human Anatomy and Physiology with lab; Abnormal Psychology; Introduction to Sociology or Anthropology; Introduction to Statistics, Human Lifespan Development; and Medical Terminology;
- A minimum GPA of 3.0 on a 4.0 scale;
- TOEFL score for international applicants from non-English speaking countries.

GENERAL DEGREE REQUIREMENTS

OCTH501 Functional Human Anatomy	4
OCTH502 Professional Foundations of Occupational Therapy I	3
OCTH503 Research and Evidenced based Practice	3
OCTH504 Service Learning Seminar	1
OCTH505 Occupation-based Assessment and Analysis	2
OCTH506 Functional Neuroscience	2
OCTH507 Health Conditions I	2
OCTH508 Therapeutic Process I	3
OCTH509 Therapeutic Performance Lab 1	2
OCTH511 Professional Foundations in OT and OS II	3
OCTH510 Service Learning 1	.5
OCTH512 Health Conditions II	3
OCTH513 Therapeutic Processes II	2
OCTH514 Therapeutic Performance Lab II	1
OCTH515 Service Learning II	.5
OCTH516 Professional Foundations III	2
OCTH517 Research and Evidence Based Practice II	3
OCTH518 Fieldwork II	3
OCTH519 Health Conditions III	2
OCTH520 Therapeutic Processes III	2
OCTH521 Therapeutic Performance Lab III	1
OCTH522 Research and Evidence based practice III	3
OCTH523 Community-based OT I	3
OCTH524 Service Learning III	3
OCTH525 Fieldwork II	3
OCTH526 Fieldwork II	3
OCTH527 Community Based OT II	3
OCTH528 Occupational Therapy Advocacy, Leadership & Professional Transition	3
OCTH529 Research and Evidence Based Practice IV	3
OCTH 530 Service Learning IV	.5
TOTAL	<u>67</u>

PROGRAMME DELIVERY MODE

Year One

Semester 1 – 4 taught courses, Service Learning Seminar

Semester 2 – 5 taught courses, Service Learning I (3 hours per week x 8 weeks)

Semester 3 – 3 taught courses, Service Learning II (3 hours per week x 15 weeks)

Year Two

Semester 4 – Fieldwork Level II A (7 weeks full-time, 280 hours), 2 taught courses

Semester 5 – 5 taught courses, Service Learning III (3 hours per week x 15 weeks)

Semester 6 – Fieldwork Level II B (8 weeks full-time, 320 hours)

Year Three

Semester 7 – Fieldwork Level II C (9 weeks full-time, 360 hours),

Semester 8 – 4 taught courses, Service Learning IV (3 hours per week x 8 weeks)

PREREQUISITES

BIOL111 Human Anatomy and Physiology	4
PSYC460 Abnormal Psychology	3
SOCI119 Introduction to Sociology	3

OR

ANTH200 Cultural Anthropology	3
STAT120 Introduction to Statistics	3
PSYC220 Human Lifespan Development	3
BIOL305 Medical Terminology	2

COURSE DESCRIPTIONS AND CREDITS

OCTH501 Functional Human Anatomy 4
Addresses the structures, functions, and processes of the human body that support participation in occupation. The course will focus on movement and somatosensory capacities and the structures related to those functions.

OCTH502 Professional Foundations of Occupational Therapy I 3
Introduces core foundations of occupation-centered practice. Students learn fundamentals of professional communication and behaviour, clinical reasoning, activity analysis, theory, and evidence-based practice. Initiates the process of therapeutic use of self as a reflective professional. Includes Level I fieldwork experiences. It includes foundational understanding of the philosophical and historical underpinnings of the occupational therapy profession, and the unique role and therapeutic use of occupation across multiple settings. Introduces the professional paradigms of frames of reference, professional organizations, and occupation in health and society.

OCTH503 Research and Evidenced- Based Practice I 3
Students are introduced to the scientific process, and learn the application of different methodologies, including qualitative and quantitative methods, to address clinical concerns.

OCTH504 Service Learning Seminar 1
Includes philosophy of service, learning by experience, reflection, and civic engagement. Provides opportunity for students to apply critical thinking skills, team-based learning,

and information learned in didactic courses work to collaborate with the community and address client and community needs.

OCTH506 Functional Neuroscience 2
Explores the neurological structures, functions, and processes of the human body that support participation in occupation. Provides a foundational understanding of neuroscience – including anatomy and function of the central and peripheral nervous systems, neurological conditions related to anatomical structure and function, and relationship of the nervous system to engagement in occupation

OCTH505 Occupation-Based Assessment and Analysis 2
Analyzes activities in all areas of human occupations based on dynamic interaction of person factors, performance skills, performance patterns, and contexts. Includes in-depth understanding of the kinesiology components of joint mobility, stability, tone, and power. Relates activity demands to their influence on performance in occupations. Applies concepts to grading and adapting activities and occupations.

OCTH507 Health Conditions I 2
Addresses the biological and phenomenological aspects of specific mental and physical health conditions that may be experienced by adults. Addresses prevention, public health and disability. Mental & physical conditions: Adults

OCTH508 Therapeutic Process I 3
Therapeutic Processes I focuses on OT practice with adults who have disabilities or health problems that inhibit occupational performance and/or social participation, across a variety of situations. Includes Fieldwork I (40 hours)

OCTH509 Therapeutic Performance Lab I 2
Provides student with hands-on experiences to practice therapeutic skills for OT practice with adults.

OCTH510 Service Learning I .5
Service learning experiences that utilize active learning strategies involving students in reflection, sustainability, and civic engagement. Encourages collaboration with community partners in order to address occupational needs of the community. Develops critical thinking and team-based learning skills. (Service Learning I-III)

OCTH511 Professional Foundations in Occupational Therapy and Occupational Science II 3
Develops an understanding of how occupation, embedded in a diverse sociopolitical and cultural context, is shaped and changed throughout the human lifespan. Examines the concept of occupation, as defined in occupational therapy and occupation science, in the context of its historical relationship to human adaptation and health. Explores social participation through individual and group occupations.

<p>OCTH512 Health Conditions II 3 Addresses the biological and phenomenological aspects of specific mental and physical health conditions that may be experienced by children, adolescents and young adults. Mental & physical conditions: Infants, children, Adolescents</p>	<p>OCTH520 Therapeutic Processes III 2 Therapeutic Processes III focuses on OT practice with older adults who have or at risk of disabilities or health problems that inhibit occupational performance and/or social participation, across a variety of situations. Includes Fieldwork I (40 hours)</p>
<p>OCTH513 Therapeutic Processes II 2 Therapeutic Process II focuses on OT practice with children, adolescents and young adults that have disabilities or health conditions that inhibit occupational performance and/or social participation, across a variety of situations. Includes Level 1 fieldwork experiences (40 hours).</p>	<p>OCTH521 Therapeutic Performance Lab III 1 Provides student with hands-on experiences to practice therapeutic skills for OT practice with older adults.</p>
<p>OCTH514 Therapeutic Performance Lab II 1 Provides student with hands-on experiences to practice therapeutic skills for OT practice with infants, children, and adolescents.</p>	<p>OCTH523 Community-based OT I 3 Students learn principles and processes of needs assessment, establishing indirect service & program development.</p>
<p>OCTH517 Research and Evidence Based Practice II 3 This course continues the work started in the Research and Evidenced-based Practice I course on understanding the process of scientific inquiry and the application of different methodologies, including qualitative and quantitative methods, to address clinical concerns. Each student will refine a research question/area of inquiry and develop a research proposal.</p>	<p>OCTH522 Research and Evidence Based Practice III 3 Students refine a research question to continue the learning and research processes of the two previous research courses. They work on and complete the process for IRB approval. Once they have approvals they may begin collecting, analyzing, and interpreting data. They work on writing-up the study in preparation for the final stage.</p>
<p>OCTH518 Fieldwork II A 3 A seven-week (forty hours/week) supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning, treatment, problem solving, administration, and professionalism with direct supervision. (peds or adults). (7 weeks, full time, 280 hours)</p>	<p>OCTH524 Service Learning III .5 Community-engaged learning experiences that involve students in reflection and sustainability practices. Encourages collaboration with community partners and addresses needs of the community. Advances critical thinking and team-based learning skills.</p>
<p>OCTH515 Service Learning II .5 Service learning experiences that utilize active learning strategies involving students in reflection, sustainability, and civic engagement. Encourages collaboration with community partners in order to address occupational needs of the community. Advances critical thinking and team-based learning skills. (Service Learning I-III)</p>	<p>OCTH525 Fieldwork II B 3 An eight-week (forty hours/week) supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning, treatment, problem solving, administration, and professionalism. (8 weeks, full time, 320 hours)</p>
<p>OCTH516 Professional Foundations III 2 Introduces professional leadership and management with roles and responsibilities specific to occupational therapy practice. Explores standards of practice, supervision, and advocacy options for populations and the profession.</p>	<p>OCTH526 Fieldwork III C 3 A nine-week (forty hours/week) supervised fieldwork experience in clinical and/or community-based programs. Emphasizes assessment, planning treatment, problem solving, administration, and professionalism. (9 weeks, full time, 360 hours)</p>
<p>OCTH519 Health Conditions III 2 Addresses the phenomenological and biological aspects of complex mental and physical health conditions, experienced by older adults. Special emphasis will be on prevention of decline, dementia, geriatric syndromes, and the impact of age-associated changes on service delivery. Mental & Physical Older Adult</p>	<p>OCTH527 Community Based OT II 3 Public health and system-level program development, implementation, monitoring and evaluation for OT. Students apply these concepts to an evidence-based, occupation-centered and community-based programme they implement over 8 weeks.</p>
	<p>OCTH528 Occupational Therapy Advocacy, Leadership & Professional Transition 3 Introduces ethical business for occupational therapy practitioners, including financial statements and budgetary processes, marketing, management, and consultation. Emphasizes the use of strategic planning for decision-making processes of program development, productivity, and</p>

accountability. Provides the student with an opportunity to explore a variety of topics relevant to transitioning into occupational therapy professional practice.

OCTH529 Research and Evidence Based Practice IV 3

In this course students work on data compilation and final preparation of the thesis for public dissemination. Students will prepare for and conduct a thesis defense with a presentation as well as prepare a final research paper of high academic quality.

OCTH530 Service Learning IV .5

Community-engaged learning experiences that involve students in reflection and sustainability practices. Encourages collaboration with community partners and addresses needs of the community through implementation of an occupation-based 8-week programme. Advances critical thinking and team-based learning skills. Includes synthesis of service learning experiences.

SCHOOL OF SOCIAL SCIENCES

DEAN: Edward Clarke, MA, MBA, PhD,

**COORDINATOR: Raghunath Mahabir, PhD
(National Security and Intelligence Studies)**

MISSION STATEMENT

The School of Social Sciences is dedicated to providing students with a holistic academic experience, in a Christocentric environment that generates prestigious standards which include: quality research skills; superior knowledge; and excellent content delivery.

VISION STATEMENT

The School of Social Sciences will surpass the requirements of excellence while producing exceptional professionals who will rank above competitors locally, regionally and internationally.

PROGRAMS OFFERED

Master of Science in Counseling Psychology
Master of Science in National Security and Intelligence Studies
Master of Science Degree in Criminology and Criminal Justice
Postgraduate Diploma in Criminology and Criminal Justice
Certificate in Criminology and Criminal Justice
Master of Science in Social Work
Graduate Diploma in Intelligence and National Security

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

PROGRAMME OBJECTIVE

MATRICULATION TO THE MS. IN COUNSELING PSYCHOLOGY

- A Bachelor's degree from a recognized institution (preferably a degree in the Behavioral Sciences).
- Evidence of ability to pursue advanced study in graduate-level work with a cumulative undergraduate GPA of at least 3.00 on a 4.0 scale.
- A "B-" grade or higher in the following courses: Introduction to Psychology, Statistics (preferably Research Methods I), History and Systems of Psychology, or their equivalent.

NB: Students who do not have all of the prerequisite courses will be advised to take relevant undergraduate courses in the

Behavioral Sciences Department before they are matriculated into the graduate program.

- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education. Assessment of preparation is done by MA Acceptance Committee (MAAC).
- Evidence of ability to handle master's level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test.
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service.
- A written statement of purpose for graduate study in the MBA program.
- The MS. Degree requires that all students maintain a "B" grade average or better throughout their study. Students may have to repeat courses in which they earn grades that are below "B-".

TOTAL NUMBER OF CREDITS FOR THE DEGREE:

CORE COURSES	39
EMPHASIS	<u>9</u>
TOTAL	<u>48</u>

PREREQUISITES:

PSYC269 History & Systems of Psychology	3
PSYC101 Introduction to Psychology	3
PSYC212 Methods of Social Research	3

REQUIREMENTS FOR MASTERS DEGREE

CORE COURSES

COUN501 Christian Counseling: Approaches and Techniques	3
PSYC510 Developmental Issues Counseling Implications	3
PSYC511 Psychological Research Methods	3
PSYC615 Behavioral Statistics	3
PSYC620 Psychological Testing & Assessment	3
COUN630 Crisis Intervention	3
COUN520 Theories & Techniques in Counseling	3
PSYC525 Group Processes: Theory & Practices	3
MFTH615 Marriage, Family, & The Life Cycle	3
COUN530 Practicum 1	3
COUN531 Practicum 2 (<i>min. of 300 hours</i>)	3
PSYC650 Professional Ethics	3
PSYC699 Masters' Thesis	3

ELECTIVES/EMPHASIS (9 credits)**Marriage/Family Counseling**

PSYC535 Marriage Counseling	3
COUN611 Child Psychotherapy	3
COUN635 Family Therapy	3

OR**School Counseling**

COUN555 Career Development	3
COUN605 Issues in School Counseling	3
COUN625 Administration/Supervision of Guidance Service	3

OR**Community Counseling**

PSYC540 Multicultural Issues	3
PSYC630 Psychopathology: Classification and Treatment	3
PSYC645 Organizational Psychology	3

COURSE DESCRIPTIONS AND CREDITS**COUN501 Christian Counseling: Approaches and Techniques 3**

This overview examines major trends in psychotherapy from a Christian perspective. Special attention is given to understudy essential interviewing and counseling skills.

COUN520 Theories and Techniques in Counseling 3

This course examines the major theories of counseling from a multicultural perspective with emphasis on the integration of theory and practice. (*Pre-requisite: COUN 501*).

COUN530/531 Practicum I and II 3

The practicum is designed to give students the opportunity to develop and sharpen acquired skills and to learn new ones, as well as to synthesize and integrate various aspects of their preparation to function within a work setting. *COUN530 is completed in-house and COUN531 (300 hours) as an external internship.*

COUN555 Career Development 3

This course reviews and examines the major theories of career development. Students will be exposed to various assessment models, dimensions of career life planning, and current strategies and techniques of career counseling.

COUN605 Issues in School Counseling 3

This course introduces students to the major writings and issues in school counseling. This course takes a critical look at current administrative practices, roles and the appropriate function of school guidance and counseling programs. In addition, career development theories and counseling protocols will be examined in order to maximize the potential of school children as well as adult learners.

COUN611 Child Psychotherapy 3

This course will provide a comprehensive and critical analysis of the theoretical and applied approaches to child psychotherapy. Its objective is to teach participants the importance of Child Psychotherapy and how they can conduct therapeutic sessions with children and parents.

COUN625 Administration/ Supervision of Guidance Service 3

This course examines the history, philosophy and principles of School Guidance Services. The issues logically will include protocol involved in designing, implementing and managing comprehensive school guidance and counseling programs. Emphasis will be placed on: definition of roles, classification of functions, optional use of resources, referrals, consultation and evaluation of guidance services.

COUN630 Crisis Intervention 3

This course introduces solution – focused and brief therapeutic approaches to address various types of crises that affect the lives of individuals and families.

COUN635 Family Therapy 3

The course reviews major approaches to family treatments, patterns of family conflicts and mechanism of conflict resolution, effects of psychotherapeutic interventions on family functioning and theories and definitions of family psychopathology. Students will study the family life cycle approach.

PSYC535 Marriage Counseling 3

The course introduces the students to different models for conducting Marriage and Couple counseling to help couples with various marital problems. The emphasis is on pre-marital counseling.

COUN615 Marriage, Family and the Life Cycle 3

The course exposes students to the concepts, theories, and methods involved in studying patterns of marriage and the family and the life cycle. It provides an opportunity for students to critic critically examine issues associated with marriage, family and the life course so that they can derive a clearer understanding of marriage and the family as critical institutions in society. The course helps students to apply theoretical perspectives to go beyond personal experiences and view the family from diverse social contexts.

PSYC510 Developmental Issues: Counseling Implications 3

This course examines major life span developmental theories. The course emphasizes the concept that human beings have the capacity for development and thus are amenable to therapeutic change throughout the life span.

PSYC511 Psychological Research Methods 3

This course reviews the basic principles of descriptive and inferential statistics. Random sampling distributions and the

central limit theorem are used in hypothesis testing. T-test, Chi Square and other correlation coefficients are used in analysis. The course provides students with the principles, knowledge base, methods and techniques of psychological research. Students are exposed to the concepts of Validity and Reliability, as well as the SPSS software.

PSYC525 Group Processes: Theory and Practice 3

This course presents the essential theoretical concepts for understanding group dynamics. Students are introduced to group counseling.

PSYC540 Multicultural Issues 3

The course will review the research and other writings on human behavior in diverse social groups in different countries. The following will be emphasized:

- (i) group dynamics
- (ii) psychological bases of behavior
- (iii) conflict resolution
- (iv) counseling various social and ethnic groups

PSYC615 Behavioral Statistics 3

This course will help students learn the basic vocabulary, procedures, and logic of statistics; it will provide a conceptual development of basic statistical methods in the context of their use in the behavioral science. Students will learn probability concepts, use of frequency distributions, measures of central tendency, measures of variation, point-estimation, confidence intervals, sampling distribution, levels of significance in hypothesis testing, t and z tests, correlation, chi-square, and ANOVA.

PSYC620 Psychological Testing and Assessment 3

This course discusses the major challenges associated with the development of valid, reliable and useful tests. The course also highlights the correct interpretation of scores of standardized instruments in an effort to maximize the clinical benefits of using those instruments. The major types of published or standardized tests are reviewed.

PSYC630 Psychopathology: Classification and Treatment 3

This course introduces students to basic concepts of history, current paradigms, and assessment of psychology with special emphasis on the American Psychiatric Association diagnostic classification system (DSM-IV) and counseling/ clinical approaches to treatment.

PSYC645 Organizational Psychology 3

The course focuses on the factors that influence people's motivation, commitment and productivity in organizations. Current management practices and their impact on workers' mental health and performance will be examined in order to equip mental health workers with skills that may facilitate human growth within corporations.

PSYC650 Professional Ethics 3

The course is designed to introduce students to ethical codes of professional standards and legal guidelines relevant to the field of counseling. Students are expected to produce an original paper on an ethical issue of relevance in this field.

PSYC696/699 Masters Project/ Thesis 3

Each student selects a topic and develops a scholarly paper under the supervision of an advisor. The major findings of his/her investigation will be orally presented to the members of the committee.

MS. IN NATIONAL SECURITY & INTELLIGENCE STUDIES

The University of the Southern Caribbean, Royal Road, Maracas, St. Joseph, Trinidad and Tobago is now offering a forty-two credit (42), four semester Master's Degree program in National Security and Intelligence Studies. The program consists of a number of core and specialized courses, workshops, seminars, and a research project. It is the only program of its kind in the Commonwealth Caribbean; one that emphasizes the role and function of Intelligence in National Security and the legal and psychosociological aspects of crime and criminal behavior.

PROGRAMME OBJECTIVES

- To raise the competence level and knowledge base of Caribbean professionals who are engaged in security and intelligence related work.
- To prepare students for careers in the security and /or intelligence fields with various think tanks or agencies such as the Strategic Services Agency in Trinidad and Tobago by providing the necessary educational foundation.
- To help professionals gain advanced knowledge and skills in preventing and responding to natural and man-made emergencies.
- To teach students of National Security and Intelligence Studies, the foundations of policy making and the factors that shape enacted policy.
- To address a wide range of challenging intellectual questions, as well as the policy and ethical dilemmas that arise when state and non-state actors seek to resolve threats ranging from traditional interstate conflict to diverse contemporary issues such as terrorism, organized crime, and security and vulnerability associated with technological and cyberspace advancements.
- To highlight the methods and products (linked to intelligence gathering and analysis, diplomacy and strategic communications) used by states, as well as the international

political and economic/business communities to advance their security.

- To fill a gap in Security and Intelligence Studies in the Caribbean Region.

MATRICULATION TO THE MS. IN NATIONAL SECURITY & INTELLIGENCE STUDIES

- Applicants should have earned Bachelor’s degree from an approved/recognized university with a B+ average or Upper Second Class honors or an equivalent GPA.
- Persons holding a Bachelor’s degree with a lower than B+ average but with compensating experience in the field of national security, intelligence, and criminal justice (3 – 5 years) and/or additional qualifications like diploma or certificate in National Security and Intelligence Studies.
- Work professionals in the field of national security, intelligence, and criminal justice (mid and senior level individuals) who do not have an advanced degree but has at least 5 – 10 years of experience may also apply.
- Adequate undergraduate and/or graduate preparation in the proposed field of study and general education. Assessment of preparation is done by MA Acceptance Committee (MAAC).
- Evidence of ability to handle master’s level work in the English Language. If your first language is not English, you must submit scores on English Language achievement test.
- A minimum of two satisfactory recommendations showing strong potential for educational leadership and service.
- A written statement of purpose for graduate study in the MBA program.

PREREQUISITE

To be eligible for acceptance into this M. S. Degree program, prospective applicants must satisfy the Entry requirements for USC’s Post Graduate Master’s program. Hence the following shall be eligible for entry into the Program:

- Persons holding a Bachelor’s degree from an approved/recognized university with a B+ average or Upper Second Class honors or an equivalent GPA.
- Persons holding a Bachelor’s degree with a lower than B+ average but with compensating experience in the field of national security, intelligence, and criminal justice (3 – 5 years) and/or additional qualifications like diploma or certificate in National Security and Intelligence Studies.
- Work professionals in the field of national security, intelligence, and criminal justice (mid and senior level individuals) who do not have an advanced degree but has at least 5 – 10 years of experience.

TOTAL NUMBER OF CREDITS FOR THE DEGREE:

CORE COURSES	33
CONCENTRATIONS	<u>9</u>
TOTAL	<u>42</u>

REQUIREMENTS FOR MASTERS DEGREE

CORE COURSES

NSIS521 Seminar in Security Studies	3
NSIS531 Seminar in Intelligence Studies	3
NSIS561 Research Methodology I	3
NSIS562 Research Methodology II	2
NSIS522 National and Regional Security	3
NSIS532 Intelligence Operations and Intelligence Organizations	3
NSIS541 Seminar in Terrorism and Political Violence	3
NSIS551 Seminar in Protecting Critical Infrastructure Policies and Processes	3
NSIS571 Spanish Workshop I	1
NSIS671 Spanish Workshop II (Reading and Translation)	1
NSIS572 Distinguished Seminar I (Topics in National Security and Intelligence Studies)	1
NSIS672 Distinguished Seminar II (Topics in National Security and Intelligence Studies)	1
NSIS695 Masters’ Thesis/Research Project	6

ELECTIVES/CONCENTRATIONS (9 credits)

A: National and International Security

NSIS624 National Security and Intelligence Challenges	3
NSIS623 International Security in a Changing World	3
NSIS625 Current Security Issues in the Caribbean	3

B: Intelligence Analysis and Management

NSIS633 Improving Intelligence Analysis Through Critical Thinking	3
NSIS662 Structured Analytic Techniques and Case	3
NSIS663 Intelligence Analysis and National Security	3

C: Terrorism and Counterterrorism Studies.

NSIS642 Seminar in the History of Ancient and Modern Terrorism	3
NSIS643 Suicide and Religious Terrorism	3
NSIS644 Counterterrorism Strategies and Policy	3

COURSE DESCRIPTIONS AND CREDITS

NSIS521 Seminar in Security Studies 3
 This is a foundation course in Security Studies. It examines the concept of “security” and introduces students to the vast literature on the subject. Moreover, the course will explore “security” and its multiple dimensions under the three major paradigmatic frameworks of realism, pluralism, and structuralism. In this way, students will have a good theoretical

grounding in the subject and be capable of undertaking rigorous analysis. The course will be taught in a seminar format consisting of lectures by the convener and student presentations.

NSIS522 National and Regional Security 3

This course builds on the Seminar in Security Studies and focuses on Trinidad and Tobago and the Caribbean/Latin American Region. It examines the various threats to the security of the region and the arrangements that are in place to deal with them. Students will also analyze the national security of Trinidad and Tobago, its domestic threats and vulnerabilities and the changing nature of the external environment. In their presentations, students will be expected to make appropriate linkages to concepts and findings gleaned from previous courses.

NSIS531 Seminar in Intelligence Studies 3

This course provides an introduction to the exciting field of Intelligence and its role in national security. It examines in a methodical way the various elements of the Intelligence Cycle, how each one dovetails into the other, and the relationship between the Intelligence analyst and the policy maker. Students will be exposed to the literature of this burgeoning field of enquiry, and will examine the role of covert action as a policy option and the moral implications of Intelligence practices. The course will be delivered through lectures and students group presentations.

NSIS532 Intelligence Operations and Intelligence Organizations 3

This course traces the modern development of Intelligence operations and their application going back to World War II. It examines this intellectual history through the establishment and functioning of various Intelligence organizations such as the CIA, KGB, Mossad, and MI6, and explores the evolutionary development of this history through the ebb and flow of Cold War politics. Students will be exposed to this vast literature, particularly to the different spy agencies, their structure and role in Intelligence operations. They will be required to apply lessons learned from this operational history to national security decision making, planning and management.

NSIS541 Seminar in Terrorism and Political Violence 3

This course examines all aspects of domestic, international, and transnational terrorism with a particular focus on its roots; the history of terrorism; motivations that drive terrorist behavior and the psychology behind group dynamics; insurgency within the context of asymmetric warfare; and concepts of fundamentalism and religious extremism. Students will be required to apply lessons learned to national security decision making, planning and management.

NSIS551 Seminar in Protecting Critical Infrastructure Policies and Processes 3

This course introduces the concepts of risk assessment and vulnerability analysis of critical infrastructures such as electricity, water, agriculture, and telecommunication, for prioritizing and allocating resources, and discusses policies and processes for protecting critical infrastructure.

NSIS561 Research Methodology I 3

In this course, students will be exposed to both the philosophical and quantitative aspects of research methods. Emphasis will be placed on data acquisition, validation, analysis, and reporting. Students will also be exposed to qualitative methodology and writing styles.

NSIS562 Research Methodology II 2

In this course, students will learn the techniques of writing a good research proposal. This proposal will be developed into thesis/research project in the final semester of this programme.

NSIS571 Spanish Workshop I 1

The main objectives of the Spanish workshops are to provide students with basic knowledge to read and translate security and intelligence documents written in Spanish, and communicate with Spanish speaking personnel.

NSIS572 Distinguished Seminar I (Topics in National Security and Intelligence Studies) 1

These lectures are intended to increase the learning experiences of students and enhance the eminence of the program.

NSIS623 International Security in a Changing World 3

This course surveys major regional and international security problems in the modern world. Topics will include the political and technical issues involved in arms control, nuclear deterrence, the military and political legacies of the Cold War, challenges to regional security, armed conflicts, proliferation of advanced weapons capabilities, ethnic conflicts, and asymmetric warfare. This course will also prepare students to conduct strategic assessments of selected organizations, regions, and states on the international stage. Students will have the opportunity to explore and apply concepts and theories gained in this course to national security decision making, planning and management.

NSIS624 National Security and Intelligence Challenges 3

Students will survey the security literature of the Caribbean, examining and analyzing both domestic and external threats facing the region before concentrating on Trinidad and Tobago. They will explore the security challenges and threats that Trinidad and Tobago faces, and then develop measures and policies to meet these challenges and threats. Particular attention will be paid to Islamic groups and their external links, gang warfare, narco-terrorism and money laundering, infrastructural vulnerabilities, and international developments. Students will have the opportunity to explore and apply

concepts and theories gained in this course to national security decision making, planning and management.

NSIS625 Current Security Issues in the Caribbean 3

Students will survey the security literature of the Caribbean, examining and analyzing both domestic and external threats facing the region before concentrating on Trinidad and Tobago. They will explore the security challenges and threats that Trinidad and Tobago faces, and then develop measures and policies to meet these challenges and threats. Particular attention will be paid to Islamic groups and their external links, gang warfare, narco-terrorism and money laundering, infrastructural vulnerabilities, and international developments. Students will have the opportunity to explore and apply concepts and theories gained in this course to national security decision making, planning and management.

NSIS633 Improving Intelligence Analysis Through Critical Thinking 3

In this course, students will examine the analytic functions of the intelligence process through the lens of critical thinking. Analysts and analysts alone create intelligence. Through the application of critical thinking, the intelligence product can be vastly improved.

NSIS642 Seminar in the History of Ancient and Modern Terrorism 3

This course module traces the history of terrorism from early times to its present manifestation. Emphasis will be placed on the modern period, using the Wave concept to examine each of the four phases beginning with Anarchist Wave of the late 19th century.

NSIS643 Suicide and Religious Terrorism 3

This course examines the phenomenon of suicide terrorism, its causes and motivations. Students will also have an opportunity to study in depth the religious motivations for terrorism, paying particular attention to Political Islam

NSIS644 Counterterrorism Strategies and Policy 3

This course focuses on the causes of terrorism and the measures that states adopt to fight terrorism. Students will become familiar with a range of terrorist organizations, their goals and their strategies, as well as a variety of counterterrorism strategies adopted by states. The course explores both the causes and consequences of terrorism, and the policy tools that states and non-state actors adopt as countermeasures. Students will gain experience in assessing and evaluating counterterrorism strategy, from a policy perspective, and will be asked to write a policy brief as part of the course work.

NSIS662 Structured Analytic Techniques and Case 3

It is not news to the Intelligence Community (IC) that relying on expert judgment and intuition has drawbacks, and, indeed, the IC has long recognized characteristic analysts' biases in judgment and decision problems (see Arkes and Kajdasz, 2011;

Spellman, 2011). These biases include "mindset" or "group think," in which a team prematurely converges on one hypothesis (or small set of hypotheses) and then confirms that hypothesis by seeking out supportive data or interpreting existing data in ways favorable to it, rather than seeking data that might disprove it.

A number of methods, known collectively as structured analytic techniques, have been developed specifically to overcome or at least limit such biases. These methods, devised largely by former intelligence officers, date back to the pioneering writings of Richards Heuer, Jr. (1999; recently expanded and updated in Heuer and Pherson, 2010; Heuer, 2009). They have been included in introductory classes in intelligence analysis offered in the IC, 1 in recently created intelligence studies programs,2 and in IC intelligence analysis tradecraft primers (Defense Intelligence Agency, 2008; U.S. Government, 2009). Besides avoiding some of the biases of judgment and intuition, these structured methods seek to improve teamwork and document the reasoning that underlies intelligence judgments (Heuer, 2009).

NSIS663 Intelligence Analysis and National Security 3

This course focuses on the perennial problems confronting intelligence deception, surprise, larger national security framework. A substantial portion of what intelligence analysts do is reducing uncertainty. In other words, reducing uncertainty takes many forms and involves many analysis such as and uncertainty under the types of analysis. It understanding of what is known, what remains unknown, what is happening, where events seem to be headed, what is driving them, and what might change the trajectory of developments. Participants will be exposed to the rich literature strives to enhance of this area of intelligence studies as they grapple with the psychological issue of mindsets.

NSIS671 Spanish Workshop II (Reading and Translation) 1

This course focuses on the advanced levels of reading and translation of security and intelligence documents written in Spanish and communicates with Spanish speaking personnel.

NSIS672 Distinguished Seminar II (Topics in National Security and Intelligence Studies) 1

These lectures are intended to increase the learning experiences of students and enhance the eminence of the program.

NSIS695 Masters' Thesis/Research Project 6

Students develop a thesis/research project under the guidance of a supervisor. Students will be required to conduct research and write an acceptable Paper between 30,000 to 40,000 words. Students will have the opportunity to explore and apply concepts and theories gained in the courses in national security decision making, intelligence analysis, planning and management. A separate instructional sheet to include research expectations, format and style will be given to each student prior to this undertaking.

POSTGRADUATE DIPLOMA IN INTELLIGENCE AND NATIONAL SECURITY STUDIES

INSS509 Terrorism & Counter-Terrorism	3
INSS510 Research Proposal Writing	1
INSS511 Research Proposal Presentations	<u>1</u>
TOTAL	<u>25</u>

MATRICULATION REQUIREMENT FOR THE POST GRADUATE DIPLOMA IN INTELLIGENCE AND NATIONAL SECURITY STUDIES

To be eligible for entry into this program, prospective applicants must hold or possess one of the following:

(1) A degree preferably in the Social Sciences, Politics, Public Administration, International Relations, Law, Criminal Justice, Criminology or Foreign Languages from a recognized institution.

(2) An undergraduate diploma/associate degree preferably in the Social Sciences, Politics, Public Administration, International Relations, Law, Criminal Justice, Criminology or Foreign Languages from a recognized institution along with five years’ experience in any of the following fields, namely Policing, Customs, Immigration, Defense Force, Prisons, Airport and Maritime Security and Air Guard;

(3) Be a Senior National Security officer or personnel with a minimum of ten (10) years’ experience at managerial level.

Note: Each applicant must provide a ‘Statement of Interest’ in national security, as part of their initial assessment.

PROGRAMME OBJECTIVES

PREREQUISITE

REQUIREMENTS FOR MASTERS DEGREE CORE COURSES

INSS501 Introduction to National Security Studies	3
INSS502 Intelligence Theories, Policy Making and National Security	3
INSS503 Professional Writing, Communication & Research Skills	2
INSS504 Introduction to Transnational Organized Crimes and Corruption	3
INSS505 Organizational Behavior in National Security	2
INSS506 International Law	3
INSS507 Regional Security Systems of CARICOM	2
INSS508 US Foreign & Security Policy in the Caribbean Basin	2

COURSE DESCRIPTIONS AND CREDITS

INSS501 Introduction to National Security Studies 3

This course provides an overview of major theories, concepts, methods, and debates in security studies and gives students an analytical framework for understanding national and international security issues. It gives students a historical perspective on security problems while examining the changing dynamics of the international security environment, after WWII, to post 9/11.

INSS502 Intelligence Theories, Policy Making and National Security 3

This subject will examine the evolution of intelligence services and the role of intelligence in national security and foreign policy and decision-making. It will also examine the ethical dilemmas surrounding intelligence operations and policies. Examples from various countries will be reviewed and discussed.

INSS503 Professional Writing, Communication & Research Skills 2

This course upgrades the student’s ability to think and write critically and professionally. It provides students with the necessary skills to pursue sound national security research and analysis using various research engines. It will help students understand the common barriers to exploiting data fully and effectively and how to use analytic methods to overcome these barriers.

INSS504 Introduction to Transnational Organized Crimes and Corruption 3

This course is designed for all students interested in the understanding and knowledge of transnational or trans-border crimes. In particular, the course is geared to investigating the proliferation of illegal drug trafficking, illegal fire-arms, money laundering and human trafficking. The impact of geo-political considerations and advances in technology, communications will be explored in relation to advancement of these criminal activities. The issue of organized crime and corruption will be further discussed.

INSS505 Organizational Behavior in National Security 2

This study is geared towards the development of a better understanding of human behavior and the use of that knowledge to foster greater productivity and satisfaction in the targeted organizational settings. The primary values characterizing this study will include (1) an emphasis on establishing cause-and-effect relationships, (2) a commitment

to change, (3) a humanistic concern for people, (4) a concern for organizational effectiveness, and (5) a reliance on empirical research and the scientific method. The issue of ethics and ethical behavior for National Security personnel will be a strong emphasis in this module.

INSS506 International Law 3

This subject will examine and illustrate the Caribbean’s position with regards to International Law, UN Conventions. It will further demonstrate the peculiar problems Caribbean countries encounter with Latin American neighbors and the issues of border security.

INSS507 Regional Security Systems of CARICOM 2

This course is geared to examine and analyze the objectives, effectiveness and activities of regional security systems such as IMPACS, etc.

INSS508 US Foreign & Security Policy in the Caribbean Basin 2

This course provides the students with an understanding of how a superpower implements its foreign policies and security interests in the Caribbean Basin. Of tremendous import will be the region’s being named the “Third Border of the United States.” Students will also examine how the US assists Caribbean nations and in particular, Trinidad and Tobago.

INSS509 Terrorism & Counter-Terrorism 3

This course examines the origins and evolution of terrorism and terrorist threats, the varying definitions, government and international response to terrorist threats, case examples of terrorism. It will also look at the role of national security agencies and intelligence in countering terrorist threats in the region and worldwide.

INSS510 Research Proposal Writing 1

This course will cover the principal issues involved in developing and designing research proposals: identifying a topic, generating hypotheses, conducting archival research and other methods of acquiring data, evaluating methodologies and planning, outlining and organizing research papers. Students will then engage in the step by step design of a research proposal and learn how best to present their work.

INSS511 Research Proposal Presentations 1

Students will present their research proposals both in writing and orally and conduct peer reviews on each other’s proposal. The final proposal submitted for grading will incorporate recommendations made from peer reviewers.

MASTER OF SCIENCE DEGREE IN CRIMINOLOGY AND CRIMINAL JUSTICE

Master of Science in Criminology and Criminal Justice, University of the Southern Caribbean, are consistent with those of the institution and the school of Social Sciences.

Criminology and Criminal Justice is part of the overall school curriculum which caters for the spiritual, moral, mental and physical development of all students.

PROGRAMME OBJECTIVES

1. Obtain insight into suggesting programmes for crime intervention based on research.
2. Expose students to alternative forms of penology.
3. Highlight victims’ rights.
4. Develop an understanding of the application of criminological and criminal justice principles.
5. Prepare students for successful service in the criminal justice system at local, regional and international levels
6. Contribute to the field of criminology through academic and applied research

MATRICULATION TO THE MS. IN CRIMINOLOGY AND CRIMINAL JUSTICE

At least a second class honours degree in criminology, social work, counseling, sociology, psychology or any other behavioural science degree, education, law, politics, history or another subject relevant to criminology. This program is open to anyone with an interest in Criminology; Teachers, Legislators, Police officers Security Officers, Prison Officers, Welfare Officers, Forensic Scientists, Social Workers, Sociologists, counsellors, Court Personnel, Psychologists and Educators.

PREREQUISITES:

GENERAL DEGREE REQUIREMENTS

CRMM501 Crime Distribution	3
CRMM502 The Criminal Justice System	3
CRMM503 Terrorism	3
CRMM504 Advanced Theories of Criminology	3
CRMM505 Crime Prevention	3
CRMM506 Offender Profiling	3
CRMM507 Advanced Penology	3
CRMM508 Crime and Warfare	3
CRMM509 Research Methods & Statistics in Criminology	3
CRMM510 Critical Analysis in Criminology	3
CRMM511 Practicum	3
CRMM512 Thesis in Criminology	3
TOTAL	36

COURSE DESCRIPTIONS AND CREDITS

CRMM501 Crime Distribution 3
The course on distribution of crime concerns itself with “crime-prone” segments of the population/society. That crime does not occur randomly, that crime patterns, shift in crime

patterns and changing patterns of crime are associated with geographical location, gender, age, ethnicity, socio-economic status, education, family structure, religion, economic development, technology, etc. are dealt with and discussed in this course.

CRMM502 The Criminal Justice System 3

Examination of the patterns of crime and victimization; police operations, discretion and decision making; the criminal courts, including sentencing; the corrections system, including correctional institutions and community-based models; the youth justice system. Patterns of contact and conflict between various social groups and the criminal justice system.

CRMM503 Terrorism 3

This course will consider the nature, extent, and basis of terrorism as an official crime throughout the world and its impact upon criminal justice systems. Theoretical explanations in a comparative perspective will be employed to examine the impact of terrorism on various countries and the response of governments to it.

CRMM504 Advanced Theories of Criminology 3

Criminology, being an interdisciplinary social science, borrows from many different disciplines, including psychology, sociology, geography, economics, history, and many others. The aim of this course is to describe the intersection between psychology and criminology. Special attention will be given to the work of Sheldon, Eysenck, Hare, Bandura, and Berkowitz. The course will begin with an overview of psychological, biological, and psychosocial explanations of crime and deviance. The course will then apply these theories to specific crimes against persons, such as homicide, assault, and sexual offenses. The burgeoning field of correctional psychology will also be discussed.

CRMM505 Crime Prevention 3

Techniques of mobilizing community resources for crime prevention. Organizing, implementing and managing citizen efforts to reduce crime. Recruiting citizen assistance, training requirements, establishing and operating citizen organizations, evaluating results. Organizing programs for reducing criminal opportunity, programs for education, employment and recreation. Operating youth services centres, residential programs, crisis intervention and emergency centres.

CRMM506 Offender Profiling 3

It examines theories of crime causation with respect to crimes committed by the most violent offenders in society. Identifies research done, and the history of Criminal Personality Profiling, beginning with the earliest explanations through the beliefs of modern science, as well as psychological and sociological explanations. Identifies various known offenders, examines their backgrounds, and explains how current research into homicide, sexual offenses and serial killers can provide clues to the identity of unknown offenders.

CRMM507 Advanced Penology 3

This course is designed to introduce and familiarize students with the correctional component of criminal justice systems. It will include an overview of the history of correction, current issues and practices, as well as correctional management and philosophies. Emphasis will be placed on custody, rehabilitation and treatment program as recognized by modern penology.

CRMM508 Crime and Warfare 3

The focus of this course, also known as crime against humanity, is on hate crimes committed against a group, in whole or part. It is aimed at killing or destruction of a group by various means. This group could be national, ethnic/racial, religious or political. The outcome, whether it is by actual killing, having the intention to kill or creating an environment that leads to such result, the outcome is to cause physical and or mental harm/destruction.

CRMM509 Research Methods & Statistics in Criminology 3

It will teach you to apply some of the things you learned in your introductory statistics courses. You will not do many calculations. Instead, you will examine the conceptual underpinnings of statistical techniques and learn how to conduct statistical analyses using SPSS (the most common statistical package used in the social sciences), interpret SPSS output, and present research findings so an informed lay person can understand them. This is an applied course that will enable you to carry out quantitative research projects.

CRMM510 Critical Analysis in Criminology 3

An introduction to criminological research that is intended to develop the student's research and analytical skills. Specifically, the course will focus on the theory of inquiry, the logic, and structure of criminological inquiry, research design, data gathering, analysis and reporting.

CRMM511 Practicum 3

To offer a forum to students that facilitates and compliments the field placement. Students will be challenged to think analytically about their field placement experience, the career world and the justice system. Discussion will also invite students to think about their own assumptions and expectations, and how these may have been challenged, changed or met through their placement. Guest speakers will present a variety of perspectives on their various roles in the justice system. Dialogue on current issues and term work analyzing the placement experience will encourage students to examine challenges in the justice system.

CRMM512 Thesis in Criminology 3

This course provides an overview of social science research methods employed by criminologists in public agencies, with an emphasis on diagnostic and analytic tools, experimental

design and quasi-experimental evaluation methods. In lieu of a Masters' thesis, M.Sc. student pursue a semester-long project, using crime analysis and research skills (along with tools such as crime mapping) to address a specific crime problem. Student projects culminate with an oral presentation before the class, as well as submission of a written product.

POST GRADUATE DIPLOMA IN CRIMINOLOGY AND CRIMINAL JUSTICE

This undergraduate diploma program in criminology and criminal justice at the University of the Southern Caribbean (USC), a fully accredited institution, offers people with diverse interests in criminology and criminal justice the opportunity to acquire further knowledge and skills (beyond the certificate level) they require to gain insight into the causes and patterns of criminal behaviour. The diploma program introduces and exposes students to alternative theories and methodologies of criminology. These more advanced theories and methodologies enable students to transfer their academic credits B. Sc. program. Those who are interested in crime scene investigation will find the program enlightening in terms of other understanding crime from other perspectives. This program is also informative and of interest to those seeking jobs in crime and criminal justice related jobs at a higher level in law enforcement agencies (police, courts and correctional institutions), security, dispute resolution, the military, as private detectives and investigators in today's societies concerned with security resulting from high crime rate. Such exposure could also enhance opportunities for job promotion.

PROGRAMME OBJECTIVES

1. highlight various aspects of crime, its theories and methodologies, criminal law and procedures and treatment of offenders.
2. develop an understanding of the application of criminological and criminal justice principles to law enforcement and criminal justice agencies.
3. expose students to research in Criminology.

MATRICULATION FOR THE POST GRADUATE DIPLOMA IN CRIMINOLOGY AND CRIMINAL JUSTICE

- Grade 1 and 2 passes in five (5) 'O' Levels (or equivalent), including English Language, and four other relevant subjects.
- Grades 1-3 passes in CAPE subjects
- A Certificate in Criminology and Criminal Justice (from the University of the Southern Caribbean or any other approved institution)
- Those who do not meet the academic requirement, aforementioned, must have at least three (3) years of experience in a relevant field of employment.

PREREQUISITES: (Credits 27)

ENGL225 Academic Writing II	3
CRMD101 Theories of Criminology I	3
RELB340 Religion and Ethics	3
CRMD102 Criminal Law and Procedure II	3
CRMD103 Juvenile Delinquency II	3
CRMD104 Theories of Criminology II	3
CRMD105 Penology II	3
FMST456 Marriage and Family	3
CRMD106 Methods of Research in Criminology	3

GENERAL DEGREE REQUIREMENTS

(3 credits missing in this section)

CRMD101 Theories of Criminology	3
CRMD102 Criminal Law and Procedure II	3
CRMD103 Juvenile Delinquency II	3
CRMD104 Theories of Criminology II	3
CRMD105 Penology II	3
CRMD106 Methods of Research in Criminology	3
TOTAL	<u>21</u>

COURSE DESCRIPTIONS AND CREDITS

CRMD101 Theories of Criminology 3

This course will provide an overview of other selected theoretical perspectives on crime/deviance, including historical influences. The Study Guide will focus on the definition of key concepts (e.g., theory), the basic tenets and critiques of each theory, and the commonalities and differences between and within them.

CRMD102 Criminal Law and Procedure II 3

This course examines the nature, purpose, scope, sources, and basic principles of criminal law. The history and evolution of criminal law and the Criminal Code, including the aims and limits of criminal law and the relationship between law and morality.

CRMD103 Juvenile Delinquency II 3

This course provides further understanding of Juvenile Delinquency in the society, how society views children as delinquents, the theoretical perspectives of delinquency, the social and institutional context of delinquency and, the Juvenile Justice System.

CRMD104 Theories of Criminology II 3

This course will provide an overview of other selected theoretical perspectives on crime/deviance, including historical influences.

CRMD105 Penology II 3

This course will examine correctional practices, reforms, and their consequences as well as various theories of social control. Included in the course examination will be the cultural, social,

and theoretical context from which various corrections reforms have emerged over the past several centuries.

CRMD106 Methods of Research in Criminology 3

The course in Research Methods is designed to introduce the students to a basic understanding of research process in the Behavioural Sciences and the interpretation of research findings presented in the literatures. It also includes techniques in writing (APA style) research proposal and provides important guidelines to it.

CERTIFICATE IN CRIMINOLOGY AND CRIMINAL JUSTICE

PROGRAMME OBJECTIVES

1. Examine the basic concepts in the study of crime.
2. Study the basic concept of criminal justice and the treatment of offenders.

MATRICULATION FOR THE CERTIFICATE IN CRIMINOLOGY AND CRIMINAL JUSTICE

1. Four (4) 'O' Levels (or equivalent), including English Language, Mathematics and one other relevant subject including three years of experience in the relevant field of employment.
2. This professional certificate programme is aimed at professional advancement only.

PREREQUISITES:

ENGL125 Academic Writing I	3
CRMC111 Aspects of Crime Scene Investigation and Forensic Psychology	3

GENERAL DEGREE REQUIREMENTS

CRMC101 Introduction to Criminology	3
CRMC102 Criminal Law and Procedure	3
CRMC103 Introduction to Juvenile Delinquency I	3
CRMC110 Penology in Trinidad and Tobago	3

COURSE DESCRIPTIONS AND CREDITS

CRMC101 Introduction to Criminology 3

Topics will include examination of different terms and concepts commonly used in criminology, such as crime, delinquency,

deviance, criminal, victim, rehabilitation and treatment. Criminology as a body of knowledge and as a profession. Position and subject matter of criminology. History and evolution of criminological thought. Elements of continuity and discontinuity between classical and modern theories of criminality. The foundations of a modern criminal policy.

CRMC102 Criminal Law and Procedure 3

Nature, purpose, scope, sources and basic principles of the criminal law. Study of certain fundamental legal concepts such as mens rea, negligence and strict liability. Analysis of the concept of criminal responsibility in the Caribbean and critical examination of the legislative policies expressed in the Criminal Code as well as the examination of the legal principles relating to certain specific crimes and to certain major defences.

CRMC103 Introduction to Juvenile Delinquency I 3

This course provides an understanding of Juvenile Delinquency in the society, how society views children as delinquents, the theoretical perspectives of delinquency, the social and institutional context of delinquency and the Juvenile Justice System.

CRMC110 Penology in Trinidad and Tobago 3

This course will examine the specifics of the correctional practices, reforms, and their consequences as well as various theories of social control in Trinidad and Tobago. The course will also examine the cultural, social, and theoretical context from which various corrections/reforms have emerged over the past several centuries. Additionally, the idea of Restorative Justice and rehabilitation/reintegration methods for prisoners will be pursued.

MASTER OF SCIENCE DEGREE IN SOCIAL WORK

The Masters of Social Work (MSW) offered at the University of the Southern Caribbean is geared toward preparing students to become ethical and competent graduate level social workers for advanced integrated social work practice in an urban, suburban and rural environment.

Based on core Seventh-Day Adventist Christian value-based spirituals ethos, principles, values and foundation, the program will prepare students for leadership roles and responsibilities in providing direct services, promoting policies that advance the case of social and economic justice, and provide agency administration and supervision. Against the background of the respect for human rights and diversity, the program will prepare graduates to utilize research, develop services, and formulate policies that promote social well-being by strengthening opportunities, resources, and capacities of all populations.

PROGRAMME OBJECTIVES

1. Prepare students to gain the knowledge and understanding of their role and function as social work professionals. Students should acquire theoretical and applied knowledge of systems

(individual, group, family, community) as a conduit for their professional roles and functions. Knowledge of the values and ethics in social work is also important. Additionally, students should attain knowledge of scientific enquiry and research methods as used to advance professional knowledge and practice.

2. Provide students with cognitive skills such as such as skills that reflect competence for social work practice in a multiethnic society. Skills of critical analysis within a professional setting. They should be able to synthesize and apply theoretical perspectives relative to social work intervention.
3. Enhance students' practical skills such as for practice at an advanced level and should demonstrate competence by applying these in the area of specialization. These areas of specialization include clinical social work, management social work and community organization in social work.
4. Inculcate in students an appreciation for social work values such as equality, equity and social justice. There must be an understanding of oppression and discrimination to be able to intervene effectively. Develop empathy for clients regardless of issues presented.

MATRICULATION TO THE MS. IN SOCIAL WORK

A candidate should fulfil any one of the following entry level criteria:

- a) GPA of 3.00 or an upper second class honours (or above) in Social Work or upper second class honours in an accredited programme in Social Work from a recognized college or university. All must include a minimum of 336 hours practicum at undergraduate level. (Note: An upper second class honours is equivalent to GPA of 3.00 – 3.50)
- b) Persons with a GPA of 2.50 or a lower second class (equivalent to GPA of 2.00 – 2.99) in Social Work may be considered for admission on the recommendations of a selection panel which will take into account the following:
 - The applicants academic record
 - The results of an interview with the applicant
 - References
 - Any other aspects of the candidate's history which assist the Panel in assessing the candidate's suitability for the programme.
- c) i. GPA of 3.00 or an upper second class honours (or above) in an undergraduate degree from an accredited

institution in any social sciences disciplines, for example, social and behavioural sciences (sociology, anthropology, psychology, social psychology, diversity, gerontology or non-related fields, for example, Humanities/History (Philosophy, religion, arts, government, political science, economics or literature), Math/Physical Science (statistics, sciences, chemistry, physics, logic, math) and any other, subject to departmental approval.

- ii. A minimum of 2 years work experience as a caseworker, liaison officer or field worker in the field of social work or related human services settings. This experience must be reflected in the form of a professional resume or curriculum vitae, documenting the related experience, and subject to departmental approval.
- iii. If the candidate did not fulfil criterion (c) ii, he/she will need to complete the following undergraduate courses (17 credits) over a two semester period, plus a field practicum of 200 hours as pre-requisite to the Masters Programme in Social Work.

Additional Entry requirements:

- a) Two professional references are required and a valid police clearance certificate.

PREREQUISITES:

SOWK230 Introduction to Community Service	2
SOWK300 Social Work Issues in the Caribbean	3
SOWK315 Values, Ethics and Diversity	3
SOWK320 Introduction to Counselling Skills	3
SOWK401 Foundations of Practice I	4
SOWK 435Field Instruction I	2

Major Pathways in the Programme

Students must take **7 taught courses**, one practicum and a research project.

Concentration A- Clinical Social Work (group work)

Concentration B- Social Work Management & Leadership

Concentration C- Community Organising in Social Work Practice

The courses are as follows:

SOWK515 Christian Perspectives on Ethics and Diversity	3
SOWK550 Social Welfare Policy Analysis and Evaluation	3
SOWK566 Social Work Research	3
SOWK638 Leadership in Social Work	3
SOWK647 Crisis Intervention	3

EITHER

SOWK605 Advanced Clinical Assessment (Concentration A) 3
AND

SOWK601 Advanced Practice I	3
OR	
SOWK655 Organisational Assessment (Concentration B)	3
AND	
SOWK602 Advanced Practice II	3
OR	
SOWK630 Policy for Change (Concentration C)	3
AND	
SOWK641 Human Behaviour and the Social Environment	3
PLUS	
SOWK635 Advanced Practicum	12
SOWK691 Research Project	6

GENERAL DEGREE REQUIREMENTS

SOWK515 Christian Perspectives on Ethics and Diversity	3
SOWK550 Social Welfare Policy Analysis and Evaluation	3
SOWK566 Social Work Research	3
SOWK638 Leadership in Social Work	3
SOWK647 Crisis Intervention	3
SOWK605 Advanced Clinical Assessment	3
SOWK601 Advanced Practice I	3
SOWK655 Organisational Assessment	3
SOWK602 Advanced Practice II	3
SOWK630 Policy for Change	3
SOWK641 Human Behaviour and the Social Environment	3
SOWK635 Advanced Practicum I	4
SOWK676 Advanced Practicum II	8
SOWK685 MSW Professional Seminar	1
SOWK691 Thesis	6
TOTAL	40

COURSE DESCRIPTIONS AND CREDITS

SOWK515 Christian Perspectives on Ethics and Diversity	3
Provides students with tools to successfully manage and support diversity and its benefits in the context of social work practice. Students may also apply the NASW or the IFSW code of ethics to advanced practice dilemmas they may face in the field.	
SOWK550 Social Welfare Policy Analysis and Evaluation	3
Reviews basic knowledge and skills for policy analysis, and formulation and critical challenges within local and international contexts. Shows how a programme or service is evaluated in total via assessment, process and outcome methods. Students do a project evaluation using one aspect of the total evaluation process.	
SOWK566 Social Work Research	3
A broad range of research tools available to social workers to improve both the effectiveness and efficiency of their practice. Research methodologies, both quantitative and qualitative are	

presented. Also, includes an overview of statistics. Students do a research project addressing a social problem.

SOWK638 Leadership in Social Work **3**
Focus on leadership theories and strategies. Students develop the capacity to apply these theories and strategies adaptively in leadership situations within organisations and community context. Students explore how leadership styles, communications, planning, organising, decision making, and marketing impact organisational and community change.

SOWK647 Crisis Intervention (Inclusive of Natural Disasters) **3**
Survey of brief treatment models. Direct application of the different approaches to populations in crisis.

SOWK605 Advanced Clinical Assessment **3**
Advanced assessment theories and recent research into the etiology and psychopathology of social variance. Emphasis on different diagnostic skills and holistic assessment from strength's perspective.

SOWK601 Advanced Practice I **3**
Develops interpersonal practice skills on an advanced level. The course gives special consideration to developing proficiency in different theories of social work.

SOWK655 Organisational Assessment **3**
The basic underpinnings of organisational dynamics. Students explore the historical influences on current challenges faced by social work managers both locally and internationally. The basics of management-assessment skills and human issues that impact organisation are explored.

SOWK602 Advanced Practice II **3**
Develops practice skills on an advanced level. This course gives special consideration Social Work leadership as it relates to human and financial resource management.

SOWK630 Policy for Change **3**
Students explore theory and apply to community organising, coalition building and advanced-policy analysis, assess existing policies within various systems and study the impact of these policies. Plan and implement a social-action project.

SOWK641 Human Behaviour and the Social Environment **3**
Ecological model for studying human behaviour and an overview of normal individual development throughout the life cycle. Psychosocial learning and social-role theories constitute the theoretical basis for this course. Special attention is paid to the impact of gender, health and minority status upon human development.

SOWK635 Advanced Practicum I (includes practice evaluation by practice teacher, an analytical report and a self-valuation report) 4

Students are placed in different human service agencies/institutions for practicum. The practicum includes practice evaluation by practice teacher, an analytical report and a self -evaluation report. Students are required to do their practicum two days per week. At the end of the semester, students are required to complete a total of 168 hours in the field.

SOWK676 Advanced Practicum II (includes practice evaluation by practice teacher, an analytical report and a self-evaluation report) 8

After completing Advanced Practicum I, students proceed with Advanced Practicum II. The practicum includes practice evaluation by practice teacher, an analytical report and a self-evaluation report. Students are required to block practicum that is, being in the field for five days in the week. At the end of the semester, students are required to complete a total of 396 hours in the field.

SOWK685 MSW Professional Seminar 1

This course introduces and monitors professionalism as evidenced in student's portfolio, scholarship skills and their ability to exhibit positive behaviours that will ensure success in social work practice. Portfolios presented and graded before graduation. Students will be challenged to think analytically about their field experiences and relate them to social work practice. Discussions will also invite students to think about their own assumptions and expectations, and how these may have been challenged, changed or met through their practicum. Dialogue on current issues will encourage students to examine challenges in the social work practice in the region as well as globally.

SOWK691 Thesis 6

Student pursues a project under the guidance of a supervisor over a two-semester period, using the research proposal that he/she would have developed in the course SOWK566 Social Work Research. The student presents and defends the major findings of the project in an oral presentation before the class, as well as the thesis committee members and thereafter submits the thesis.

SCHOOL OF THEOLOGY AND RELIGION

DEAN: Fazadudin Hosein, Ph.D.

COORDINATOR:

Cyril Marshall, M.A. Ph.D. (Cand.)

MISSION STATEMENT

The Master of Arts in Pastoral Theology (MAPTh) program embraces and incorporates the mission and objectives of the Inter-American Adventist Theological Seminary (See IATS Bulletin, 2013-15). Its mission is to serve a studious community of leaders of varying ethnic and cultural compositions within their own national contexts. Graduates of IATS live lives of well-being and service. They minister, proclaim hope, and form disciples in communities of worshippers based upon biblical foundations.

VISION STATEMENT

An evolving learning community, reaching out to provide opportunities for critical learning experiences on campus and throughout the world.

PROGRAMME OBJECTIVES

Its objectives are:

- to equip persons with the academic and professional competence required to fulfill different capacities for ministry in the 21st century.
- focuses on ministerial performance, leadership skills, pastoral counseling, and ministerial development.
- teaches sound principles, methods, and procedures of biblical interpretation.

PROGRAMMES OFFERED:

Master of Arts in Pastoral Theology Emphasis in Leadership and Administration

MATRICULATION REQUIREMENT FOR THE MASTER OF ARTS IN PASTORAL THEOLOGY

- The Seminary's Admissions Commission will evaluate the application forms and a companying document. Once the admissions requirements have been met and evidence has been shown that the applicants are promising, admission will be granted.
- The applicant must hold a Bachelor's degree in Religion or Theology or the equivalent from an accredited university, with an accumulated minimum GPA average of 2.67, and a GPA of 2.75 in the last 50 percent of his/her bachelor's degree.
- The applicant should have a minimum of one year of service in pastoral ministry, chaplaincy, or their equivalent. Applicants who entered the ministry late in life will receive

special consideration. Applicants must be at least 22 years of age. They must show that they will be useful in evangelical ministry.

- Applicants having Bachelor's Degrees that are not in the area of Religion or Theology must take the minimum required equivalents for that level (see below). These course equivalents may be taken in an accredited college or university (approved by the IATS). The combination of a program to fill the prerequisite academic deficiencies will carry a much longer program, and the applicant will not advance as rapidly as others in the program.
- The applicant must be recommended or sponsored by some Association, Mission, or Institution of the IATS in order to receive a denominational scholarship.
- The applicant must show evidence of his/her skill to work with assignments in English at the post-graduate level. This may be evidenced by having done studies that demonstrate English proficiency at secondary or university levels, or having acquired a superior result of 400 points in the Test of English as a Foreign Language (TOEFL) examination, or higher than 83 points in the Michigan English Language Assessment Battery (MELAB), or higher than 76 points in the Levels of English proficiency (LOEP).
- The Seminary must be notified by the local fields of the names of those persons who have been approved as candidates for admission.
- Once the applicant has been notified concerning his/her inclusion on the list of candidates for admittance in the IATS, he/she will submit to the office of the Local Coordinator an application form, with his/her birth certificate and a sealed copy of his/her academic credit transcript application form enclosed from the last attended institution.
- The Local Coordinator, along with the Registrar's Secretary, will make an initial evaluation of the credits, comparing them with the course requirements in which the candidate desires to be admitted, and will send a recommendation to the corresponding Local Admissions Commission.
- The Local Admissions Commission will study the case and take a vote, forwarding the recommendation to the Central Admissions Commission.
- The Local Coordinator will keep the original documents and forward to the Seminary's Registrar's Secretary certified copies with this recommendation.
- The Registrar's Secretary will study the evaluation and forward the case to the Admission's Commission at the IATS' central office.
- The decision of the Central Admissions Commission should be respected, unless there is an appeal to the Associate

Provost for some valid reason. Once the appeal is considered, the IATS' decision is final.

- The applicant must complete the admission's process, which includes: the submission of the following documents and payments:
 - a. Application for Admission
 - b. Declaration of purpose for studying
 - c. Transcript of grades obtained since high school
 - d. Information on professional experience
 - e. Transcript of credits
 - f. Three recommendations (official/administrator of the local field, college/university, church board)
 - g. Payment of the Enrollment Request
 - h. Payment of Identification Card
 - i. Two photographs (2X2) inches
- Academic Deficiencies

Some professionals with vast ministerial and or a teaching experience such as church elders, who possess university degrees but have not received academic instruction in the area of Religion or Theology may enroll in the program. In order for this to be accessible to them, intensive courses may be offered on the various campuses under the direction of the Local Coordinator.

Candidates for admission into program, who fall in above classification must comply with the following requirements:

1. Be an ordained commissioned elder of the SDAC and have served in that capacity for at least one year or acted as a pastor of a district for the same period.
2. Be recommended by the Local Field.
3. Take the following undergraduate curriculum courses in Religion and acquire a GPA of at least 2.67.

PREREQUISITES

Denominational History Credits (3)
HIST 404 Adventist Heritage 3

Homiletics Credits (2)

Two of the following:
REL 331 Homiletics I 1
REL 332 Homiletics II 1
REL 333 Homiletics III 1
REL 334 Homiletics IV 1

General Introduction to the Bible Credits (3)

One of the following:
REL 110 Biblical Backgrounds 3
REL 210 Jesus in His Time and Ours 3
REL 100 God and Human Life 3

Old Testament I or II Credits (3)

REL 214 Law and Writings 3

OR

REL 476 Prophets of Israel 3

Church Organization I or II Credits (2)

REL 440 Introduction to Pastoral Ministry and Leadership 2

Systematic Theology Credits (3)

One of the following:
REL 225 Doctrines of the SDA Faith 3
REL 326 Advanced Theology 3
REL 400 Theology Seminar 3

Hermeneutics Credits (2)

REL 115 Hermeneutics 2

Gift of Prophecy Credits (2)

REL 426 Message and Ministry of Ellen G. White 2

Personal or Public Evangelism Credits (3)

REL 230 Christian Witnessing
OR
REL 407 Public Evangelism 3

History of Christianity I or II Credits (3)

REL 316 History of the Christian Church I 3
OR

REL 317 History of the Christian Church II 3

Acts & Epistles I or II Credits (2)

REL 335 Acts and Epistles 2

Bible Language Credits (3)

One of the following:
BIBL 211 Beginning Greek I 3
BIBL 212 Beginning Greek II 3
BIBL 321 Hebrew I 3
BIBL 322 Hebrew II 3

GENERAL DEGREE REQUIREMENTS

GSEM620 Research Methods 3
GSEM501 Leadership of Strategic Planning 3
NTST633 Social Issues in the New Testament 3
NTST650 NT Theology and Exegesis 3
OTST650 OT Theology and Exegesis 3
OTST685 Hermeneutic Principles 3
CHMN526 Conflict Management in the Church 3
CHMN527 Church Leadership and Administration 3
CHMN539 Church Growth and the Pastor Who Equips Members 3
CHMN575 Principles of Stewardship 3
CHMN616 Spirituality in Ministry 3
CHMN630 Leadership Development 3
CHMN632 Contextualized Preaching 3

THST540 Doctrine of Salvation	3
THST643 Christian Professional Ethics	3
MSSN525 Mission to the World	3
CHIS674 Development of Adventist Theology	3
GSEM698 Thesis for Master in Pastoral Theology Degree	<u>6</u>
TOTAL	57

COURSE DESCRIPTIONS AND CREDITS

ACADEMIC SKILLS

GSEM620 Research Methods 3
An introduction to the techniques and the tools of investigation. A monograph is required.

ADMINISTRATION

GSEM501 Leadership of Strategic Planning 3
A detail study of the Strategic Planning Leadership technique as applied to religious-spiritual organizations and specifically to the IAD church administration program. This is a required course for the Master's level, or any other graduate degree if the student has not taken it.

BIBLICAL STUDIES

NTST633 Social Issues in the New Testament 3
Interpretation and theology of selected New Testament passages regarding the involvement of individual believers and the church in addressing human need. Pre-requisite: Must have met the Intermediate Greek requirement.

NTST650 NT Theology and Exegesis 3
A study of the history of New Testament theology, the structure of the New Testament, unity and diversity in the New Testament, and selected themes in the New Testament theology such as the Kingdom of God, the Messiahship of Jesus, the Work of Jesus, Paul and His Theology, etc. The course will also acquaint the student with the basics of biblical exegesis, and to equip him/her with the essential tools and resources to undertake any New Testament exegetical task.

OTST650 OT Theology and Exegesis 3
This course discusses the history of the discipline, Old Testament Theology, and it offers an introduction to the main theological themes in the first Testament from a Christian perspective. Following the Historical-grammatical method of interpretation and exegesis, selected passages of the Hebrew Bible will be the object of in depth studies.

OTST685 Hermeneutic Principles 3
An examination of hermeneutic presuppositions and the formulation of good biblical interpretation principles applied to select texts.

CHRISTIAN MINISTRY

CHMN526 Conflict Management in the Church 3
This course offers biblical resources and contemporary research informing creative management of human conflict. Included is examination of the causes and dynamics of conflict in churches. Participants develop skills in resolution and mediation. A variety of instructional methods, including lectures, case studies, role-plays, media, and personal style instruments are employed.

CHMN527 Church Leadership and Administration 3
Students will examine models of leadership within a theological understanding of the church. Character formation of the leader is emphasized. The course seeks to develop nonprofit leadership competencies, understanding of leadership in a pluralistic and multicultural world, as well as the important administrative skills needed to lead effectively.

**CHMN539 Church Growth and the Pastor Who
Equips Members** 3
An examination of church growth principles with a special emphasis on the role of the pastor as an equipper.

CHMN575 Principles of Stewardship 3
Explores the foundations for stewardship as a Christian lifestyle and the principles which are needed in a stewardship ministry for the local church.

CHMN616 Spirituality in Ministry 3
Explores topics such as spiritual values in the Adventist faith, the ministry of prayer, and spiritual direction, and others. Repeatable with different topics.

CHMN630 Leadership Development 3
A study of leadership emergence, selection, and training in missionary churches with particular attention paid to strategic issues of various training models and the relationship between formal, informal, and non-formal leadership development. Identical to MSSN630.

CHMN632 Contextualized Preaching 3
The history and dynamics of preaching to a particular cultural group, such as Caribbean, Hispanics, French, Muslims, Hindus, Jews, Postmoderns, Rural or Urban, Youth, Children or others, with an emphasis on the distinctive homiletical, rhetorical, and cultural qualities required for the effective proclamation of the Gospel to each group.

THEOLOGY

THST540 Doctrine of Salvation 3
Ample study of the Christian Doctrine of Salvation: its author, object, necessity, agent, process, and results. The biblical, historical, and systematic considerations are intrinsic in this course. Albeit the Adventist understanding of this doctrine

constitutes the central focus of this study, other points of view are also recognized.

THST643 Christian Professional Ethics 3
An inquiry into the field of professional relations, dilemmas, and decision making within the context of Christian ethics. Emphasis on the identity, activity, and influence (witness) of a Christian professional, primarily in the caring professions. Identical to CHMN543.

MISSION

MSSN525 Mission to the World 3
Ample introduction to Christian World Missions. Includes aspects on the history of Christian Missions, their theological fundamentals, intercultural perspectives of missionary service, contemporary theoretic thought respecting missions and basic relationships with other denominations.

HISTORY

CHIS674 Development of Adventist Theology 3
Origin and subsequent modifications to characteristic Adventist teachings, in areas such as the Sabbath, the sanctuary, expiation, covenants, creation, conditional immortality, worship, typology, eschatology, and righteousness by faith.

GENERAL

**GSEM698 Thesis for Master in Pastoral
Theology Degree** 6