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NORTHERN CARIBBEAN UNIVERSITY

ABOUT THE UNIVERSITY

HISTORICAL STATEMENT

Northern Caribbean University, (NCU) is a Seventh-day Adventist English-speaking University. It is located on a two hundred-acre property two miles south of the town of Mandeville, in Manchester, Jamaica. It is owned and operated by the West Indies Union Conference of Seventh-day Adventists which has its headquarters in Mandeville. The University is a private co-educational, liberal-arts institution, offering a number of professional, pre-professional and vocational programmes and is the only multi-disciplinary tertiary institution serving rural Jamaica. Its enrolment exceeds 5000 students from over 35 countries.

Founded in 1919, Northern Caribbean University (formerly West Indies College) is the oldest private tertiary institution in Jamaica. It began by offering courses up to the twelfth grade. As its offerings developed to include theology, teaching, secretarial science, business and the natural sciences, it became a junior college. It achieved senior college status in the late 1950s when it began to offer the Bachelor’s Degree in Theology and was renamed West Indies College. Since then baccalaureate programmes in over forty other disciplines have been added. Beginning in 1974, the College served as an extension site for Andrews University, offering graduate programmes in Education and Religion and Theology. In 1999 the College was granted university status by the Jamaican government under the name Northern Caribbean University. Since then the university began offering graduate programmes in business, counselling psychology, education, religion and the sciences.

PHILOSOPHY

The University adopts the philosophy that “True Education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for service in this world and for the higher joy of wider service in the world to come.” (White, Education, p. 13)
UNIVERSITY CULTURE

The University seeks to establish an academic culture that fosters excellence in the production and consumption of knowledge. Toward this end, graduate work at Northern Caribbean University pays serious attention to local, national and international issues. The School of Graduate Studies therefore ensures that the graduate programmes focus on the needs of humanity, and that students hold this view as central to their work while they seek to advance their own development. A major goal of the University, therefore, is to embrace the academic, physical, social and spiritual development of its students and the nation. Graduate courses and programmes seek to transform human environmental variables in pursuit of a higher quality of life here on earth and preparation for citizenship in the Kingdom of Heaven.

MISSION STATEMENT

Northern Caribbean University, a Seventh-day Adventist institution, has as its mission quality Christ-centered education achieved through academic excellence, social interaction, physical and spiritual development and a strong work ethic, thereby fitting each person for committed professional service to country and to God.

GOALS

Academic

- To provide broad spectrum, high quality educational programmes, at the post-baccalaureate level, through which individuals are prepared to provide a high quality of goods and services to meet the needs of a highly technological and competitive society.

- To motivate students to intellectual excellence, creativity and independent thought, through sound teaching methods, exposure to appropriate reading materials, technology and enriching experiences.

- To promote the development of a culture of research and serious scholarship through which thinkers, inventors and leaders are created as an output of higher education for the benefit of humanity.

- To balance academic and practical learning through engagement in field experiences and internship, thus ensuring relevance and effectiveness in the workplace.
To respond to the special needs of the local and international community through the provision of special courses, seminars, workshops, etc.

To co-operate with the Jamaican and other Caribbean governments in developing accredited programmes in line with national objectives.

To create an academic culture that both consumes and creates knowledge and engenders respect for the dignity of labour.

Religious

To provide an environment that reflects the spiritual values and principles of the Bible as the basis of Christianity espoused by the Seventh-day Adventist Church.

To incorporate faith and learning in all academic departments, with a Christ-centred approach to the teaching of the subject matter.

To cultivate a culture of respect for things spiritual and encourage temperate living.

Physical

To encourage healthful living through the teaching and practise of temperance, good nutrition and abstinence from unhealthy practices.

To encourage physical development through outdoor exercise and physical labour.

To develop in students an awareness of the importance of good health for themselves, their families and for service to God and the society.

Social

To encourage wholesome interaction among individuals as central to the natural development of all humans.
- To educate individuals regarding the importance of a rich balance between work and relaxation that involves, among other things, light-heartedness.

- To encourage engagement in recreational and wholesome sporting activities through which one finds entertainment and relaxation; and establishes long lasting relationships.

- To establish social interaction as the primary vehicle for exchange of ideas, the development of mutual respect for individuals and groups and for the existence of peace and goodwill among people.

**STUDENT LIFE**

**Social Development Services**
As a Seventh-day Adventist owned and operated institution, Northern Caribbean University maintains rich and diversified religious activities, and makes every effort to relate to the cultural needs of its students who originate from many countries. This international nature of the student body lends a rich cultural mix to campus life. The Department of Social Development provides wholesome social entertainment through recreational and sporting activities. The student lounge situated in the Gymnatorium provides for table games, television viewing, recreational reading and the opportunity for pleasant conversation at the snack bar. Outdoor games are also facilitated.

The University’s Administration consists of various sectors managed by sector leaders under the direction of the University President. The administration is fully committed to the continued implementation of the Spiritual Master Plan and the planned campus life activities; and provides direction and guidance for the Campus Family Life Council. Each member of the administration is actively involved, on a sectoral as well on a personal level, in the spiritual, social and moral development of the students.

**Student Support and Welfare**

**Counselling Services** - The Counselling and Psychological Services Centre (CPSC) operating in support of the mission and goals of the institution, strives to enhance the total development of the student and community patrons who come in and request services as well as those who are referred. The counselling services are designed to address the needs of patrons in spiritual, academic, social and personal development, through:
General Information

- Individual Counselling
- Group Counselling
- Singles, Couples, Marital and Premarital Counselling
- Family Counselling
- Career Guidance/Assessment
- Counselling and Rehabilitation Services to the Community.

Both the Campus and community-based Centres are used as laboratories for graduate students' experiences under the supervision of trained professional counsellors.

**Career Services** - The Mission Statement of the Department of Career Services, Work Study and Student Aid is, “To assist in providing education that will produce Christ-centred, ethical and qualified professionals, seeking committed service to country and to God achieved through the provision of counselling in career identification, career guidance and career placement.”

A strong network is maintained with employers locally and internationally. The department which is a member of the American-based National Association of Colleges and Employers (NACE), the Association for Continuing Higher Education (ACHE) – International; and the Manchester Chamber of Commerce (MCCOC) maintains contact with members of these organisations. Liaison is maintained with the Jamaica Employers Federation, the Planning Institute of Jamaica and the Ministry of Labour through committee involvement. Career and Internship placement is provided through companies and other relevant employment agents in the Caribbean and Latin American Region, thus providing support service to students.

**Health Services** – The Department of Health Services provides quality health care within its scope to the University community and to visitors to the campus needing emergency service. It serves as a supportive facility where minor injuries and medical complaints are treated and referrals are made to physicians or the hospital as necessary.

The department establishes and maintains professional relationships with physicians who facilitate easy transition of students from the department to their offices. A primary function of the department is to ensure that all students are covered by a health and accident insurance policy.

**Cafeteria Services**- The University seeks to meet the varying taste and nutritional needs of its international student body. It does so by
providing tasty and nutritious meals in its cafeterias located at Sorenson Hall and at the Tai Centre. Nutritious drinks and snacks are available at locations on the main campus and on the extension campuses.

While meals and other food items can be purchased with cash, a meal plan is available to students. Students who desire to make use of the meal plan must make prior arrangements with the Office of Student Finance to secure a meal card or otherwise.

Arrangements can be made, where necessary, for students with dietary or related problems. Students are advised to purchase meal tickets on Friday or make arrangements with the cafeteria beforehand as tickets will not be available for purchase on Sabbath. Catering for small groups, picnics and banquets can also be arranged with the cafeteria.

**Campus Safety** – this department is primarily committed to the protection of life and property. The officers are First Aid and CPR-trained, while others are trained as constables with power of arrest.

Included in the wide range of services offered is the day-to-day checking and verification of identification cards, controlled protection of visitors to the campus; disaster rescue procedure for fire, flood and other critical incidents. All crimes committed on campus are investigated in liaison with, and involvement of, the local police.

Campus Safety offers security escorts and emergency response for personal safety and health related matters; and the department is modernized and keeps abreast of current trends in matters of safety and security.

**Campus Stores and Services**

The Tai Centre is the University’s chief commercial complex housing a variety of services designed primarily for students and workers. Geared towards enhancing campus life, the Tai Centre provides practical experience for students in the field of business and hospitality management.

- **University Bookstore** - Students are able to purchase the required textbooks, other reading materials and school supplies and memorabilia at the bookstore.
- **Copy Centre** - The Copy Centre provides duplicating services for the entire campus. Services offered at the Copy Centre include photocopying, colour copying, colour printing, scanning and typing services.

- **Post Office** - The Post Office provides comprehensive mailing services to the University community.

- **Superette** - The Superette stocks grocery and personal items, and functions as a convenience store to students, faculty and all other categories of workers.

- **Four Points Café** - Hot meals, pastries and a variety of juices are available at the Café.

- **Hilltop View Hotel** - Overnight accommodation is available for guests, as well as parents and guardians of students wishing to visit the University.

- **Laundromat** - Washing and drying services are available at commercial rates.

- **Hair Salon** - The services of a barber and hairdresser are available.

- **Financial Services** - Bill paying and money transfer services are available.

*Aerial view of the NCU campus*
Mission Statement

The mission of the School of Graduate Studies is to serve an international clientele in a Caribbean setting, in which individuals are prepared for excellence in thinking, research and committed service in response to the diverse needs of the people and region of the Caribbean to advance in a global environment.
THE SCHOOL OF GRADUATE STUDIES

GENERAL INFORMATION

Scope and Responsibility of the School
Serving an international clientele in a Caribbean setting, the School of Graduate Studies at Northern Caribbean University prepares individuals for excellence in thinking, research, and committed service with the purpose of ensuring their ability to successfully advance and contribute in a global environment. The School functions as an umbrella organization providing a secretariat service to the colleges of the university that own and operate graduate programmes. The Dean of the School of Graduate Studies is the senior officer who provides leadership in the development of programmes and ensures adherence to the policies and procedures of governing the sector.

The School manages the development of policies, regulations and procedures; guides the development and delivery of programmes and ensures that required standards are met. The School’s administrators also reserve the right to modify curriculum, course content, admission standards, degree requirements, tuition and fees and any other matter without advance notice. A Graduate Council composed of administrators and faculty recommends policy and plans for the development of graduate education.

The Dean of each college/school reports to the Vice President for Academic Administration and carries the responsibility for all academic decisions affecting the college/school. Department chairs report to the college/school deans and carry the responsibility for all academic decisions affecting their departments. The Dean of the School of Graduate Studies, therefore, co-ordinates graduate studies in the University and reports to the Vice President for Academic Administration.

The Graduate Bulletin is the document that carries the official policy that guides graduate education at the University.

GOALS

The goals of the School of Graduate Studies are in four categories:

1. Academic and Intellectual Development
   - To make available to all economic segments of the population, a variety of high quality educational programmes,
leading to post-baccalaureate degree preparation for productive and useful roles in society.

- To motivate students to intellectual excellence, creativity and independent thought through sound teaching methods, exposure to appropriate reading materials, technology and enriching experiences.

- To balance academic and practical experiences through internship and field experience programmes which enable the individual to develop a wholesome respect for the dignity of labour.

- To provide graduate students with the opportunity to develop transformative approaches to education that contextualizes learning, while responding to the world’s advances, needs and challenges.

- To respond to the special needs of the local and international communities through the provision of special courses, seminars and workshops.

- To co-operate with the Jamaican and other Caribbean governments in developing accredited programmes in line with national objectives for education and economic development.

- To operate in an economic environment that fosters affiliations and collaboration with colleges and universities locally and abroad for the purposes of maximizing the use of resources, and the development of scholarship in solving the world’s problems.

2. Spiritual, Moral and Religious Development

- To provide an environment that reflects the spiritual values and principles of the Bible as the basis of Christianity espoused by the Seventh-day Adventist Church.

- To facilitate the harmonious development of faith and learning in all academic programmes, thus providing a Christ-centred approach to the teaching of the subject matter.
To incorporate a respect for things spiritual and for temperate living in all aspects of human endeavour and interaction.

To promote healthy life styles that highlight spiritual values.

3. Physical Development

To encourage healthful living through the teaching and practise of temperance, good nutrition, physical health and abstinence from alcohol, tobacco and other unhealthy practices.

To develop in students an awareness of the importance of good health and sound family relationships for commitment in service to God and the society.

4. Social Development

To provide multiple exposure of social experiences that will model a lifestyle of wholesome social choices aimed at promoting sound social interaction in students.

To provide students with experiences that enable the development of social skills that are essential for community building, thus positively impacting the culture of the home, church, community, nation and world.

ADMISSIONS CRITERIA & CONDITIONS

To be admitted into the School of Graduate Studies, the applicant must have received a baccalaureate degree or its equivalent from a college or university of recognised standing. The standard for regular admission to a graduate programme at the masters' level is an undergraduate degree with a GPA of at least 3.00 (on a 4.0 scale) or equivalent. For the doctoral level, the minimum GPA at the masters' level is 3.30 or equivalent. Students falling below these levels may submit other evidence of their ability to successfully complete a graduate programme. Such evidence may include grades/scores in post-baccalaureate courses, post-graduate diplomas/certificates or a record of progressively higher work responsibilities.

Matriculation into individual departments/programmes may require that the applicant meet higher GPA requirements and/or introduce additional criteria for making the admission decision. Refer to the admission
requirements of individual colleges for special application deadlines and additional requirements. Final action on an application for admission to the School of Graduate Studies is taken by the Graduate Council and the applicant must submit the following for review in making the decision:

- The completed graduate application form, along with the non-refundable application fee.
- Official transcripts of all previous undergraduate and graduate work completed at recognised/accredited institutions. (‘student’ copies of transcripts are not acceptable)
- Two references, one of which attests to the person’s educational background and/or work experience, and the other to his/her character. These are to be submitted by the referees in a sealed envelope directly to the School of Graduate Studies.
- Any additional material required by a particular department or programme, e.g. test scores, portfolios.
- A clear statement of purpose (approximately 350 words.)
- The complete application package is to be sent to the School of Graduate Studies, Northern Caribbean University, Mandeville, Jamaica, W.I.
- Participation in pre-acceptance interview where required.
- These are minimum requirements. Please see specific departmental requirements for each degree. Admission and matriculation requirements may vary by department.

Admissions Categories

Regular Status
Students who meet the admission requirements of the School of Graduate Studies and any additional requirements of the academic department to which they wish to pursue their studies will be granted regular admission status.

Provisional Status
Students who have not completed or satisfied all the admission requirements of their chosen programme may be admitted on a provisional basis. Such applicants will be accepted to the master’s level under provisional status with a minimum GPA of 2.67 provided they satisfy any of the following additional criteria:

- Evidence of relevant work experience.
- Evidence of maturity for graduate study assessed by a panel.
- Documentary evidence of previous scholarly work.
Applicants accepted provisionally must obtain a GPA of 3.0 in the first 9-12 credits of their programme in order to change to regular status.

**Conditional Status**
Applicants whose undergraduate GPA is equal to or greater than 2.5 on a 4.0 scale may be admitted conditionally and will be required to maintain a GPA of 3.00 for the first 12 credits taken before they are considered for full matriculation into the programme. (N.B. conditional entry requirements are programme specific.)

**Special Status**
Applicants who are admitted to the School of Graduate Studies under this category are non-degree students. They are admitted to pursue studies for certification, transfer of credit, self-improvement, master’s equivalence or for audit. Students matriculated at other institutions and wishing to take courses here for transfer purposes may do so using the 'permission to take classes' procedure. Contact the School of Graduate Studies regarding details of this process. The continuance of graduate studies under this category is governed by the policy of the School of Graduate Studies.

**Guest Students**
Northern Caribbean University offers individuals at the graduate level the opportunity to take advantage of unique courses or experiences available at NCU. Applicants may complete an application form and secure the approval of the School of Graduate Studies to take the course(s). A total of eight credits at the master’s level and twelve credits at the doctoral level, may be taken using this modality. Such students will be enrolled as non-degree students. These credits would subsequently have to be approved by the department if the student later chooses to enrol in a regular degree programme.

**International Applicants**
An applicant is considered an international student if any of the following conditions exist: (a) the applicant is not a Jamaican citizen or permanent resident, (b) the applicant currently has or will require a visa to live, work or study in Jamaica; (c) the applicant is a CARICOM national (not requiring visa by government agreement). International students must be enrolled for at least five (5) credit hours to be considered full-time students.

General admission requirements for international applicants include submission of (a) a completed application form with the non-refundable
application fee, (b) official transcripts from each tertiary institution attended, (c) certified photocopy of degrees or earned equivalent from a recognised accredited College or University; (d) visa from issuing authority, where applicable.

ALUMNI INFORMATION

Programmes for Alumni Support

The office of Alumni Relations & Planned Giving does the following to cultivate a positive image in the community, its constituency and other publics:

- Shares news and information about NCU and alumni work/activities through:
  - Newsletter – Alumni Infoline, e-mails, faxes, letters, WebPages, telephone messages, brochures, flyers, banners, radio spots, local and national newspapers and SDA publications.
- Gives awards to community members or groups for outstanding work
- Makes presentations to community groups, churches, schools, citizens associations, business organisations and makes house calls.
- Hosts cultural and religious programmes which reflect the ideals of the University for the community e.g. Plays, Concerts, etc.

Some of the programmes managed by the office of Alumni Relations and Planned Giving to establish and maintain a rich relationship with alumni and alumni chapters include:

- Annual Homecoming Programme
- World Alumni Weekend Celebration
- Alumni Chapter Programme: Visitation and Nurturing
- Alumni Awards System
- Planned Giving Programme and Recognition of Donors
- Workshops, seminars and classes for alumni
- Publication of alumni devotional material
- Assistance of alumni with exchange of West Indies College degree for NCU degree
- Assistance of alumni with getting NCU applications
- Induction of honorary members into alumni chapters.
FINANCIAL INFORMATION

Tuition and other charges depend on the programme the student pursues. A full load for a graduate student is 5-9 credits per semester, given the instructional modality currently pursued at NCU. Credit hour costs can be obtained from the financial office or from the department in which the student wishes to enrol. Costs are calculated by credit hour. In addition, there may be additional fees for laboratories and other specialized academic activities. Detailed financial information may be obtained from the Financial Office at the time of the application.

Fees

- A laboratory fee is attached to all courses with laboratory requirements.
- A fee is charged for students’ motor vehicles to be parked on campus.
- A late fee is charged for all overdue library books or other documents and materials.
- In the case of lost or damaged books or other library resources, full payment of the cost of the book or resource item is required.
GENERAL ACADEMIC INFORMATION

PROGRAMME OFFERINGS
Graduate programmes were offered at Northern Caribbean University (formerly West Indies College) from as early as 1974 when the institution served as an extension site for Andrews University. Since receiving its charter as a university in 1999, NCU no longer serves as an extension site for Andrews University, but rather owns and offers nine (9) graduate programmes at the master’s and doctoral levels.

These programmes are offered by specific academic departments and are co-ordinated by the School of Graduate Studies, they are as follows:

Master of Arts in Pastoral Theology, in conjunction with the Inter-American Adventist Theological Seminary (IATS).

Master of Arts in Education, with emphases in:
- Curriculum & Instruction
- Educational Administration
- Reading & Language Arts
- Instructional Systems Technology

Master of Business Administration (MBA)

Master of Public Health (MPH)

Master of Science in Biology, with emphases in:
- Microbiology
- Molecular Biology
- Environmental Studies

Master of Science in Environmental Science

Master of Science in Counselling Psychology

Doctor of Philosophy in Education & Leadership, with emphases in:
- Education administration
- Curriculum and Instruction
- Leadership

Doctor of Ministry, in conjunction with IATS

ACCREDITATIONS
Northern Caribbean University has received institutional accreditation from the Adventist Accrediting Association, an international accrediting body of
the Board of Higher Education of the General Conference of Seventh-Day Adventists in Washington, D.C.; and is recognised by the Students' Loan Bureau in Jamaica; the United States Department of Education; the Canadian Student Loan; and the Alberta Student Assistance Programme, as an approved centre of higher education for the purpose of loans and grants. The institution is also authorised by the University Council of Jamaica as an approved centre for the granting of degrees at the graduate and undergraduate levels. The University received its charter from the Jamaican government in 1999.

The following programmes have been awarded accreditation by the accrediting agencies indicated.

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<tr>
<th>Programme</th>
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<td>Master in Business Administration</td>
<td>University Council of Jamaica</td>
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<td>Adventist Accrediting Association</td>
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<tr>
<td>Master of Arts in Education</td>
<td>University Council of Jamaica</td>
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<td>Adventist Accrediting Association</td>
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<tr>
<td>Master of Science in Biology</td>
<td>Adventist Accrediting Association</td>
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<td>Master of Science in Environmental Studies</td>
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<tr>
<td>Doctor of Philosophy in Education &amp; Leadership</td>
<td>Adventist Accrediting Association</td>
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<tr>
<td>Doctor of Ministry (IATS)</td>
<td>Adventist Accrediting Association</td>
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Several other graduate programmes are being considered for accreditation from the Adventist Accrediting Association inclusive of the Master of Arts in Teaching (MAT) and the Master of Arts in Religion. The remaining seven (7) programmes from this list, not yet accredited by the University Council of Jamaica, are in the process of being submitted to that body for its evaluation and ruling.

**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.
Northern Caribbean University has affiliation agreements with Andrews University in Michigan, Loma Linda University and La Sierra University in California, The University of the Southern Caribbean in Trinidad and Tobago, Oakwood College in Alabama, Babcock University in Nigeria, the University of Wisconsin - White Water in Wisconsin and the University of Maryland - Eastern Shore in Maryland. NCU is also a member of the Research and Development Consortium that brings together The University of the West Indies, The University of Technology, Northern Caribbean University, the Scientific Research Council and other related agencies and institutions.

In affiliation with Loma Linda University in Loma Linda, California, students may earn the M.Sc. degree in Biology from NCU. They also have the privilege of continuing their study toward the Ph.D. at Loma Linda University.

MEMBERSHIPS
Northern Caribbean University is a member of the Joint Committee for Tertiary Education (JCTE), the Association of Caribbean Tertiary Institutions (ACTI), the University Council of Jamaica, and the Joint Board of Teacher Education (JBTE). The School of Religion and Theology shares a close relationship with the Inter-American Adventist Theological Seminary (IATS) (member status) and co-ordinates the IATS programmes offered at Northern Caribbean University.
ACADEMIC POLICIES & PROCEDURES

University Standards
Northern Caribbean University operates in harmony with the beliefs, practices and educational philosophy of the Seventh-day Adventist Church. NCU encourages students to relate their academic pursuits to their understanding of the Christian faith. Emphasis is placed on the development of sound Christian character while maintaining an atmosphere which fosters in students, commitment and growth in a personal relationship with Jesus Christ. Thus, faith and learning combine to prepare students for a life of Christian service.

Students are therefore expected to avoid all forms of personal conduct that would degrade their spiritual or moral behaviour or that would disrupt their scholastic performance. They are required to abstain from other unhealthy practices and to respect the property of the institution and the rights of others. It is anticipated that all students will find the University's environment academically engaging, spiritually inspiring, physically satisfying and personally uplifting. However, applicants who find it difficult or impossible to comply with these standards may wish to seek study opportunities elsewhere.

Advisers
Advising is a crucial factor in enhancing the quality of a student's programme. To assist the student in planning a coherent programme and meeting all degree requirements, the head of the major department or programme chair will designate members of the faculty to serve as advisers. It is the student's responsibility to contact his/her adviser to seek advice on matters of registration, programme planning, preparation for and conducting research, as well as thesis or dissertation documentation.

The adviser recommends the student’s programme of study, assists with Thesis/Dissertation committee selection, guides the student in the selection of a research chair, serves on the Comprehensive Qualifying Examination Committee, recommends candidacy; and certifies that the degree requirements have been met.

Normal Course Load
The normal full-time graduate course load is 3-12 credits per module or 5-12 per semester in keeping with the instructional modality currently in practice in the School of Graduate Studies at NCU.
Academic Integrity
This is the willingness to abide by a strict code of honesty, respect others' scholarly work and adhere to standards of ethics in the pursuit thereof. In an academic community, high value is placed on the search for truth. All forms of academic dishonesty such as destroying or keeping library materials for one's own use, cheating on examinations and assignments, falsifying or making up data and engaging in plagiarism are prohibited.

Sanctions for Academic Dishonesty
The goal of all disciplinary actions or procedures is to be redemptive and restorative. Various disciplinary actions are taken if a student or group of students is found guilty of misconduct. Sanctions appropriate to the situation or a combination of sanctions are normally applied.

- Students guilty of egregious academic offences such as cheating on examinations, having someone other than the candidate write any portion of his/her thesis or dissertation are likely to face dismissal by the Dean of the School of Graduate Studies upon consultation with the Graduate Council.

- Students, who after their degrees have been conferred on them, have been determined to have falsified or cheated on examinations, projects, classroom work, thesis or dissertation can have their degree deconferred by the President upon the advice of the Dean of the School of Graduate Studies after consultation with the Graduate Council.

Process for Handling Claims of Academic Dishonesty
The instructor has the primary responsibility for control over classroom behaviour and the maintenance of academic integrity; and can temporarily remove or exclude from the classroom, any student engaged in disruptive conduct or other conduct in violation of the general rules and regulations of the Institution. Extended or permanent exclusion from the classroom or further disciplinary action can be effected only through appropriate procedures of the Institution. Such procedures will require the decision of the Dean of the School of Graduate Studies acting on the recommendation of the college Dean. Where necessary, the matter may be referred to the Vice President for Academic Administration.
Academic Grievance Procedure
The student who believes that there has been an unjust evaluation or decision may appeal that evaluation or decision through the academic grievance process outlined below:

1. The student should first discuss the problem or grievance with the individual who allegedly made the unjust decision. If the student is not satisfied with the discussion and continues to believe that he/she has not been fairly dealt with, he/she should discuss the grievance with the chair of the department involved or with the co-ordinator of the programme in which he/she is registered.

2. If the matter is not resolved at this level, the student should appeal to the Dean of the Graduate School. The Dean will review the case and either refer it back to the department for further consideration or to the Graduate Council. The student with faculty advice, may make a presentation (usually limited to one half hour) to the Graduate Council and explain his/her case. The programme chair/co-ordinator may also make a presentation (usually limited to one half hour) to the Graduate Council. The Graduate Council will then make a recommendation to the Dean of the Graduate School.

3. Should there still fail to be a resolution, the Dean of the Graduate School will appoint a Graduate Faculty Review Committee of three (3) members to evaluate the situation and make a recommendation to him. The student should present a written statement of his/her concern and concisely include the pertinent information regarding the situation. The student, or the faculty adviser, may request to meet with the Graduate Faculty Review Committee for a discussion of the case. The Review Committee, at its discretion, may call others to present their perception of the matter at hand. After receiving the recommendation of the Review Committee, the dean shall make the final decision in the matter.

Enrolment in Graduate Courses by Undergraduates
A student who has accumulated ninety-six (96) or more credits and who has less than thirty-two (32) credits to complete an undergraduate programme and whose cumulative GPA is at least 3.0, may with the permission of his/her department and the School of Graduate Studies, register for specified 500 level courses. Members in good standing with the University’s Honour Society (Undergraduate) may access 500 level graduate courses, provided they have completed at least eighty (80) undergraduate credits and have written permission from the Office of Academic Administration and the approval of the School of Graduate Studies. Forms for such permission may be secured from the Office of
Academic Administration. Such graduate courses may be used to meet either undergraduate or graduate credits, but not both.

Auditing Courses
Graduate students who wish to audit a course must register for audit status and pay the required tuition and fees for academic credit and obtain the instructor’s permission. An (AU) grade will be given if a student is enrolled to audit a course. An audited course cannot be later used to fill a programme requirement.

Independent Study
Independent study enables graduate students to pursue academic interests not addressed in conventional courses. A proposal for the study must be submitted to the teacher who will approve and guide the student through the study. The approval of the department chair must be obtained in order to utilise this instructional modality. A maximum of nine (9) credits in independent study may be allowed (refer to respective college’s for further details).

Repeating Courses
A course with a grade below B must be repeated. In the case of repeated courses the second grades will be counted in the computation of the student’s GPA. A course may be repeated only once without the permission of the Graduate Council. Any further request shall be referred to the Graduate Council. No more than two (2) courses may be repeated in a programme.

Changes in Registration/Refunds
There is provision for a student to drop a course; however, there will be no refund. No course may be dropped after 75% of the module/semester has been covered.

Transfer of Credits
Graduate courses done at another recognised or accredited institution within six (6) calendar years prior to the expected year of graduation may be transferred from that institution and applied toward a graduate degree at Northern Caribbean University, provided that the:

1. Grades earned are identified as authentic graduate credit on an official transcript from a recognised institution.
2. Courses to be transferred are recommended by the adviser and approved by the department chair and school/college dean.
3. Grade earned in each course accepted for transfer is at least a ‘B’.
4. Courses are applicable and relevant toward a comparable degree pursued at NCU.
5. Credits to be transferred do not exceed one-fifth (20%) of the minimum credits in the case of the master's degree.
6. Grades of transferred courses are not included in computation of the grade point average (GPA) for courses completed at NCU.

Where the programme being pursued is in a different discipline from the degree previously earned, credits from the previous degree may not be transferred to the new programme. Only where specific courses meet a programme requirement will consideration be given. Such credits are authorised to be recorded on the student’s permanent record only when a Transfer Credit Request Form and Programme of Study are on file in the School of Graduate Studies.

Standards of Scholarship
Candidates for graduate degrees must satisfactorily fulfil the schedule of studies outlined in the programme selected. A cumulative minimum grade point average of 3.0 (4.0 grading scale) is required in the courses that apply to the master's degree and 3.3 for the doctoral degree.

A master's student whose cumulative GPA falls below 3.0 in any given semester is placed on academic probation. If the GPA is not brought up to 3.0 or higher by the end of the second semester, that student will be asked to withdraw. A doctoral student whose cumulative GPA falls below 3.3 in any given semester is placed on academic probation. If the GPA is not brought up to 3.3 or higher by the end of the second semester, that student will be asked to withdraw. In the case of programmes being delivered on a modular basis, a low GPA must be improved by the end of the next two modules.

Time Limitations for Completion of Programmes
Students have a maximum of six (6) years to complete the requirements for the Master’s degree and a maximum of ten (10) 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 College Dean to the Dean of the School of Graduate Studies.

Time Limits for Upgrading Courses
Courses taken six (6) or more calendar years prior to the year of application may not be applied to the degree without appropriate updating. The following apply:

- No course with a grade below ‘B’ may be updated.
- Outdated work done elsewhere may be updated at Northern Caribbean University, if permitted by the department (see departmental provisions).
- Independent studies and workshops cannot be updated.

**Validation of Credits**
Credits that are more than six years old, but less than ten, may be counted toward graduation requirements only if they are updated in the student’s department. Students may update up to nine (9) hours of outdated credits for use in a master’s degree programme. Such validation is contingent upon regular programme requirements, adviser recommendation and department and college/school approvals. Validation must be by examination or alternative means of assessment determined by the department.

Forms to request such credits and examinations are available at the offices of the respective college/schools. The request must be approved by the professor of the course, adviser and department chair before fee payment is made.

**Academic Probation and Dismissal**
Students must complete six (6) credit hours at Northern Caribbean University before being subject to academic probation. While on academic probation, students are notified in writing each semester/module of their status, and enrolment is only permitted on a semester basis until the probation is lifted. Probationary students who do not return to good standing by the end of the next two enrolment periods are dismissed from the University and are notified in writing by the Office of Academic Administration.

**Dismissal Appeal Process**
After dismissal, a student may appeal to the School of Graduate Studies for readmission by submitting a petition to the Dean’s Office. The petition should state the cause(s) of the student’s academic problems; changes in the student’s situation that may rectify those problems; and a proposed plan of action to ensure success in graduate studies. Upon receipt of the petition, the Dean of Graduate Studies will initiate the appeal process with the Graduate Council. A review board may not be considered for dismissed students whose GPA is less than 2.0, unless extreme circumstances can justify it.

The School of Graduate Studies shall notify the Chair of the Admission and Academic Standards Committee; a sub-committee of the Graduate
Council, and a hearing shall be held within thirty (30) days of receipt of the student’s petition. The hearing shall adhere to the following guidelines: (a) detailed record shall be kept of the hearing, (b) the student will be allowed an adviser who is a member of the University community, faculty or full-time staff, (c) witnesses may be questioned by the committee, (d) deliberations of the committee will be in executive session, (e) the committee will report its findings and recommendations to the Graduate Council; (f) the decision of the Council will be communicated to the student in writing by the Office of Academic Administration.

**Grading System**

Authority to determine a course grade rests with the faculty. Grades are recorded at the close of each semester/module in the following symbols:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>DP</td>
<td>1.00</td>
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<tr>
<td>UA</td>
<td>2.00</td>
</tr>
<tr>
<td>W</td>
<td>1.67</td>
</tr>
<tr>
<td>U</td>
<td>1.00</td>
</tr>
<tr>
<td>DG</td>
<td>1.00</td>
</tr>
<tr>
<td>I</td>
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<tr>
<td>WP</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td></td>
</tr>
</tbody>
</table>

Authority to determine a course grade rests with the faculty. Grades are recorded at the close of each semester/module in the following symbols:

- **AU** - Audit
- **UA** - Unsatisfactory Audit
- **W** - Withdraw
- **S** - Satisfactory
- **U** - Unsatisfactory
- **DG** - Deferred Grade
- **I** - Incomplete
- **WP** - Withdraw Passing
- **WF** - Withdraw Failing

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 one has withdrawn may be repeated.

**Incomplete Grades – ‘I’**

An ‘I’ may be awarded when illness or other unavoidable extenuating circumstances prevent completion of a course. It is the responsibility of the student to initiate the granting of an ‘I’ grade by submitting an application. The instructor will provide the Department Chair in writing, a justification for granting an ‘I’, which must be removed within one semester from the end of the semester in which it was issued. The conversion of an ‘I’ to a normal letter grade rests with the student. An ‘I’ that is not converted to a normal grade within the stated time limit automatically becomes an ‘F’ and a permanent part of the student’s academic record. ‘F’ grades must be repeated.

**Satisfactory/Unsatisfactory - S/U**

The College/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).
Withdrawal from the University

Students wishing to withdraw from the University must obtain a withdrawal form from the Office of University Records and have it appropriately completed. All required signature(s) must be obtained before students see the Vice President for Student Development as the final stop.

If students fail to comply with the requirements for withdrawal, they will forfeit their deposit and their accounts will be charged for courses not dropped. Courses not dropped will attract 'F' grades.

Advancement to Candidacy

The candidacy requirements provide students with a definite demarcation between the course work and dissertation phases of the doctoral programmes. Achievement of candidacy status indicates that a student has completed all other programme components and has only his or her 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 course work.

Degree Requirements

The number of course credits for the master’s and doctoral degrees varies depending on the programme, but must be completed in full, 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. Where the degree is a taught degree, the thesis is not required.

Students pursuing an academic degree (thesis option) must apply to take and successfully pass the comprehensive examination before advancing to degree candidacy status. Where allowed or required by the programme, a portfolio prepared under the guidance of the student’s adviser or chair, may be submitted in lieu of the comprehensive examination. In the cases where students are pursuing a non-academic or professional degree, (non-thesis option) courses or special projects are utilised as thesis equivalents.
Specific Master’s Degree Requirements

Outlining for the Programme of Studies
On being admitted to a master’s programme, a student is assigned an adviser. In collaboration with the adviser, the student develops a programme of study consistent with the chosen discipline, e.g. Business Administration or Counselling Psychology. This programme of study must be judiciously followed to ensure success.

After completion of the coursework, the student must, where applicable, successfully complete a comprehensive examination. The results are reported to the Department Chair within two (2) weeks after completion. Subsequently, the student applies for Advancement to Candidacy upon which the Department Chair makes a recommendation. Students who fail the comprehensive examination have 6-12 months after the first sitting to retake it. The result of the second examination is final.

Thesis option for the Master’s Degree
A number of departments 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 in the School of Graduate Studies. A maximum of six (6) thesis credits may be used toward a master’s degree. Deadline for thesis submission to the School of Graduate Studies is six weeks prior to graduation (routine date to be established).

Non-thesis option for the Master’s Degree
Students may choose to complete a research project or portfolio instead of a thesis. A minimum of three credit hours is required for completing a research project. The deadlines for the submission of the thesis applies.

Thesis/Project Proposal
Before beginning the required research, the master’s student must complete a Thesis/Project Proposal Form, signed by members of the Departmental Research Committee, the Department Chair, College/School Dean and should be filed with the School of Graduate Studies before undertaking the study.

Oral Defence 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 at least two (2) weeks before the oral defence. The committee will certify that the Thesis/Project has been reviewed and approved. 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 two (2) weeks 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 School of Graduate Studies within 48 hours. Three final bound copies of the Thesis/Project must be submitted to the School of Graduate Studies within 4 weeks after the defence.

SPECIFIC DOCTORAL DEGREE REQUIREMENTS

Outline for the Doctoral Programme of Study
Following admission, the student confers with his/her adviser to plan a programme of study which must be approved by the Department Chair, and copied to the Dean of the College/School, Dean of the School of Graduate Studies and the Records Office. This must be done prior to the completion of the first twelve (12) credits of course work.

Doctoral Dissertation Committee
The Doctoral Committee consists of a minimum of three (3) persons:
(a) The chair of the committee,
(b) One faculty member from the student’s area of study and research,
(c) An external examiner.

The committee must have an external examiner. Change in membership prior to the completion of the degree is allowed only in unusual circumstances and based upon the request of the student and the recommendation of the Department Chair, and College/School Dean. This request must be filed with the Dean of the School of Graduate Studies. Students must provide compelling reasons for any such changes.

Comprehensive Examination/Portfolio
To be admitted to candidacy status, the student must pass the Comprehensive Qualifying examination/portfolio scheduled after the completion of coursework. Faculty in the student’s major field of study prepare this examination/portfolio which tests the student’s major field and research. The results are reported to the Dean of the School of Graduate Studies by the Department Chair, through the College Dean within two weeks of the writing of the examination/submission of the portfolio.

Upon passing of the examination/portfolio, the student applies for degree candidacy and follows the procedure leading to graduation. In the case of failure, the student’s overall performance is subject to review by the Examination Committee in consultation with the Department Chair. The student will either be granted a re-sit, 6-12 months after meeting certain
requirements, or must discontinue the programme. The result of the second examination is final.

**Dissertation Proposal**
After passing the comprehensive examination or near the end of the course plan, whichever is applicable, the student prepares a Dissertation Proposal. The Proposal is reviewed and approved by the Dissertation Committee, Department Chair and the College Dean. A copy of the proposal is then forwarded to the School of Graduate Studies before candidacy is confirmed.

**INSTRUCTIONAL RESOURCES**

The Hiram S. Walters Resources Centre is the central library of Northern Caribbean University (NCU). Currently, the total library space is 10,058 m². The library maintained its tri-departmental structure that was instituted in 1966 described as the *Department of Public and Special Services and Collections*, the *Department of Technical Services* and the *Department of Periodicals*.

The locus of current, relevant print and non-print media, Hiram S. Walters Resource Centre provides quality, Christian service to all patrons, supporting the larger mission of Northern Caribbean University by stimulating academic excellence and spiritual development.

In November 2003, the Library launched its automation system, Endeav or voyager which was fully implemented by August 2004. This allowed for more efficient ordering, processing, cataloguing, and displays of the library’s holdings. The library’s collection can now be accessed online at http://library.NCU.edu.jm.

As of February 2004, the library housed 63,098 volumes including 31,622 open stacks and 30,643 reference books. Its holdings also contain, the W. D. Carter Library, the Ellen G. White S.D.A. Research Centre, the West Indian Collection, Journals and Periodicals subscriptions, the Audio Visual Department and Electronic Resources.

The Library provides availability and usage of other resources outside the Hiram S. Walters Resource Centre via the H.W. Wilson database. The Library also subscribes to the PsycholInfo, ERIC, Tropaq and Rural and CAB databases where extracts of articles pertaining to certain disciplines may be accessed. Local inter-library loan arrangement also exists among the following libraries: The University of Technology, The University of the
There is also access to computers that are housed in the W.D. Carter Centre in addition to three general computer labs.

GRADUATION REQUIREMENTS

It is the student’s responsibility to see that all requirements for graduation have been met.

a) A master’s student may apply for Advancement to Candidacy after successful completion of 50-75% of the required course work.

b) A doctoral student applies for Advancement to Candidacy after successfully passing the comprehensive examination or defending portfolios. Candidates for graduation must submit an application for graduation on or before the deadline listed in the Calendar. Application forms are available from the School of Graduate Studies.

Students must maintain a 3.0 cumulative GPA for a master’s degree and 3.3 for a doctoral degree taken at NCU and remain in good academic standing.

All students successfully completing their programmes are expected to participate in the graduation exercise. Failure to apply for graduation will result in a delay in the student’s graduation date. Conferral of degrees is usually scheduled for August each year.

Conferral of degrees at an annual graduation ceremony
Statement of Mission
The College of Natural and Applied Sciences exists as an agent of development and change. This it does through the offering of programmes that provide knowledge and experience in the sciences thus exposing students to varied forms of logic and sequential actions, and functions and theories that contribute to a better understanding of life, its enhancement and its preservation.

Biology

Environmental Science

Public Health
Division of Graduate Studies

Introduction

The Department offers programmes leading to the Master of Science (M.Sc.) degree in Biology with specialties in Molecular Biology and Microbiology; Master of Science in Environmental Science (MSES), and the Master in Public Health (MPH). The M.Sc. programmes include a core curriculum that provides a background in Biochemistry, Molecular Biology, Microbiology and Environmental Science. The Master’s in Public Health programme provides theory and practice applicable to a variety of public health problems. Advanced courses allow each student to develop fully in an area of interest. Each student will be required to pass an English proficiency test during his or her first semester. In the event of failure, the student should enrol in an expository writing course at the University.
Overview

The Master of Science (M.Sc.) in Biology is an academic degree offered in the following specialization: Microbiology, and Molecular Biology. To complete this degree, in addition to the completion of necessary coursework, students must prepare a thesis which investigates a problem that initiates, expands or clarifies knowledge in the field. Students are required to define an appropriate problem for investigation, review relevant information and develop a study plan, incorporating investigative techniques appropriate to the problem. The plan must be implemented and the results related to a body of knowledge in the field.

Statement of Objectives

The objectives of the graduate degree programme in Biology are to educate graduate students to:

- think critically and independently,
- comprehend the processes of science and effectively apply scientific and professional procedures,
- attain proficiency in the current level of knowledge in their respective fields,
- become competent in the requisite technical skills and tools of research, scholarship and service,
- practise high standards of performance as scientists, educators and professionals; and
exercise ethical conduct in their relationships with colleagues, other professionals and the public.

Career Opportunities

Career opportunities include positions in government industries, educational institutions and private sector businesses. Graduates may also pursue research in pure and applied sciences.

General Admissions Requirements

For an application package, students should contact the School of Graduate Studies, NCU Admissions Department or the Department of Biology, Chemistry & Medical Technology. Students should indicate the department and programme of study on their completed application package. Deadlines for applications are April 1 for the fall semester, and October 1 for the spring semester. Students are required to submit recent Graduate Record Examination (GRE) results along with a transcript from their undergraduate institution.

It is advisable to apply six months to one year in advance. Applicants are required to have an approved bachelor’s degree with adequate preparation in Biology, Chemistry, Agriculture or Environmental Studies. Applicants should have a minimum cumulative GPA (grade point average) of 3.0 or B average.

Admission is based upon a review of the applicant’s curriculum vitae, statement of interest, official transcripts from the registrar of the applicant’s college or university and three letters of recommendation from major lecturers or professors.

Duration of Programme

Based upon the curriculum, the duration is 2 – 2 ½ years.

Special Attendance

Attendance at all departmental seminars is required for students while in residence at Northern Caribbean University.
Degree Requirements

The M.Sc. degree requires thirty-six (36) semester credit hours which includes thirty (30) in accordance with the specialization, (track) chosen and six (6) hours of thesis research. A written thesis is required. Additionally, all students are required to do the course GSED500 Foundations of Christian Education (3 credits) as a requirement for the degree.

- The graduate programme in Biology is housed in the Brown-Westney Basic Sciences Complex and the Vicbern Laboratory.
- There are four (4) scientific laboratories where research projects are pursued in collaboration with Loma Linda University (California, USA) and other scientific institutions in Jamaica.
- A transmission electron microscope is available at the Vicbern Laboratory along with an adjoining room for histological preparations.
- A research laboratory exists in the Brown-Westney Basic Sciences Complex. This laboratory is equipped with state-of-the-art equipment for DNA/RNA electrophoresis, isoelectric focusing of proteins, water analysis and animal tissue culture.
- Graduate students may choose to do one (1) year of research at Loma Linda University where there are laboratories in such specialties as Biochemistry, Physiology, Molecular Biology, Microbiology, Histology, Pathology, Cytology; and other scientific areas.

Comprehensive Examination

A written comprehensive examination is given to measure the student’s general knowledge in Biology. This examination should be taken upon completion of coursework in the programme.

Advancement to Candidacy

The student may apply for advancement to candidacy after (1) completing all relevant course work, (2) passing the comprehensive examination, (3) selecting a research committee and having an approved research proposal; and (4) being recommended by the graduate committee.
Thesis

The written thesis is required for the degree and must demonstrate the completion of significant, original research.

Defence of Thesis

An oral presentation and defence of the thesis are required.

CORE REQUIREMENTS FOR THE PROGRAMME

<table>
<thead>
<tr>
<th>Microbiology Track</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM501, 502 Biochemistry I, II</td>
<td>4, 4</td>
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<tr>
<td>BIOL504 Graduate Seminar</td>
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<tr>
<td>BIOL530 Pathogenic Microbiology</td>
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</tr>
<tr>
<td>ENSC560 Environmental Microbiology</td>
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<tr>
<td>BIOL598 Advanced Microbiology</td>
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<tr>
<td>BIOL610 Biotechnology</td>
<td>4</td>
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<tr>
<td>BIOL623 Scientific Writing</td>
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<tr>
<td>BIOL690 Research Thesis*</td>
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<table>
<thead>
<tr>
<th>Molecular Biology Track</th>
<th>Credits</th>
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<tr>
<td>BIOL504 Graduate Seminar</td>
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<tr>
<td>BIOL598 Advanced Molecular Biology</td>
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<tr>
<td>BIOL610 Biotechnology</td>
<td>4</td>
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<tr>
<td>BIOL623 Scientific Writing</td>
<td>1</td>
</tr>
<tr>
<td>BIOL690 Research Thesis*</td>
<td>6</td>
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</tbody>
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Elective Courses (selection based on track chosen)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL500</td>
<td>Principles of Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL509</td>
<td>Animal Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BIOL519,520 Endocrinology I, II</td>
<td>3, 3</td>
<td></td>
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<tr>
<td>BIOL600</td>
<td>Food Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL612</td>
<td>Advanced Animal Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL614</td>
<td>Reproductive Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL615</td>
<td>Advanced Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL622</td>
<td>Special Topics in Biology</td>
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</tr>
<tr>
<td>BIOL624</td>
<td>Advanced Parasitology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL650</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>
This course of study offers two options: non-thesis and thesis. These cater to the needs of both continuing students and professionals who may have different objectives, needs and challenges in their pursuit of graduate studies.

The Master of Science in Environmental Science - non-thesis is designed as a 2 to 2½ years experience. The minimum total credits for the degree is 43. Forty (40) hours of coursework and three (3) hours on a case study assigned by the examining committee. On completion, separate oral examinations will be given on the case study and coursework.

Master of Science in Environmental Science - thesis is designed as a two-year experience. The minimum total credits for the degree is thirty-six (36) of which at least thirty (30) must be in coursework and a total of six (6) hours are required in research. Course options which satisfy these requirements are designated by the area of study. The major professor and department chair must approve the student's study plan.

Students are required to prepare a thesis proposal which must be approved by the student’s major professor and graduate committee.

PREREQUISITES

Applicants to the programme, should satisfy any of the following: Bachelor of Science degree in Chemistry, Biology, Agriculture, Biochemistry, Environmental Science or Engineering with a GPA of 3.0 or better. The
admissions committee will assess applicants holding bachelor’s degrees in other scientific areas and will recommend any courses required to satisfy any deficiencies. Undergraduate or graduate courses may be taken to satisfy deficiencies. Undergraduate courses are not included in the calculation of the Grade Point Average; and do not count towards satisfying the minimum number of required graduate credit hours. Graduate courses will be included in the Grade Point Average. Graduate level deficiency courses may not be used in a Plan Sheet for core or Area of Study requirements.

Provisional acceptance will be given to students to satisfy the prerequisite(s) and on the successful completion of same, students will be granted regular acceptance status into the programme.

Students are required to maintain a GPA of at least 3.0 and should not receive more than two Cs throughout the programme. A student with more than two Cs will be required to withdraw from the programme.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Courses</th>
<th>23 Cr</th>
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</thead>
<tbody>
<tr>
<td>ENSC 580</td>
<td>Environmental and Resource Economics</td>
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</tr>
<tr>
<td>ENSC 585</td>
<td>Conservation Principles &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 601</td>
<td>Environmental Chemistry</td>
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<tr>
<td>ENSC 605</td>
<td>Environmental Seminar</td>
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<td>BIOL650</td>
<td>Biostatistics</td>
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<td>ENSC 620</td>
<td>Environmental Laws and Policies</td>
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<tr>
<td>ENSC 621</td>
<td>Ecology</td>
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<tr>
<td>ENSC 623</td>
<td>Scientific Writing</td>
<td>1</td>
</tr>
<tr>
<td>ENSC 631</td>
<td>Global Environmental Processes</td>
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</tbody>
</table>

**Electives:**
Students will choose courses to meet their elective requirements from this list of courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Courses</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 501, 502</td>
<td>Biochemistry I, II</td>
<td>8</td>
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<tr>
<td>BIOL 598</td>
<td>Advanced Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 608</td>
<td>Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>ENSC 502</td>
<td>Environmental Management System</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 510</td>
<td>Eco-toxicology</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 522</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 540</td>
<td>Population Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ENSC 560</td>
<td>Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ENSC 600</td>
<td>Case Study</td>
<td>3</td>
</tr>
</tbody>
</table>
ENSC 602 Water Resources Management  4
ENSC 610 Biotechnology  4
ENSC 612 Environmental Impact Analysis  3
ENSC 624 Sustainable Development  3
ENSC 633 Agro-ecology  4
ENSC 660 Environmental Research Project  6

(i) **Non-thesis Option**
The successful candidate in the non-thesis option will have completed twenty-six (26) credits of core courses, including ENSC 600 – three (3) credit hour case study, plus seventeen credits of electives based on the advice of his/her professor.

(ii) **Thesis Option**
The successful candidate for the M.Sc. degree thesis option will have completed thirty (30) credits of course work comprising of 23 credits of core courses plus electives and six (6) credit hours of Environmental Research Project - ENSC 650.

Students are required to prepare a thesis proposal which must be approved by the student’s major professor and graduate committee.

**The areas of research emphasis are as follows:**
- Environmental Chemistry
- Sustainable Development and Management
- Environmental Management System
- Natural Resource Management
- Environmental Policies

**The format below shall apply to the research proposal:**

- Tentative title
- Research objective or hypothesis
- Background - a brief statement summarizing pertinent literature
- Key data or information sources
- Method of analysis
- Expected results
- Timetable for research, writing and defence examination
- Brief bibliography.
At the conclusion of the case study or research activity, the student must successfully present and defend the case study thesis. The objectives of the defence examination are to:

1. probe the validity and significance of the data and information presented,
2. assess the student as a critical thinker and data analyst,
3. evaluate the student’s scientific creativity, including the student’s ability to relate scientific research to scientific theory within the chosen field; and
4. present the result effectively in writing.

**MASTER OF PUBLIC HEALTH (MPH)**

Co-ordinators: Paul Gyles, Ph.D., Vincent Wright, Ph.D., and Origene Nahimana, Ph.D.

**Faculty**
- Paul Gyles, Ph.D.
- Juliet Bailey-Penrod, Ph.D.
- Samson Omorogie, Ph.D.
- Erica Robinson, Ph.D.
- Vincent Wright, Ph.D.
- Debbie Clark-Grant, M.Sc, RD
- Carol Barnes-Reid, M.Sc., RD
- Origene Nahimana, Ph.D.
- Patrice William-Gordon, M.Sc.

**Adjunct**
- Kenneth Morgan, Ph.D.
- Sonia Copeland, M.D.
- Vinola Richards, M.A., RD
- Dwight Flinch, M.Sc.
- Lemuel Brady, M.P.H.
- Beverly Wright, M.D.
- Janice Alexander, M.D.

**Introduction**

The Master’s in Public Health programme seeks to produce outstanding health professionals through Christ-centred teaching and research, thus fitting each student for quality professional service that strives to better the health and general living conditions of people locally, as well as regionally and globally.

**Goals**

In harmony with its mission, the MPH programme seeks to attain the following goals:

1. To produce competent public health professionals to serve the society.
2. To implement public policies to protect and promote health, epidemiological and nutritional status.
3. To provide theory and practice applicable to a variety of public health problems.

4. To produce professionals that are able to design, conduct and interpret data to solve epidemiological and nutritional problems.

Objectives

1. To conduct epidemiological research which includes design, statistical analysis of data, interpretation and the reporting of results.

2. To conduct and evaluate clinical trials.

3. To apply the knowledge of diseases and their mechanisms, to interpret statistical findings from research.

4. To review literature and evaluate designs, analyses and conclusions.

5. To study design, data analysis, literature review and reporting of results.

6. To improve the health and nutritional status of individuals by the application of nutrition and public health science.

7. To plan, conduct and evaluate assessment methods, surveillance activities and dietary studies.

8. To assist in nutrition related educational programmes.

9. To monitor and recommend public policies to protect and promote health and nutritional status.

Description of the Programme

The Master of Public Health (M.P.H.) provides theory and practice applicable to a variety of public health problems. Three tracks are offered in the programme. They are:

Medical Epidemiology

This track provides individuals with a good health professional background. Graduates will be able to become involved in research related to common health problems.
Research Epidemiology

Individuals who select this career track will be able to study the relationship of risk factors to a variety of disease outcomes inclusive of stress, inactivity, high blood pressure, obesity, heart disease, cancer, osteoporosis and infectious diseases, reproductive and immunological problems.

Public Health Nutrition

Professionals will be able to assume leadership positions in assessing community nutrition needs; plan, direct and evaluate components of health promotion and disease-prevention efforts.

ADMISSIONS REQUIREMENTS

1. A Bachelor’s degree from an accredited institution. The degree should be preferably in the areas of Biology, Chemistry, Nursing or health related disciplines. Applicants with Medical, Dental and Doctor of Philosophy degrees are also eligible for admission.

2. Students should have a G.P.A of 3.0 or above. Students whose G.P.A falls below 3.0 and who have the background and experience and show potential for success may be accepted on a provisional basis.

3. Students applying to the department of Biology to pursue the M.P.H. degree must complete an application for admission to the University. To be considered for September admission, applicants are encouraged to apply by June 1; and for January by November 1.

4. Admission is based upon a review of the applicant’s curriculum vitae, a statement of interest, official transcript from the registrar of the applicant’s College or University and three letters of recommendation (at least two from major lecturers or professors).

DEGREE REQUIREMENTS

The MPH degree requires at least fifty-two (52) semester credit hours. Depending on the tracks, students will be required to complete a field practicum or a research project.
DURATION OF PROGRAMME

Based upon the curriculum the duration is 2-2½ years (inclusive of summers).

CORE REQUIREMENTS

All students in the Public Health Programme are expected to develop an understanding of the areas of knowledge basic to public health. This is accomplished by students taking the following 19 credits of core Public Health courses or their equivalent, regardless of the track chosen.

<table>
<thead>
<tr>
<th>Public Health Core Courses</th>
<th>(19 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUHC 501 Health Behaviour Change</td>
<td>3</td>
</tr>
<tr>
<td>PUHC 504 Principles of Epidemiology I</td>
<td>3</td>
</tr>
<tr>
<td>PUHC 509 Principles of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PUHC 512 Principles of Administration in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PUHC 550 Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>PUHC 589 Philosophy of Public Health</td>
<td>1</td>
</tr>
<tr>
<td>GSED 500 Foundations of Christian Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Track 1 Medical Epidemiology (52 Credits)

<table>
<thead>
<tr>
<th>Track 1 Medical Epidemiology</th>
<th>(52 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUHC 510 Principles of Epidemiology II</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 512 Multivariate Modelling in Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>PUHE 515 Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 516 Epidemiologic Methods in Outcomes Research and Continuous Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 520 Grant and Proposal Writing</td>
<td>2</td>
</tr>
<tr>
<td>PUHE 522 Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 557 Research Data Management</td>
<td>2</td>
</tr>
<tr>
<td>PUHE 560 Field Practicum (Required for Track 2)</td>
<td>5</td>
</tr>
<tr>
<td>PUHE 564 Survey and Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 565 Epidemiology of Cancer</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 566 Epidemiology of Cardiovascular Disease</td>
<td>3</td>
</tr>
<tr>
<td>PUHE 600 Research I</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>
**Track 2**  Research Epidemiology  (57 Credits)

The requirements for Track 2 – Research Epidemiology are the same as for Track 1 except for an additional five (5) credits of prescribed research – PUHE 560 Field Practicum.

**Track 3**  Public Health Nutrition  (56 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUHN 510</td>
<td>Advanced Public Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 517</td>
<td>Advanced Nutrition I: Carbohydrates and Lipids</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 518</td>
<td>Advanced Nutrition II: Proteins, Vitamins and Minerals</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 520</td>
<td>Grant and Proposal Writing</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 525</td>
<td>Nutrition Policy, Programmes and Service</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 528</td>
<td>Seminar: Seventh-day Adventist Philosophy of Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>PUHN 534</td>
<td>Maternal and Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 536</td>
<td>Programme Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 538</td>
<td>Principles of Nutritional Education</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 545</td>
<td>Clinical Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 560</td>
<td>Practicum (60-80 hrs)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>(Choose six (6) credits)</td>
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</tr>
<tr>
<td>BIOL 500</td>
<td>Principles of Pathology</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 511</td>
<td>Health Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 502</td>
<td>Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>PUHN 510</td>
<td>Nutrition and Aging</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 519, 520</td>
<td>Endocrinology I, II</td>
<td>3, 3</td>
</tr>
</tbody>
</table>
DESCRIPTION OF COURSES

Biology

BIOL500  Principles of Pathology  3 cr.
This course focuses on the study of alterations at the cellular, tissue, organ and systems level, which are observed during disease processes. The course is organised into two sections: general pathology which deals with the principles and the types of alterations observed during injury and disease, and system pathology which applies these principles to the organs and systems of the body.

BIOL504  Graduate Seminar  1 cr.
Students will be exposed to selected topics dealing with recent developments. Students will be required to make a presentation on a scientific topic in their area of concentration. Attendance is mandatory.

BIOL509  Animal Diversity  1 cr.
This course is a survey of animal evolution from the unicellular prokaryotes to the multi-cellular eukaryotes.

BIOL512  Environmental Science Seminar  1 cr.
One hour of weekly lecture and discussions on current research and issues in Environmental Science and related areas.

BIOL519, 520  Endocrinology I, II  3, 3 cr.
This is a two semester course in which the student studies the physiological effects of hormones secreted by the hypothalamus, pituitary, thyroid, adrenals, parathyroid and pancreas. Emphasis is placed on the specific effects on carbohydrate, protein, lipids, water and electrolyte metabolism.

BIOL530  Pathogenic Microbiology  2 cr.
This is a course in which the study of microbial pathogens inclusive of bacteria, fungi, viruses, parasites, protozoa and algae will be conducted. The course will focus on the diagnosis, prevention and treatment of infectious diseases caused by pathogens.

BIOL598  Advanced Molecular Biology  4 cr.
This course introduces students to the structure and molecular mechanism of cellular functioning. The structure and function of genes, mechanism of DNA replication, recombination and repair of regular genes, and experimental methodology of molecular biology are reviewed. Three lectures and one laboratory session per week. Prerequisites: BIOL 155, 156, 255, 256, 347 and 349.
BIOL 600  Food Microbiology  4 cr.
This course looks at common micro-organisms found in food. It examines those that aid in food production and those that have direct effect on food spoilage.

BIOL 602  Water Resource Management  3 cr.
This course provides an introduction to interdisciplinary Water Management. It draws upon subject matter from many areas, including water policy, planning, economic hydrology, law, engineering and water quality.

BIOL 608  Research Methods  2 cr.
Two hours of lecture to determine the fundamentals of research methodologies and how the principles are applied. Research models applicable to environmental problems will be explored, including linear programming, network analysis, simulation technique, evaluation of research and responsible conduct in research.

ENSC 610  Biotechnology  4 cr.
This course introduces students to both the practical and theoretical principles of Biotechnology, with an emphasis on its use as a tool for enhanced agricultural productivity and industrial optimization. Three lectures and one laboratory session per week. Prerequisites: BIOL 395, 496, 498 and CHEM 401/501, 402/502.

BIOL 612  Advanced Animal Physiology  4 cr.
An examination of the concept of animal physiology. Domesticated animals of economic value will be studied with emphasis on the principles of support and movement, control systems of the body, maintenance of the body and continuity or sustainability of the body. Three hours of lecture and one laboratory session weekly.

BIOL 614  Reproductive Physiology  3 cr.
The reproductive physiology of different animals will be studied with emphasis on male and female reproductive systems, the reproductive cycle, birth control and development of the reproductive system and aging and the reproductive system. Two hours of lecture and one laboratory session weekly.

BIOL 615  Advanced Genetics  4 cr.
A study of the genetic experience and variation, genetic analysis of bacteria and bacteriophages, DNA biotechnology and genome gene regulation, development of cancer and molecular basis of genetics. Three hours of lecture and one laboratory session weekly.
BIOL 620  Environmental Law and Policy  3 cr.
This course will examine the legal system and selected government statistics dealing with environmental protection including the National Environmental Policy Act, Clean Air Act, Clean Water and Water Management Laws.

BIOL622  Special Topics in Biology  1–2 cr.
This is a theoretical course which focuses on current topics in biological systems. Critical evaluation will be done on current progress in various research areas such as Molecular Biology, Cancer Research, Microbiology Research and Biotechnology. Students may register for multiple courses under this designation. Prerequisite: BIOL504

BIOL624  Advanced Parasitology  4 cr.
A study of parasitic diseases of medical and veterinary significance world wide with emphasis on those found in the Caribbean region. The physiology and epidemiology of these parasites will be developed in order to understand the control and prevention of infections they cause. Three hours of lecture and one laboratory session weekly.

BIOL 630  Global Environmental Process  3 cr.
This course surveys current information and trends in the following areas of global environmental changes: Extinction, Population, Waste Management, Ozone Depletion, El-Nino effect, Loss of Biodiversity, Energy Resources, and Climatic changes and the impact of war and space age technology.

BIOL 631  Agro Ecology  4 cr.
This course develops an understanding of the foundations of Agro Ecology. Discussions on theoretical and applied aspect of species, ecosystem processes in plant and animal populations, agricultural practices and its impact on the environment, energy and resources in agriculture and food production.

BIOL650  Biostatistics  3 cr.
This course will examine the principles, methodologies and applications of descriptive and interntial statistics. Problem solving will constitute a major component of the course.

BIOL690  Research Thesis  1-6 cr.
Credit for writing Master’s Thesis.
Chemistry

CHEM 501  Biochemistry I  4 cr.
Students will study the rudimentary molecules that make up living organisms, their cellular organisation, structure and importance. They will be introduced to the metabolism of carbohydrates, lipids, proteins and amino acids. Three lectures weekly and one laboratory/problem session.

CHEM 502  Biochemistry II  4 cr.
A study of intermediary metabolism; catabolism and anabolism of carbohydrates and their metabolites through processes such as glycolysis, citric acid cycle, oxidative phosphorylation, glycogenolysis, glycongenesis and starch synthesis. The course will also focus on gluconeogenesis, cyclcyle, amino acid metabolism, lipid metabolism, bioenergetics, nucleic acid synthesis, central dogma of molecular biology and photosynthesis in plants. Three hours per week and a laboratory/problem session.

Environmental Science

ENSC 502  Environmental Management  3 cr.
Three hours of lecture and discussion. This course provides a framework for interdisciplinary environmental management. It draws upon subject matters from planning, economic, policy, environmental decision making and management of natural resources.

ENSC 510  Eco-toxicology  3 cr.
Three hours of lecture and discussion each week. This course is designed to give students a comprehensive understanding of environmental toxicology in the ecosystem and human health. Some of the fundamentals to be covered include environmental chemodynamics, abiotic and biotransformation and distribution (toxicodynamics) and intoxication mechanisms and expression of toxic action (toxicodynamics).

ENSC 522  Environmental Health  3 cr.
Three hours of lecture, seminar and discussions, reviewing major environmental health focuses; Toxicology, Pollution, Sanitation, Food, diseases and the eco-toxicological impact. There will also be in depth studies on selected topics. A major term paper dealing with contemporary issues is required. This will be shared and discussed with the class.

ENSC 540  Population Dynamics  3 cr.
The study of population dynamics in relationship to their environment. Emphasis will be placed on observation, experimentation, habitat, carrying capacity, population, competition, traits, food, physiological adaptations and social behaviour.
ENSC 560  Environmental Microbiology  4 cr.
A comprehensive course covering aspects of microbial interaction in the environment, with emphasis on their involvement in agriculture, industry, medicine and the marine environment. Three lectures and one laboratory session per week. Prerequisites: BIOL 349, 360, 395.

ENSC 573  Environmental Geology  3 cr.
Three hours of lecture, discussion and field studies will be done in this course. This course emphasizes the physical properties of soils and geology related to land management, causes and techniques of control of soil erosion and sedimentation, salt-affected soil and their reclamation and recommendations for delineating specific land usage. Soil percolation tests for sewage pits and building construction. Prerequisites: BIOL 155,156, CHEM 111, 112.

ENSC 580  Environment and Resource Economics  3 cr.
This course examines the resources in the environment and their management systems. Focusing on mining, energy, ocean, forestry, fishing, agriculture and economic implications. Cost analysis, opportunities cost, micro and macroeconomics are used as a means of environmental evaluation.

ENSC 585  Conservation Principles and Practices  3 cr.
Emphasis will be placed on conservation practices, renewable resources, non-renewable resources, conservation sector, disaster planning and management, policy and legal framework. This course will provide opportunities to promote conservation principles and practices. Three hours of lecture and discussion and one hour for field study or case study.

ENSC 600  Case Study  3 cr.
Three hours of coursework. The student will prepare a written report on a topic or problem assigned by the examining committee. The report will be reviewed by the committee members and department chair. An oral examination will be given on the case study and course completed in this programme.

ENSC 601  Environmental Chemistry  3 cr.
Three hours of lecture and discussion on the chemistry of the environment with emphasis on chemical hazards, reaction mechanism and isolation of natural products including chemical ecology.
ENSC 602 Water Resources Management 3 cr.
Three hours of lecture and discussion. This course provides an introduction to interdisciplinary Water Management. It draws upon subject matter from many areas, including water policy, planning, economic hydrology, law, engineering and water quality.

ENSC 605 Environmental Science Seminar 1 cr.
One hour of lecture. Seminars on current research and issues in Environmental Science and related areas.

ENSC 612 Environmental Impact Analysis 2 cr.
Two hours. This course will include lectures, case study and field work on subject of interest and importance on environmental impact analysis.

ENSC 620 Environment Laws and Policies 3 cr.
Three hours of lecture and discussion per week, study of legal system and selected government statistics dealing with environment protection including the National Environmental Policy Act, Clean Air Act, clean water and water management laws.

ENSC 621 Ecology 3 cr.
Three hours of lecture and discussion per week. This course is for beginning graduate students focusing on the dynamics of community development and change, and the process of community analysis and descriptions.

ENSC 623 Scientific Writing 1 cr.
This course will require frequent informal writing and oral presentations of scientific papers. Students will acquire the skills to meet international standards in scientific writing.

ENSC 624 Sustainable Development 3 cr.
Three hours of lecture and discussion each week. A course designed to give the student a thorough understanding of environmental sustainability. Emphasis will be placed on ecological issues, soil, hydrology, climate, forest and food supply. A major paper dealing with sustainable environmental issues will be researched and discussed with the class.

ENSC 631 Global Environmental Processes 3 cr.
A survey of current global environment changes including Extinction, Population, Waste, Ozone Layer, El-Nino, Loss of Biodiversity, Energy and Climate, Impact of War and Space Age Technology. Socio-economic and political ramification of global changes. Three lectures per week. Case study on relevant topics will also be done in this course.
ENSC 633  Agro-ecology             4 cr.
This course develops the foundations for an understanding of Agro Ecology. Discussions on the following topics theoretically and applied aspects of species ecology, plant and animal population ecosystem processes, agricultural practices and their impact on the environment, energy and resources in agriculture and food production. This course entails three hours of lecture per week and one hour of field study relevant to the course and case study.

ENSC 660  Environmental Research Project             6 cr.
Six hours of research project. This includes investigations leading to the completion of a research–orientated thesis. On completion of thesis, an oral examination will be given that covers principally the material in the thesis or dissertation as well as literature and information relating to it.

Public Health

PHUE 501  Health Behaviour Change             3 cr.
This course is based on the exploration and application of education, psycho-social and spiritual components of health behaviours. It also includes laboratory emphasis on communication, leadership, decision-making and group process.

PUHC 504  Principles of Epidemiology I             3 cr.
This course deals with the determinants, occurrence, distribution and control of diseases and other health related conditions in a human population. It reviews basic concepts related to the epidemiology of infectious chronic diseases and other conditions causing illness and/or death, which are important in the Caribbean.

PUHC 509  Principles of Environmental Health             3 cr.
Surveys rural and urban environmental factors that affect human status, enjoyment of the quality of life and man’s survival. Focuses within the framework of air, water, food quality, residential environments, industrial sites, recreational patterns and promotion of healthful environments.

PUHC 510  Principles of Epidemiology II             3 cr.
Definitions and contrasts of cumulative incidence, incidence rates (density) and hazard rates. Difference between confounding and effects modification. Mantel-Haenszel relative-effect. Risk-difference measures frequently used in case-control and cohort investigations. Statistical power, sample-size determination, least-significant, relative-effect measures for observational case control. Cohort investigations using dichotomous exposures, estimation of effect of bias and misclassification,
and correction for bias and random error. Laboratory includes Epi-Info and other computer programmes and problems sets used in applied epidemiology. Prerequisite: PUHC 504

PUHC 512 Principles of Administration in Public Health  3 cr.
The course is an introduction to the organisation's administration of the public health services organization within the context of the economic, governmental and financial constraints of the health care delivery system. It gives an understanding of the evolution of public health administration and explains the links between public administration and the political directorate.

PUHC 550 Biostatistics I                  3 cr.
Fundamental Procedures of collecting, tabulating and presenting data. Measure of central tendency and variation, normal distribution, sampling, t-test, confident intervals, chi-square, correlation and regression. Emphasis on statistical inference. Prerequisite: Competency examination in mathematics.

PUHC 522 Biostatistics II                  3 cr.
This course provides an integrative approach to the fundamental theories of statistics. Statistics is the collection, organisation, analysis, interpretation and application of data. The student will be able to apply and stimulate creative thinking to problems and solutions as it relates to the analysis of data sets. Web and CD-Rom facilities will be utilised as a means of imparting information and facilitating practical use of fundamental knowledge. Prerequisite: PUHC 550

PUHC 589 Philosophy of Public Health                 1 cr.
Selected topics addressing issues, concepts and recent developments in public health.

PUHE 512 Multivariate Modelling in Epidemiology            1 cr.
The course provides an integrative approach to the theories of statistics. In this course there is collection, organization, analysis, interpretation and application of data. Data can be qualitative or quantitative. One will get a comprehensive understanding of the theoretical aspects required to facilitate the applicative process of interpretation and inferencing to ensure precise solutions to problems. Prerequisite  PUHC 509

PUHE 515 Clinical Trials                   3 cr.
This course deals with the theory and practice of intervention studies. This includes community and clinical trials. Design and analysis used in trials; includes coverage of randomization schemes, blinding and study-design methods. Additional topics include management of complex trials and ethical considerations important in experimental studies. Laboratory
includes microcomputer analysis of data, interpretation of published reports, and randomization and design of trial.

**PUHE 516 Epidemiologic Methods in Outcome Research and Continuous Quality Improvement** 3 cr.
There is discussion of the epidemiologic methods of outcome research and continuous quality-improvement techniques in medical-care processes. The course covers medical care as a process, use of control charts in process improvement, measurement of quality care and patient satisfaction with medical care. Includes the use of cost-benefit and decision-tree analysis in the management of medical care. Laboratory includes demonstration of process control charts, flow charts, pareto diagrams and data scanning.

**PUHE 520 Grant and Proposal Writing** 2 cr.
Basic grantmanship skills, sources of funding information, use of a prospectus, and preparation of a competitive proposal for grants and contracts. Aspects of research design, objectives and methodology data management, evaluation, budget development, and peer review procedures applied to the preparation of an actual proposal.

**PUHE 557 Research Data Management** 3 cr.
The course covers data entry and practical programming skills for database management using personal computers. Practice in managing and manipulating data with a statistical package and in an xBASE environment. Topics include data entry and verification, file transfer between packages and platforms, variable types, missing values, variable transformations and elementary structured programming. General computer skills expected, but no prior computer programming experience necessary. **Prerequisite: PUHC 504.**

**PUHE 564 Survey and Advanced Research Methods** 2 cr.
Principles of and procedures of surveys as applied to the health sciences. Survey and research designs, questionnaire construction, interviewing techniques, sampling techniques, sample-size determination, non-response problems. Data collection, coding, processing, evaluation and presentation of results. Practical experiences gained by completing a survey project. One lecture and laboratory per week for two (2) units credit. The third unit includes advanced survey design topics, such as survey measurements errors and questionnaire scaling techniques. **Prerequisite: PUHC 504**

**PUHE 565 Epidemiology of Cancer** 3 cr.
The course covers epidemiology of the major causes of cancer death in developed nations, including anatomic (ICD-10) and
morphologic/pathogenic (ICD-O) classifications. The course covers research and health-promotion issues that relate to control and prevention of cancer. Topics include: cancer vocabulary; multisage model of carcinogenesis; sources of cancer data; validity and value of population measures of cancer; magnitude of the cancer problem; trends in cancer frequency, incidence, burden, mortality and survival; surveillance objectives and methods; consistent risk and protective factors for major cancer types; the role of infectious diseases in cancer etiology and progression; nutrition and cancer; screening objectives, recommendations and controversies; interactions between genetic and environmental exposures in the etiology of cancer and other selected etiologic hypotheses.

**PUHE 566 Epidemiology of Cardiovascular Disease 3 cr.**
This course deals with the epidemiology of the major cardiovascular diseases, including myocardial infarction, sudden death, angina pectoris, hypertension and stroke. The student will have knowledge of experimental designs and analytic techniques commonly used in cardiovascular epidemiology. Experimental and epidemiological evidence relating risk factors such as diet, smoking, blood lipids, blood pressure and exercise to cardiovascular diseases. Acquaintance with the design and results of the major intervention studies.

**PUHE 600 Research I 2 cr.**
Independent research on problems currently receiving study in the department. Research programme arranged with faculty member(s) involved. Minimum of thirty hours required for each unit of credit. Written report and oral presentation required. Limited to doctoral degree candidates and qualified master’s degree students. **Prerequisite: Consent of instructor responsible for supervision and/or programme advisor.**

**PUHE 679 Field Practicum 5 cr.**
Assignment to private, government, international, or voluntary health agency or other School-approved organisation where practical application of the materials studied on campus is made under the guidance of the department faculty and the organisation involved. Research project which includes substantial analysis of data and discussion of results. May be repeated for additional credit. Written report and oral presentation required. **Prerequisite: EPDM 512 and consent of department adviser and/or instructor responsible for supervision**
PUHN 510  Advanced Public Health Nutrition  3 cr.
This course is a study of the applied and preventive aspects of nutrition as related to public health. Prerequisite: PUHN 504

PUHN 511  Nutrition and Aging  3 cr.
Effect of nutrition on aging and on chronic degenerative diseases, and their effects on nutritional status. Geriatric nutrition screening and assessment. Anorexia of aging. Prerequisite: Basic Nutrition or consent of instructor

PUHN 517  Advanced Nutrition I: Carbohydrates and Lipids  3 cr.
This is an advanced study of the nutrition, metabolism and function of carbohydrates and lipids as related to health and disease. Prerequisite: PUHN 504

PUHN 518  Advanced Nutrition II: Proteins, Vitamins, and Minerals  3 cr.
This is an advanced study of the nutrition, metabolism and function of proteins, vitamins, and minerals as related to health and disease. Prerequisite: PUHN 504

PUHN 520  Grant and Proposal Writing  2 cr.
Basic grantmanship skills, sources of funding information, use of a prospectus and preparation of a competitive proposal for grants and contracts. Aspects of research design, objectives and methodology data management, evaluation, budget development and peer review procedures applied to the preparation of an actual proposal.

PUHN 525  Nutritional Policy, Programmes and Services  3 cr.
This course enables the student to develop professional skills in management of nutrition programmes. Includes legislative advocacy and analysis of current nutrition programmes at local, state and federal levels; laboratory included.

PUHN 528  Seminar: Seventh-day Adventist Philosophy of Nutrition  1 cr.
The science of nutrition as related to the Seventh-day Adventist philosophy of health.

PUHE 536  Programme Planning and Evaluation  3 cr.
Programme planning and evaluation is a management process. This process begins with the identification and analysis of health needs based on available data. This course provides step by step sequences for
organising, developing, constructing, implementing and evaluating effective programme plans which increase the capacity of individuals and communities to have a positive impact on health outcomes.

**PUHN 538  Principles of Educational Nutrition**  
3 cr.  
Teaching methods appropriate to the nutrition educator. Definition of an effective teacher. Discussion of the learning environment, lesson design and use of teaching models. Strategies to improve student motivation and the retention of information. Evaluation of learning outcomes. Laboratory included.

**PUHN 545  Clinical Nutrition I**  
3 cr.  
Nutritional therapy is used for various clinical disorders. Some of the diseases that are dealt with are cancer, gastrointestinal diseases, cardiovascular diseases, kidney diseases, liver diseases and diabetes. **Prerequisite: PUHC 504**

**PUHN 560  Practicum**  
4 cr.  
Students will be assigned to government, private or school approved organisations where they will be exposed to the practical side of nutritional public health. This will be done under the guidance of a faculty member and supervisory personnel from the institution. A written report is submitted at the end of the time period. **Prerequisites: PUHN 510, PUHN 525, PUHN 545**
Statement of Mission

The programmes of the College of Business and Hospitality Management emphasize personal integrity and professional ethics based on the Christian philosophy of faith and learning that guides the Institution. In this setting, along with a high quality of instructional input, students will attain a high standard of achievement. This level achievement should enable the graduates to enter defined career paths with confidence and to personally succeed, while making a meaningful contribution to the advancement of humanity.
The Department of Business & Hospitality Management, through the College of Business & Hospitality Management, offers a specialized programme of study at the Master’s level. Each candidate on successful completion of the programme will be awarded the Master of Business Administration (MBA) degree.

MBA Programme Director, Audley Eccles DBA, M.S.T.
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Faculty
Donna Brown, Ph.D.
Audley Eccles, DBA, M.S.T.
Daniel Fider, Ph.D.
Cecil Goodridge, Ph.D.
Gurubhushana Mundluru, Ph.D.
Patrick Williams, Ph.D.

Adjunct:
Roselea Hamilton, Ph.D.
Andrea Blackwood-Harriott, Ph.D.
Williams Lawrence, Ph.D.

Objectives
The MBA programme at Northern Caribbean University is designed to:
- provide high quality education rooted in a Christian ethic;
- prepare individuals for responsibilities in both the private and public sectors;
- help students hone their management skills and prepare them for potential leadership roles in their respective careers;
- make students more conscious of the dynamic environment in which they function, and assist them to apply the tools they learn in the classroom to real world situations to make their organisations and the country prosper; and
- provide the necessary academic background for entrance into doctoral programmes in business or related areas of concentration.

Admission Requirements
Applicants are accepted on the basis of demonstrated academic achievement as evidenced by their undergraduate GPA in the form of
official undergraduate transcripts, official score on the Graduate Management Admission Test (GMAT), ACCA certification or other applicable programmes and their professional experience as described in the application.

Admission requirements for applicants wishing to matriculate in the Master’s programme are listed below. Northern Caribbean University considers applicants on both qualitative and quantitative data. Consequently, admission to the programme is competitive, and regretfully, not all applicants who meet the quantitative standards below will be offered admission.

**Regular Acceptance**
Typically, applicants with a GPA of 3.0 or greater on a 4.0 scale in an undergraduate degree from an accredited or recognized institution will be considered for regular admission. There is no guarantee that these applicants will be accepted into the programme because the Department will also consider non-quantitative factors, such as the student’s level of maturity, prior work experience and career goals in deciding whether an acceptance letter will be issued to the student.

**Provisional Acceptance**
Applicants with an undergraduate degree from an accredited or recognized institution will be considered for admission with a GPA in the range of 2.67 to 2.99 on a 4.0 scale. However, these applicants will only be accepted provisionally and must maintain a G.P.A. of 3.0 in the first two (2) modules before they are fully matriculated into the programme. Usually applicants in this category are those who have completed their undergraduate programme in business and its related fields and who have worked for more than four years in their chosen fields.

**Conditional Acceptance**
Students applying to enter the programme whose undergraduate GPA is equal to or greater than 2.5, but less than 2.67 on a 4.0 scale, may be admitted conditionally in the programme. Such students will be required to maintain a GPA of 3.0 during the course of study for the first four (4) modules before they are fully matriculated in the programme. Students accepted under this category are generally those who have more than six years’ working experience, and who occupy important positions in their organisations or who have demonstrated through their career that they are likely to contribute significantly to nation building and to their personal and professional development.
Degree Equivalence
In lieu of a GPA score on a 4.0 scale, the Department will accept at least a Lower Class (Honours) degree as equivalent to a 3.0 on the 4.0 scale. For scores between 2.99 and 2.50, the Department will compute the score, if the equivalent score is not supplied by the institution from which the student is coming, by considering all the letter grades earned by the student in the upper division classes or Part II of their degree, whichever is appropriate. In calculating this GPA the Department will use the letter grade conversion table that is used internally.

Foundation Courses
We expect that not all applicants pursuing or desirous of pursuing a Master's degree in business will have an undergraduate degree in a business field. Engineering, education and information sciences are examples of the diverse backgrounds which our Master's candidates possess. We believe that such a variety of backgrounds will bring new perspectives to the world of business.

The Master's programme is quite challenging, and requires the candidate to be prepared with knowledge in specific areas before embarking on graduate-level work. Applicants are required to demonstrate proficiency in the following areas: financial accounting, economics, statistics and finance before they are allowed to commence their programme of study. For this reason the Department has developed some foundation courses to assist students in understanding these core areas of business.

These departmental foundation courses are specifically designed to prepare and move students with confidence through the programme. They are primarily designed to accommodate students whose background is not in the business field. The foundation courses which a student must take are determined by his/her academic history and how long ago these courses were taken. Students who have been requested to take these foundation courses may challenge them by sitting an appropriate examination after paying the requisite fees. When students challenge these courses they must earn a grade of 'B' or greater in the challenge examination before they will be accepted. Foundation courses may be waived by equivalent undergraduate or graduate courses previously taken at an accredited or recognized college/university. Equivalent courses must have a grade of 'B' or greater on a 4.0 grading system and meet the criteria outlined in this document. Applicants will be asked to provide course descriptions and/or syllabi for evaluation of the specific level and thoroughness of course content.
The University, at its sole discretion, reserves the right to determine which courses are substitutable for its foundation courses. Therefore, students should apply well in advance of their intended period of study in order that an early evaluation of these courses can be done.

Despite the matters outlined above, when the foundation courses are delivered, they will be graded as either a ‘Pass’ or ‘Fail’ and they will not be considered in the calculation of the student’s GPA. This is done in order to encourage students to spend more time in gaining an understanding of the subject, rather than trying to get a ‘Good’ grade. All these courses shall be taught by the department prior to the taking of the regular courses in the programme and students must sign up for them when they are available.

While the department will endeavour to run these courses ahead of the regular courses, the student’s academic profile might prevent the student from accessing these courses in the manner they are scheduled. The department will try and assist the student in whatever way possible to resolve conflicts of this nature but there is no guarantee that it will be capable of so doing and cannot be held liable in any way for the lack of progress or unsatisfactory progress of the student through the programme in this regard. The onus is on the student to organise his or her affairs so that the foundation courses are done well in advance of the regular courses.

Students shall not advance in the programme without taking these foundation courses, if they are required to take them; and therefore must not register for regular classes without either getting a waiver for these courses from the Department Chair or passing them.

**Enrolment Limitation**
Accepted students must enrol within one (1) school year from the date of the semester for which they are accepted or the acceptance will expire. If a student does not enrol during the year for which he or she has been accepted, he or she must reapply. When students re-apply they will come under the rules existing at the time. There is no guarantee, therefore, that a student will get the identical response as in the first acceptance letter as the acceptance criteria may change and it is the responsibility of each re-applying student to meet any new standards that are in place.
Class Schedule
The programme is structured to facilitate working individuals who are interested in obtaining the MBA degree.

- Classes meet for five (5) Sundays: 8:30 a.m. – 12:30 p.m. and 1:30 p.m. to 5:00 p.m.
- A break of normally three (3) weeks follows so as to facilitate preparation for upcoming classes.
- Six (6) modules will be conducted per year and the programme duration is within 18 – 24 months.
- Textbooks and selected materials required for the course are provided by the University at no extra charge to the students.
- Students are required to have access to a computer with e-mail and Internet capabilities.

Academic Probation
A student whose GPA falls below 3.0 in any given semester or module, is automatically placed on academic probation. If the GPA is not brought up to 3.0 or higher by the end of the next two modules, that student will be asked to withdraw from the programme, unless the Department Chair and College Dean give the student permission to defer the repeating of the course because it will not be offered until a much later time. The student must petition for this and the granting of permission to defer the retaking of the course is solely at the discretion of the Chair and Dean.

A student cannot have more than two (2) grades below ‘B-’ as this will lead to termination from the programme, and no grade obtained in this programme can be lower than a ‘C-‘, grade below ‘B-‘ the student must retake the course. Each student is allowed to retake a maximum of two courses during the programme.

Degree Requirements
To complete the MBA degree, the student must achieve the following:

1. Completion of all required courses with a cumulative GPA of 3.00 or better.
2. Completion of research project on a topic to be selected by the student with faculty guidance and approval.
3. Submission of petition for graduation to the Office of the Registrar, two modules prior to the expected MBA programme completion date.
4. Meet all other University standards and/or requirements for graduation.
The Curriculum
The curriculum consists of 43 graduate credits comprising of 31 credits of professional core courses and 12 credits of concentration in a specialized field of business.

The foundation courses cover 15 equivalent undergraduate credits and serve as a foundation for prospective applicants whose undergraduate degree is not in Business to prepare them for the more advanced business courses that are to follow.

The professional and concentration courses are scheduled within the period of 18-24 months. In the first year the modules are usually conducted on the off-site campus locations, as designated by the University, whilst in Year two (2) the modules are offered only on the Mandeville Campus. The University reserves the right to adjust this structure if it is no longer feasible to operate in this mode.

The courses are designed to change in a meaningful way, thinking and work attitudes. They provide an insight into individual and group behaviours by focusing on continuous personal and professional improvement while assisting students to contribute to their organisation’s mission and objectives.

Students are expected to be exposed to some of the latest developments in their chosen area of concentration. To facilitate this, students are required to sign up for the one-credit Advance Current Professional Trends and Issues seminar in their area of concentration after they have completed at least 15 credit hours. This course will be conducted mainly by international experts but the facilitator of the course has the responsibility of grading the performance of the students by assigning a letter grade of either a ‘A’ or ‘B’, depending on the student’s performance on the assigned testing instrument. If in the opinion of the facilitator the student’s work is below a ‘B’, then the student either must resubmit the work, in which case the student can only receive a ‘B’, or retake the seminar. If the student retakes the course, a grade of ‘A’ or ‘B’ may be earned, however, the course may only be retaken once.

The Advance Current Professional Trends and Issues seminar shall not be counted in determining whether or not the student can go on academic probation.

Programme Outline
The structure of the MBA Programme is designed to provide students with a strong general background in business with a highly focused specialization in four disciplines. The general background courses are
delivered through the Professional Core Courses and the specialization courses through the Concentration Courses.

**Foundation Courses**
The following is a list of graduate foundation courses for the MBA programme. The course descriptions are also shown below. Each course is a three-credit hour course, which is at least 45 hours long and is equivalent in length to similar undergraduate courses. As they are graduate courses, the demands of these courses are rigorous.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 501</td>
<td>General Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 501</td>
<td>Applied Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 504</td>
<td>Applied Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 509</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 502</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

### PROFESSIONAL CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAP 511</td>
<td>Accounting for Decision Making &amp; Control</td>
<td>3</td>
<td>ACCT501, ECON501</td>
</tr>
<tr>
<td>MBAP 513</td>
<td>Quantitative Thinking</td>
<td>1</td>
<td>ECON509</td>
</tr>
<tr>
<td>MBAP 518</td>
<td>Information Technology</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>MBAP 521</td>
<td>Legal, Social and Ethical Issues</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBAP 523</td>
<td>Managerial Statistics</td>
<td>3</td>
<td>MBAP513</td>
</tr>
<tr>
<td>MBAP 528</td>
<td>Marketing Management and Research</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBAP 529</td>
<td>Managerial Economics</td>
<td>3</td>
<td>MBAP523</td>
</tr>
<tr>
<td>MBAP 535</td>
<td>Managing Organisational Behaviour</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MBAP 541</td>
<td>Applied Financial Management</td>
<td>3</td>
<td>ECON503, FNCE504</td>
</tr>
<tr>
<td>MBAP 545</td>
<td>Applied Operations Management</td>
<td>3</td>
<td>ECON503</td>
</tr>
<tr>
<td>MBAP 549</td>
<td>Entrepreneurial Strategic Thinking</td>
<td>3</td>
<td>ECON502</td>
</tr>
<tr>
<td>MBAP 595</td>
<td>Advance Current Professional Trends and Issues Seminar</td>
<td>1</td>
<td>Completion of all other core courses or with approval of Department Chair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>31</th>
</tr>
</thead>
</table>
Concentration: Entrepreneurship & Marketing

<table>
<thead>
<tr>
<th>Courses</th>
<th>CREDITS</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td><strong>Business Management</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>MBAP 561 Entrepreneurship &amp; Venture Initiation</td>
<td>3</td>
<td>ECON501</td>
</tr>
<tr>
<td>MBAP 563 Global Marketing Strategies</td>
<td>3</td>
<td>MBAP528</td>
</tr>
<tr>
<td>MBAP 565 Development &amp; Turnaround Strategies</td>
<td>3</td>
<td>MBAP545</td>
</tr>
<tr>
<td>MBAP 552 Business Research in Entrepreneurship Marketing</td>
<td>3</td>
<td>MBAP513, MBAP523</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>MBAP 571 Financial Markets &amp; Institutions</td>
<td>3</td>
<td>MBAP571</td>
</tr>
<tr>
<td>MBAP 573 International Financial Management</td>
<td>3</td>
<td>MBAP541</td>
</tr>
<tr>
<td>MBAP 575 Investment and Portfolio Management</td>
<td>3</td>
<td>MBAP541</td>
</tr>
<tr>
<td>MBAP 552 Business Research in Finance</td>
<td>3</td>
<td>MBAP513, MBAP523</td>
</tr>
<tr>
<td><strong>General Management</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>MBAP 5xx Finance Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBAP 5xx Human Resource Management Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBAP 5xx Entrepreneurship &amp; Marketing Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MBAP 554 Business Research General Management</td>
<td>3</td>
<td>MBAP513, MBAP523</td>
</tr>
</tbody>
</table>

*Students must receive approval from the department Prior to registering for each elective. xx means a variable numeric value.
Human Resource Management CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>MBAP 581</td>
<td>Managing Human Resources</td>
<td>3</td>
<td>MBAP535</td>
</tr>
<tr>
<td>MBAP 583</td>
<td>International Environment and</td>
<td>3</td>
<td>ECON502</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBAP 585</td>
<td>Industrial Relations: Problems</td>
<td>3</td>
<td>MBAP581</td>
</tr>
<tr>
<td></td>
<td>Principles and Cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBAP 555</td>
<td>Business Research in Human</td>
<td>3</td>
<td>MBAP513,</td>
</tr>
<tr>
<td></td>
<td>Resource Management</td>
<td></td>
<td>MBAP523</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSES

ACCT 501   General Accounting  3 cr.
The design of this course provides the flexibility to develop the knowledge of the student by focusing on his or her area of deficiency in accounting. It has two components. One component deals with financial accounting and the other addresses knowledge gaps in costing. The course is pitched at a level that will allow the student to learn the basic concepts, conventions and general principles of accounting. After this basic understanding, students will be introduced to a higher level of accounting problem solving than that delivered at the undergraduate Financial Accounting Level 1 course.

Cost accounting is the second component of the course and it will follow the normal track of the undergraduate Managerial Accounting with one major exception. The students in this course will be exposed to more advanced aspects of costing towards the end of their studies. Prerequisite: None

ECON 501   Applied Micro Economics  3 cr.
Applied Micro Economics is different from the undergraduate Micro Economics course in two fundamental ways. Firstly: it will provide a toolbox in micro economics principles that are sufficient and relevant to the core management principles. Secondly: it will stress the application of these tools to the world of work and current events by focusing on analysis of issues. Because of the maturity of the MBA students it is expected that they will be better able to master and grasp these principles by applying their knowledge. Prerequisite: None

ECON 504   Applied Macro Economics  3 cr.
Applied Macro Economics will expose students initially to all the relevant macro economics principles. As this is an applied course, much of the time will be spent in examining local, regional and international macro
economic problems. Students who are enrolled in this course will find that they will quickly develop a mastery of dissecting macro economic policies and recommending alternative solutions. **Prerequisite: None**

**ECON 509  Business Statistics  3 cr.**
For students to function properly in business they need to demonstrate that they are capable of solving certain mathematical problems in business. This course provides the knowledge needed to solve these problems at a level much higher than the elementary level. It therefore integrates well with the main statistics course in the regular MBA programme.

In creating this course what was mainly considered is the fact that most students are already exposed to some form of mathematical analysis but lack the necessary business application of mathematical and statistical principles. **Prerequisite: None**

**FNCE 502  Managerial Finance  3 cr.**
For most students who are coming from a non-business background, they usually find finance concepts challenging. The intention in the design of the course is to remedy the defect by providing students with some general knowledge about finance and to build on that base by allowing them to apply these principles to abstract and practical problems. In this way students are better prepared to tackle the more advanced problems in finance. **Prerequisite: None**

**MBAP 511  Accounting for Decision Making and Control  3 cr.**
The course involves review of basic financial accounting and financial statements, study of the use of accounting for the planning and control or entrepreneurial organizations, and applications of accounting techniques for budgeting, pricing, and decision making. Attention is given to cost analysis and control, cost allocation and the behavioural aspects of accounting on business operations. **Prerequisite: ACCT501 General Accounting & ECON 501 Applied Micro Economics.**

**MBAP 513  Quantitative Thinking  1 cr.**
This course introduces the student to the potential usefulness, limitations and the format of various quantitative techniques used in the decision-making process in business. The application of quantitative techniques has expanded rapidly in business decision-making. Lectures, discussion groups and problem-solving techniques are used to present the concepts of descriptive statistics, theoretical probability distributions, confidence levels, simulation, hypotheses testing, correlation, regression and forecasting techniques. The course also helps students to understand
how statistical and mathematical methods may be applied to managerial situations. Additionally, the role of research in the business decision-making process will be explored and the characteristics of qualitative research will be defined. Prerequisite: ECON509 Business Statistics

**MBAP 518 Information Technology** 2 cr.
The course begins with the study of the impact of information technology on entrepreneurial organisations, and utilization of the hardware, software, databases and telecommunication in defining the strategic position of the firm. Half of the course covers the use of statistical analysis techniques using a computer software. In addition, the course also includes data collection analysis for research purposes. Prerequisite: None

**MBAP 521 Legal, Social and Ethical Issues** 3 cr.
Review of general principles of law, business law principles and common law, as well as their applications to entrepreneurial entities. The course also includes a study of Christian, societal, ethical, moral and economic responsibilities of administrators and organisations to external and internal constituencies. Attention is given to government and regulatory relations, development of a value system, and the effect of societal issues on business operations. Prerequisite: None

**MBAP 523 Managerial Statistics** 3 cr.
Students’ knowledge of statistics is developed through this course by exposing them to more advanced statistical techniques. In the course students are prepared for both the advanced classes in finance and their research paper by familiarizing them with applied statistical techniques that are relevant to businesses. A component of the course is the utilisation of statistical analysis using a computer software programme such as SPSS or Ph Stat 2 which is taught in MBAP518. The course also includes data collection analysis for research purposes, as well as the conduct of hypotheses tests involving one or more samples using regression analysis. It will also include the study of statistical concepts such as Chi-Square, probability, t-test, F-test, Z-test, multiple regression, time-series forecasting and statistical techniques for decision making and quality and production management. Qualitative research design techniques will also be covered by this course. Prerequisite: ECON 503 Business Statistics

**MBAP 528 Marketing Management and Research** 3 cr.
Customers are becoming increasingly sophisticated; their preferences and expectations are constantly changing and new segments are evolving while old ones disappear. Large numbers of aggressive new competitors are challenging incumbents for market leadership. Technological change
is sweeping aside old ways of doing business, creating new means of producing value for customers, new forms of competition and entire new industries.

The stakes in this dynamic competitive environment are high. To successfully compete in the global economy, an increasing number of firms recognise that the path to creating value for the firm lies through providing superior value to customers. Creating value for customers builds a firm’s primary revenue-generating asset: a satisfied and loyal customer base. Attracting, satisfying, and retaining customers is the key to long-term growth in profits and market value. By matching these resources to target market needs and deploying them in a manner that delivers value to the customer more efficiently and effectively than competitors, managers can create a ‘Value Cycle’ that is not only self-reinforcing but becomes increasingly difficult for competitors to overcome as time goes on. This course seeks to make this model of marketing management relevant to the interests and vital needs of emerging economies in the Caribbean.

Prerequisite: None

**MBAP 529 Managerial Economics**  
3 cr.  
The course applies economics theory and the tools of analysis of decision science and optimization techniques to management decision making. It examines how an organisation can achieve its aims and objectives most efficiently by focusing on the decision making process within an entrepreneurial entity. Demand and cost schedules are estimated, using concepts from statistics, accounting and a basic knowledge of calculus. **Prerequisite: ECON 503 Business Statistics**

**MBAP 535 Managing Organisational Behaviour**  
3 cr.  
The course examines organisational behaviour from a leadership perspective. It examines complex human relations issues that are associated with leadership in various types of entrepreneurial organisations. Emphasis is placed on managing individuals, managing groups and teams working within organisational systems and managing change. Topics include attitude formation, perceptual processes, motivation, job design, reward systems, organisational structure and design. **Prerequisite: None**

**MBAP 541 Applied Financial Management**  
3 cr.  
The course provides for an integration of finance in the management of organisations. Emphasis is placed on the essential concepts in finance, the long-term and short-term decision-making, in particular as they relate to small businesses; managerial analysis, cash flows and the creation of value, risk and returns, legal regulatory and ethical constraints; use of
financial theory in reviewing real world problems; and the application of advanced topics in financial management. **Prerequisites:** ECON 503 Business Statistics & FNCE 504: Managerial Finance

**MBAP 545 Applied Operations Management** 3 cr.
The course provides students with an understanding of the theory underlying operations management and enables them to contribute to improve operating decisions. Emphasis is on the design of production systems, production and inventory control, maintaining effective operations and quantitative modules. Particular attention is given to the analysis of problems and issues faced by production/operations managers in the entrepreneurial organisation. It is primarily taught by the case study method. **Prerequisite: ECON 503 Business Statistics**

**MBAP 549 Entrepreneurial Strategic Thinking** 3 cr.
The course is designed to develop the understanding of strategy, policy and decision-making in entrepreneurial organisations. The analysis of strategy, its formulation, development and implementation are studied. Emphasis is placed on deriving and integrating functional policies in terms of the strategic orientation of the entrepreneurial organisation. It is primarily taught by the case study method. The cases will be drawn from the Jamaican and regional entrepreneurial community. **Prerequisite: ECON 502 Applied Macro Economics**

**MBAP 55X: Business Research** 3 cr.
This research is a detailed in-depth study of a management, marketing or financial topic; and the results must be documented by a comprehensive research report. Students will be required to demonstrate their ability to integrate and apply their acquired skills in this programme to complete the research.

The research is designed to address a broad issue of importance that has implication for general managerial concepts. It should utilise both quantitative and qualitative methodologies and weld these together, where applicable, with the application of the most appropriate research tools. This is an individual research course. For students to benefit from this course they must register for it when their concentrations are selected. **Prerequisite:** MBAP 513 Quantitative Thinking & MBAP 523 Managerial Statistics

**MBAP 561 Entrepreneurship & Venture Initiation** 3 cr.
This course provides an overview of the managerial function of operating a small business enterprise with emphasis on planning, organising and controlling. Specific attention is given to demand analysis, to developing a business plan and to finding the best financing sources. Innovation is the key concept of this course. As such, its purpose is to help students
develop an understanding of basic elements of the entrepreneurial process. Specifically, students will be expected to understand the entrepreneurial mindset, plan, organise and implement a successful business plan. Prerequisite: ECON 501 Applied Micro Economics

**MBAP563 Global Marketing Strategies**  
3 cr.  
The course Global Marketing Strategies is designed primarily for students with prior exposure to the marketing field. Because of its in-depth coverage, it also presents an excellent challenge for graduate instruction as well as executive education. The course is structured to cover a number of pertinent areas in global marketing. In the first set of classes, students will examine the core concepts of global marketing and the environmental forces that the global marketer has to consider. Secondly, various activities that are necessary for global marketing planning will be outlined. Finally, marketing management issues and strategies that are relevant to an expanding global operation of Multinational Corporation will be discussed. **Prerequisite: MBAP 528 Global Marketing and Research**

**MBAP571: Financial Markets & Institutions**  
3 cr.  
This course is designed to provide an understanding of financial markets and financial institutions that operate within the financial markets. Attention is focused primarily on the structure and role of the financial system, interest rates, securities markets, derivative securities markets, government influence on financial markets, commercial banking and non-bank financial institutions. **Prerequisite: MBAP 541 Applied Financial Management**

**MBAP573: Development & Turnaround Strategies**  
3 cr.  
Small enterprises are important for job creation but tend to have higher rates of discontinuance than large corporations. The course focuses on how to manage a small business based on its stage in its life cycle. Students will participate in class discussions on topical issues, analyse Caribbean cases and report findings from a project that is assigned. Some special topics to be covered include: crisis management, family issues, franchising, and initial public offerings. **Prerequisite: MBAP545 Applied Operation Management & MBAP541 Applied Financial Management**

**MBAP573: International Financial Management**  
3 cr.  
Generally, in this course, students will learn the nature and purposes of the international financial environment. They will gain knowledge and skills in international flow of funds, exchange rate dynamics, and long and short-term asset and liability management, hedge funds, options, swaps, futures, and multicurrency cash management and trading activities. The
in-depth research and application of international financial theories will be the cementing block of this course. **Prerequisite: MBAP541 Applied Financial Management**

**MBAP575 Investment & Portfolio Management 3 cr.**
This course allows the student to survey various investment management techniques. The goal of the survey is to familiarize the student with the entire investment process. That is, time preferences, risk, reward and diversification. Students will study specific, systematic and other factors affecting securities market prices. In addition, the role and function of the capital markets in advanced and developing countries will be examined.

The core objectives of the course are to explain to students the investment process and to analyse the nature of risk and return and show how diversification can play a role in reducing risk. To do this, students will be taught how to calculate common stock, bonds and mutual funds investments, risks and returns.

Students are expected to write a paper on some aspects of the Jamaican financial market by analysing pertinent data. In addition, students will be shown how to make investments in various financial instruments. **Prerequisite: MBAP 541 Applied Financial Management**

**MBAP581: Managing Human Resources 3 cr.**
The course Managing Human Resources, examines the major processes for assessing, developing and utilising learning experiences within the organisational environment. The focus will be on inventory matching, developing and upgrading human talent for future job functions. The processes to be examined will include recruitment and selection, retention and downsizing, career development, management succession planning, performance appraisal, compensation theory and practice, job analysis, organizational development, workplace safety and health, assessment methodologies and training and development. **Prerequisite: MBAP 535 Managing Organizational Behaviour**

**MBAP583: International Environment & Management 3 cr.**
This course examines the world environment in which international business is conducted, including economic relations among nations and environmental factors that affect business operations within different nations. Specific topics include globalisation, the forces influencing the globalisation of goods and services, World Trade Organization, international trade and trade restrictions, balance of payments, the international monetary system, entry modes into foreign markets and the
role and functions of multinational corporations. **Prerequisite: ECON 502 Applied Macro Economics**

**MBAP585: Industrial Relations** 3 cr.
The course concentrates on developing knowledge about employers and labour organisations particularly as they impact business management, operations and development. Students will graduate with a concentration on the disciplines which expose them to a variety of ideas and theories.

The programme requires students to work in teams, make class presentations, undertake case studies and submit written assignments. Actual and different labour contracts, situations in industry and arbitration awards will be distributed and analyzed in detail to illustrate their impact and influence on policy. Current developments, both in the private and public sectors, locally and internationally, will be discussed and their relevance to the content of the course emphasized.

Labour organisations act as one party in the determination of wages, hours and terms and conditions of employment, and as such, influence the conduct of private sector and public operations.

It is important that entrepreneurs, managers, professionals and supervisors understand what labour organisations are, what they do, comprehend their influence and recognise methods of negotiating and doing business with them. **Prerequisite: MBAP 581 Managing Human Resources**

**MBAP595: Current Trends and Issues Seminar** 1 cr.
The Current Trends and Issues Seminar will expose students to the latest developments in their chosen area of concentration in research and generally accepted practices. It will be delivered over Two (2) days at a local venue off the campuses. The main presenters will be both foreign and local presenters who are unconnected to the University.

All the sessions will be open to students and the general public. Students will pay a reduced rate to attend the Seminar. One hour after the end of the daily presentations students will meet with their facilitators to determine what papers are to be handed in for grading and the deadline for submission. The facilitator will also go over the topics discussed and clarify points with which the students have difficulty. **Prerequisite: Completion of all other core courses or with approval of Dept. Chair**
Statement of Mission

The College of Teacher Education and Behavioural Science has as its mission quality preparation of a cadre of professional Educators and Counsellors who epitomize excellence in teaching, research and service. This is achieved through the harmonious development of the mental, physical, social and spiritual capacities thus preparing committed workers to serve God and Humanity.

Behavioural Science
INTRODUCTION
The M.Sc. in Counselling Psychology is designed to prepare counsellors to work in a variety of contexts - schools, industrial settings and mental health facilities. The programme confers on the graduate students theoretical and practical skills which will enable them to: (1) help clients to think through their issues and find appropriate solutions and (2) develop, implement and evaluate the efficiency and utility of interventions that are designed to ameliorate individual, family and/or social problems.

A Christian world view will inform the interpretation of current writings or psychological and counseling theories.

The programme is administered by the College of Teacher Education and Behavioural Sciences (CTEBS). It is managed by the Co-ordinator of the Graduate Programme within that College. Forty-eight (48) credits are required to complete all of the requirements of the M.Sc. degree.

Students who do not have all of the prerequisite courses in Psychology, Statistics and Counselling will be advised to take relevant undergraduate courses in the Department of Behavioural Sciences before they are matriculated into the graduate programme. Those undergraduate credits may not be used toward satisfying the 48 credits needed to complete the M.Sc. in Counselling Psychology.
OBJECTIVES
1. To enrich, broaden and refine the skills and knowledge of individuals who have taken undergraduate courses in Psychology and Counselling;
2. To foster the development of duly qualified professionals who are capable of conducting research in the Behavioural Sciences;
3. To inspire leaders and prepare managers of Community Mental Health Services;
4. To foster an appreciation of the individual’s rights to respect and confidential services;
5. To prepare future psychologists, counsellors and social workers whose professional practices are informed or governed by Christian, ethical and professional principles;
6. To provide postgraduate experience in counselling and psychology that will confer the skills and theoretical preparation needed to pursue doctoral studies in those disciplines.

GENERAL ADMISSION PROCEDURES, GUIDELINES AND ACADEMIC CREDENTIALS

- The application for admission should be sent to: Office of Admissions, Graduate Studies: Counselling Psychology, Northern Caribbean University, Mandeville, Jamaica, W.I.

- All applicants must have completed an undergraduate degree from a recognised institution. An official transcript from that institution must be submitted. Transcripts marked “Issued to Student” are not acceptable.

- Applicants who wish to take a limited number of courses for personal or professional development or for transfer to another institution may enrol under the designation NON-DEGREE STUDENT. Special students who register as ‘Non-Degree Students’ may take a maximum of 9 credits in this category. They should apply for regular admission status if they intend to take more than 9 credits. Please note that NON-DEGREE STUDENTS are not eligible for student loans. A limit of nine hours earned in non-degree status may be applied toward a master’s degree programme. Students who have already earned a graduate degree and are taking classes for licensure purposes should apply as DEGREED: LICENSURE SEEKING. Such students are eligible for student loans.
Students who wish to be enrolled in the Graduate Programme must submit the following documents for evaluation:

- Application with non-refundable fee
- Official transcripts
- Two (2) completed Reference Assessment Forms
- Statement of Purpose (250-300 words) in a manner that exhibits the applicant’s ability to write a scholarly paper.
- Certified photocopy of Degree
- Two (2) recent passport-size photographs notarized or certified.

MATRICULATION REQUIREMENTS
Applicants seeking admission should have earned a Bachelor’s degree from a credible college or university with an average of ‘B’ or a better grade. If this requirement is not met, provisional admission may be granted. Regular admission may be obtained after the student has maintained a 3.0 GPA for 15 credits. All applicants who have not had formal training in counselling or psychology will be required to take a preliminary set of courses in Psychology and Counselling (by advisement).

STATEMENT OF PHILOSOPHY
The M.Sc. Counselling Psychology Graduate Programme adopts an eclectic training model with emphasis on wholistic development of the mental, physical, social and the spiritual nature of graduate students being prepared as ethical, committed, professionals for ‘excellent service’ to others.

ACCREDITATION
The M.Sc. in Counselling Psychology Graduate Degree is designed to meet the criteria for accreditation established by the Adventist Accreditation Association (AAA), the University Council of Jamaica, the Council for Accreditation of Counselling and Related Educational Programmes (CACREP) and the American Association of Marriage and Family Therapists (AAMFT). Careful attention is given to required instructional objectives of CACREP, emphasizing the common core areas of: clinical orientation, clinical instruction and research. Additional courses/standardized test results (e.g. GRE) may be needed for certification outside of Jamaica or entry into other graduate programmes.
Students wishing to complete their studies within the time stipulated must enter the programme and follow the recommended sequence of courses. They must also take the recommended amount of credits. Interruption of the programme sequence will require continuing with the next cohort. Students may enter the M.Sc. in Counselling Psychology programme in May of each year.

The Master of Science Degree requires that all students:

- Maintain a ‘B’ grade or better throughout their study.
- Repeat courses in which the earned grades are below ‘B’. A GPA below 3.00 will result in automatic placement on probation. A letter of warning will be issued in such an instance from the Dean’s office.
- If a GPA of 3.00 is not reinstated during the next session or set of courses (i.e. 9 credits) the student will be informed by letter of not meeting programme standards, and therefore, will not be allowed to continue in the programme.
- Students will be allowed to take a maximum of 9 credits per session.

### DESCRIPTION OF THE PROGRAMME

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td>42 Credits</td>
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<tr>
<td><strong>Foundations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN501 Christian Counselling: Approaches &amp; Techniques</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC501 Behavioural Statistics I</td>
<td>N/C</td>
<td>None</td>
</tr>
<tr>
<td><strong>Foundations of Counselling</strong></td>
<td></td>
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<tr>
<td>PSYC 510 Psychological Research Methods</td>
<td>3</td>
<td>None</td>
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<tr>
<td>COUN502 Developmental Issues &amp; Counselling Implications</td>
<td>3</td>
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<tr>
<td>PSYC651 Learning, Behaviour &amp; Emotional Problems</td>
<td>3</td>
<td>COUN502</td>
</tr>
<tr>
<td><strong>Evaluation &amp; Research: Measurement, Testing &amp; Statistics</strong></td>
<td></td>
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<tr>
<td>PSYC648 Programme Evaluation</td>
<td>3</td>
<td>PSYC510</td>
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<tr>
<td>PSYC605 Psychological Assessment: Psychometrics</td>
<td>3</td>
<td>PSYC501</td>
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<tr>
<td>PSYC602 Behavioural Statistics II</td>
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<td>PSYC501</td>
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**Counselling Contexts**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>MFTH600</td>
<td>Marriage, Family &amp; The Life Cycle</td>
<td>3</td>
<td>COUN502, COUN516</td>
</tr>
<tr>
<td>PSYC526</td>
<td>Group Processes: Theory &amp; Practice</td>
<td>3</td>
<td>COUN501, COUN502</td>
</tr>
<tr>
<td>COUN516</td>
<td>Theories &amp; Techniques in Counselling</td>
<td>3</td>
<td>COUN501</td>
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</table>

**Professional Standards & Ethics**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PSYC647</td>
<td>Professional Standards and Ethics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PSYC689</td>
<td>Master’s Project</td>
<td>3</td>
<td>PSYC510, PSYC602</td>
</tr>
<tr>
<td>COUN520</td>
<td>Practicum I</td>
<td>3</td>
<td>By Advisement</td>
</tr>
<tr>
<td>COUN525</td>
<td>Practicum II</td>
<td>3</td>
<td>By Advisement</td>
</tr>
</tbody>
</table>

Students who would like to specialize in Marriage & Family Therapy, School Counselling or Educational Psychology may do so by choosing electives that will enable them to explore those topics in greater detail.

**EMPHASES**

**ELECTIVES**

Choose 6 credits from your emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>PSYC640</td>
<td>Issues in Educational Psychology</td>
<td>3</td>
<td>COUN502</td>
</tr>
<tr>
<td>PSYC639</td>
<td>Organizational Psychology</td>
<td>3</td>
<td>PSYC501</td>
</tr>
<tr>
<td>PSYC529</td>
<td>Multicultural Issues within the Diaspora</td>
<td>3</td>
<td>COUN501, COUN502</td>
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<tr>
<td>PSYC604</td>
<td>Assessment of Cognitive Abilities</td>
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<tr>
<td>PSYC606</td>
<td>Clinical Assessment</td>
<td>3</td>
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**Marriage and Family Therapy**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COUN635</td>
<td>Family Therapy</td>
<td>3</td>
<td>MFTH600</td>
</tr>
<tr>
<td>MFTH535</td>
<td>Marriage Counselling</td>
<td>3</td>
<td>COUN516</td>
</tr>
<tr>
<td>COUN632</td>
<td>Crisis Intervention Counselling</td>
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**School Counselling**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>COUN530</td>
<td>Administration &amp; Supervision of Guidance Services</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>COUN554</td>
<td>Career Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>COUN603</td>
<td>Issues in School Counselling</td>
<td>3</td>
<td>COUN502</td>
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</table>
Students are given the choice to do either option A or B in pursuing the programme.

**OPTION A – NO THESIS IS REQUIRED**
All courses set out in the core and elective requirements must be completed in addition to PSYC689 Master’s Project.

**OPTION B – THESIS IS REQUIRED** (Additional 3 credits)
All courses in the core and elective requirements must be completed in addition to 6 credits for thesis work. Students who are desirous of pursuing the Ph.D. degree should choose Option B. This will require the preparation of a thesis on issues in School Counselling, Educational Psychology or Marriage and Family Therapy under the guidance of a member of the local faculty.

**RECOMMENDED PROGRAMME SEQUENCE**

<table>
<thead>
<tr>
<th>Status</th>
<th>Summer 1</th>
<th>Fall 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year (0-33 credits)</td>
<td>PSYC501: Behavioural Statistics 1 COUN502: Developmental Issues and Counselling Implications COUN501: Christian Counselling: Approaches and Techniques</td>
<td>N/C PSYC5010: Psychological Standards and Ethics COUN516: Theories and Techniques of Counselling</td>
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<tr>
<td>TOTAL CREDITS:</td>
<td>6 9</td>
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## Spring 1

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC657: Learning, Behaviour, and Emotional Problems</td>
<td>3</td>
</tr>
<tr>
<td>PSYC648: Programme</td>
<td>3</td>
</tr>
<tr>
<td>PSYC605: Psychological</td>
<td>3</td>
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<tr>
<td><strong>TOTAL CREDITS:</strong></td>
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## Summer 2

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MFTH600: Marriage, Family and the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>PSYC602: Behavioural Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC526: Group Processes</td>
<td>3</td>
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## Fall 2

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC606: Clinical Assessment</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>COUN635: Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC689: Master's Project</td>
<td>3</td>
</tr>
<tr>
<td>MFTH535: Marriage Counselling</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>PSYC640: Issues in Educational Psychology</td>
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<td><strong>TOTAL CREDITS:</strong></td>
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## Spring 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC689: Master's Project (continued)</td>
<td>3</td>
</tr>
<tr>
<td>COUN520: Practicum I (200 hrs)</td>
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## Summer 3

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<th>Course</th>
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<tr>
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<td>3</td>
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<tr>
<td><strong>TOTAL CREDITS:</strong></td>
<td><strong>3</strong></td>
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</tbody>
</table>
**DESCRIPTION OF COURSES**

**COUN 501  Christian Counselling: Approaches & Techniques** 3 cr.
This course reviews the history and philosophical bases of professional counselling. This overview examines the major trends in Psychotherapeutic therapy and techniques from a Christian perspective. Special attention is given to the roles and functions of school, organisational and youth counsellors within both the secular and Christian communities. Also included is an understanding of essential interviewing and counselling skills. Self-growth and an awareness of observational skills that are germane to becoming a facilitator of growth and change in individuals, groups, families or systems are emphasized.

**COUN 502  Developmental Issues & Counselling Implications** 3 cr.
This course examines several life span developmental theories. Concurrently, students are exposed to strategies which may use our understanding of human development to enhance human growth and the practice of counselling. It emphasizes the notion that human beings have the capacity for development and thus are amenable to therapeutic changes throughout the life span.

**COUN 516  Theories & Techniques in Counselling** 3 cr.
Students will review the major theories of counselling from a multicultural perspective with an emphasis on the integration of theory and practice. Emphasis is placed on the management of client resistance, trust building, use of interpretation and confrontation and relevant ethical and legal issues. The course includes both didactic and experimental learning. Students are given the opportunity to practise the techniques that are discussed in the lectures. **(Prerequisite: COUN501 Christian Counselling: Approaches & Techniques)**

**COUN520/525 Practicum I & II** 3 cr.
The practicum is designed to give graduate students an opportunity to improve and sharpen acquired skills and to learn new ones, as well as to synthesize and integrate various aspects of their preparation into one experience within a work setting with real clients and issues. Each practicum student is expected to complete 500 hours of practicum experience. **COUN520 requires 200 clock hours and COUN525 400 clock hours. Prerequisite: By Advisement**
COUN 530 Administration & Supervision of Guidance Services 3 cr.
A detailed review and examination of the history, principles and philosophy of School Guidance Services will be undertaken in this course. The issues highlighted will include protocol involved in designing, implementing and managing comprehensive school guidance and counselling programmes. Emphasis will be placed on the definition of roles, classification of functions, the optimal use of resources, referrals, consultation and evaluation of guidance services.

COUN 554 Career Development 3 cr.
The course will examine and review the major theories of career development. Students will be exposed to: (i) various assessment models which are used in career counselling, (ii) dimensions of career life planning, and (iii) current strategies and techniques of career counselling.

COUN 603 Issues in School Counselling 3 cr.
Students are introduced to the major writings and issues in school counselling. The course will take a critical look at current administrative practices, roles and the appropriate function of school guidance and counselling programmes. Additionally, career development theories and counselling protocols will be examined in order to maximize the potential of school children. The challenges of adult learners and their implications for career planning or change throughout the lifespan will be thoroughly analysed in classroom discussions. Prerequisite: COUN 502 Developmental Issues & Counselling Implications

COUN 632 Crisis Intervention Counselling 3 cr.
This course introduces solution-focused and brief therapeutic approaches to address various types of crises that affect the lives of individuals and families. Solutions such as counselling, coping strategies and other effective interventions are also addressed in this course.

COUN 635 Family Therapy 3 cr.
This course reviews major approaches to family treatments, patterns of family communication and interactions, family conflicts and mechanisms 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. This course also includes a study of organised ways of thinking about how the family system changes over time, and the impact of these changes on the family unit. Prerequisite: MFTH 600 Marriage, Family & The Life Cycle
MFTH 535  Marriage Counselling  
This course introduces the students to different models for conducting 
Marriage and Couples counselling to treat couples with various marital 
problems. This course also emphasizes premarital counselling. 
Prerequisite:  COUN 516 Theories & Techniques in Counselling

MFTH 600  Marriage, Family & The Life Cycle  
This series is designed to prepare students to: (1) understand and work 
with the family life cycle approach in order to understand how the family 
system changes overtime and how these changes impact the family unit 
over time; (2) to expose students to models for conducting marriage 
counselling in order to foster long lasting changes and to develop healthy 
relationships; (3) to review the major approaches to family therapy and 
examine concepts such as family communication and interaction, family 
conflicts and mechanisms of conflict resolution. (Prerequisite:  COUN 502 Developmental Issues & Counselling Implications and COUN516 Theories & Techniques in Counselling).

PSYC 501  Behavioural Statistics I  
This course introduces 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 various correlation coefficients are used in significance 
testing. Regression analysis is also introduced in this survey of statistical concepts. Additionally, students are introduced to the use of the SPSS 
software. This is a 3-credit course. These credits may not be applied 
to the total number of credits needed for the M.Sc. in Counselling Psychology.

PSYC510  Psychological Research Methods  
This course provides students with the principles, knowledge base, 
methods and techniques of psychological research. Students are 
exposed to common threats of validity and reliability. They will develop 
skills that will allow them to critically analyze qualitative and quantitative 
research.

PSYC 526  Group Processes: Theory & Procedures  
This course will present the theoretical concepts that are essential for 
understanding group dynamics. Students are introduced to group 
counselling. They are given the opportunity to acquire the skills that will 
facilitate various types of group interactions. Some of the concepts which 
will be explored in class/laboratory experiences include communication 
styless, and group facilitation strategies. Prerequisite: COUN 502
PSYC 529 Multicultural Issues Within the Diaspora 3 cr.
A review of the research and scholarly writings on human behaviour in diverse social groups in different countries will be undertaken in this course. The following will be highlighted: (i) group dynamics, (ii) psychological bases of behaviour, (iii) conflict resolution, (iv) counselling various social and ethnic groups and (v) evaluation of social programmes for people within the Diaspora. Prerequisite: COUN 501 Christian Counselling: Approaches & Techniques and COUN 502 Developmental Issues & Counselling Implications

PSYC 602 Behavioural Statistics II 3 cr.
Multivariate statistical analyses are introduced in this course. It is designed to introduce graduate students to the logic and typical applications of Analysis of Variance (ANOVA) and the fundamentals of multiple regression. The basic assumptions of ANOVA and Regression and their appropriate tests are highlighted in discussions of the impact of the departure from normality, homogeneity of variance or linearity. The graduate student will be equipped with the skills needed to follow discussions on advanced statistical concepts such as Path Analysis, LISREL and Factor Analysis. Prerequisite: PSYC 501 Behavioural Statistics I

PSYC 605 Psychological Assessment: Psychometrics 3 cr.
The major challenges associated with the development of valid, reliable and useful tests are discussed in this course. The correct interpretation of scores of standardized instruments is highlighted in an effort to maximize the clinical benefits of using those instruments while minimizing false negative classifications and their attendant impacts. Also, the major types of published or standardized tests are reviewed. Prerequisite: PSYC 501 Behavioural Statistics I

PSYC 606 Clinical Assessment 3 cr.
This course exposes students to the application of typical/published instruments. The pillars of assessment are used in the preparation of reports/clinical assessments. Prerequisite: PSYC 605 Psychological Assessment: Psychometrics

PSYC 639 Organisational Psychology 3 cr.
The factors that influence people’s motivation, commitment and productivity in organisations are critically analysed in this course. Current and appropriate 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. **Prerequisite:** PSYC 501 Behavioural Statistics I

**PSYC 640 Issues in Educational Psychology** 3 cr.
This course will examine current writings in motivation, learning, development, testing and evaluation. This analysis is undertaken to confer on mental health workers within the educational system the ability to facilitate student cognition, learning, performance and emotional adjustment within the school environment. Leading peer reviewed journal articles such as those published within the last five (5) years in the *Journal of Educational Psychology* will be critically reviewed in this course. **Prerequisite:** COUN 502 Developmental Issues & Counselling Implications

**PSYC 647 Professional Standards & Ethics** 3 cr.
This course is designed to introduce students to ethical codes, legal guidelines and professional issues relevant to the field of counselling. Additionally, students are introduced to the publication standards. Students will produce an original paper on an ethical issue in this field. This paper should be written using the relevant APA guidelines.

**PSYC 648 Programme Evaluation** 3 cr.
This course introduces students to the rationale for the current emphasis on programme evaluation as a necessary complement to the use of social interventions. It highlights the techniques used to assess the efficiency of social programmes. Also, it confers skills, which may be used to effect policy development, shape the design and implementation of social interventions and improve the management of social programmes. **Prerequisite:** PSYC 510 Psychological Research Methods

**PSYC 651 Learning, Behaviour & Emotional Problems** 3 cr.
Classical and current theories of learning or behaviour are reviewed. Subsequently, the course examines the etiology of developmental, emotional and behavioural problems of children, adolescents and adults. The methods used for assessing and treating typical problems are discussed. Some of these methods include the current Diagnostic and Statistical Manual of Mental Disorders. **Prerequisite:** COUN 502 Developmental Issues & Counselling Implications
PSYC689  Master’s Project  3 cr.
Each student will select a topic and develop a scholarly paper under the supervision of an adviser. Additionally, the major findings of his/her investigation will be orally presented to the members of the committee. Prerequisites: PSYC510 Psychological Research Methods, PSYC602 Behavioural Statistics II and by advisement

PSYC699  Master’s Thesis  6 cr.
Each student will select a topic and develop a scholarly paper under the supervision of an adviser. Additionally, the major findings of his/her investigation will be orally presented and defended in the presence of his/her committee members. Prerequisite: PSYC510 Psychological Research Methods, PSYC602 Behavioural Statistics II and by advisement
Statement of Mission

The faculty of the College of Graduate Education and Leadership view themselves as partners in learning with participants, committed to excellence in teaching and learning based upon a Christian worldview.
INTRODUCTION
The foundation for the graduate programmes in education and leadership is built around three concepts: pedagogy, servant leadership and the integration of faith and learning. These three concepts tie coursework and experiences together, and are combined and interwoven throughout the programmes.

MISSION
The Department of Graduate Studies in Education faculty view themselves as partners in learning with participants, committed to excellence in teacher and learning based upon a Christian worldview.

Master of Arts in Education

FACULTY:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Green, Ph.D., Dean</td>
<td>Marilyn Anderson, Ed.D.</td>
</tr>
<tr>
<td>Rita Henriquez-Green, Ed.D., Chair</td>
<td>Larry Burton, Ph.D.</td>
</tr>
<tr>
<td>Donna Brown, Ph.D.</td>
<td>Christian Arthur, Ph.D.</td>
</tr>
<tr>
<td>George Dawkins, Ph.D.</td>
<td>Katherine Freier, Ph.D.</td>
</tr>
<tr>
<td>Hermon Douce, Ph.D.</td>
<td>Jimmy Kijai, Ph.D.</td>
</tr>
<tr>
<td>Daniel Fider, Ph.D.</td>
<td>Vassel Kerr, Ph.D.</td>
</tr>
<tr>
<td>Elsie Jackson, Ph.D.</td>
<td>William Smith, Ph.D.</td>
</tr>
<tr>
<td>Vincent Peterkin, M.A.</td>
<td>Herbert Thompson, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Patrick Williams, Ph.D.</td>
</tr>
</tbody>
</table>

Regular Off-Site Faculty

<table>
<thead>
<tr>
<th>Visiting Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Green, Ph.D.</td>
</tr>
<tr>
<td>Constance Nwosu, Ph.D.</td>
</tr>
<tr>
<td>David Penner, Ph.D.</td>
</tr>
<tr>
<td>James Tucker, Ph.D.</td>
</tr>
<tr>
<td>Polyanna Barnes, Ph.D.</td>
</tr>
<tr>
<td>Jeanne R. Grant, Ed.D.</td>
</tr>
<tr>
<td>Ingrid Jones, Ph.D.</td>
</tr>
</tbody>
</table>
Admission Requirements

1. A baccalaureate (bachelor's) degree from an accredited/recognised college or university. The bachelor's degree in education is the preferred programme.
2. A minimum cumulative grade point average (GPA) of 3.0 (on a 4-point scale) is required for regular acceptance.
3. A grade point average (GPA) ranging from 2.67-2.99 (on a 4-point scale) may be used for acceptance on a provisional basis.
4. Official transcripts of academic work.
5. Two recommendations – including one from his or her employer.
6. A statement of purpose (approximately 300 words).
7. Payment of a non-refundable application fee.
8. A completed application form.

Emphases may require additional criteria. See specific programme for requirements. After the application is processed, the applicant will receive a letter of acceptance or denial from the Office of Admissions & Enrolment Management.

Degree Requirements

A participant must complete a minimum of thirty-six (36) semester credits for the degree achieved and maintain a cumulative GPA of at least 3.0 (on a 4-point scale), and pass a written comprehensive examination. A thesis for the M.A. is required. No grade below 'B' can be counted toward the degree. More than two such grades will result in dismissal from the programme.

The M.A. in Education has four emphases: a) Educational Administration, b) Curriculum & Instruction, c) Reading & Language Arts Instruction; and d) Instructional Systems Technology. The M.A. is an academic degree requiring a thesis. It is designed for those who have experience in teaching and diplomas or degrees in education and wish to improve their knowledge and skill in teaching, supervision, administration in schools or school related agencies.
Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>*Available</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSED500</td>
<td>Foundations of Christian Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GSED505</td>
<td>Research Foundations in Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 526</td>
<td>Pedagogical Foundations</td>
<td>2-4</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 527</td>
<td>Technology and Learning</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 530</td>
<td>Leadership Foundations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDCI 547</td>
<td>Foundations of Curriculum Development</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

Requirements for Areas of Emphases
A minimum of 18 credits is required. However, programmes can elect to require more than 18 credits.

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Degree</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>M.A.</td>
<td>18</td>
</tr>
<tr>
<td>Education Administration</td>
<td>M.A.</td>
<td>19</td>
</tr>
<tr>
<td>Instructional Systems Technology</td>
<td>M.A.</td>
<td>21</td>
</tr>
<tr>
<td>Reading and Language Arts Instruction</td>
<td>M.A.</td>
<td>21</td>
</tr>
</tbody>
</table>

Education Administration
The master’s degree programme with an emphasis in Education Administration is designed for those individuals who are interested in pursuing a career in education administration whether as education offices, principal, vice principal or some other administrative position.

The following are the courses required to complete an emphasis in Education Administration. A minimum of eighteen (18) credits is required for this emphasis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>*Available</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 520</td>
<td>Foundations of Education Administration: Elementary/Secondary/Higher Education</td>
<td>2-4</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 540</td>
<td>Financial Planning &amp; Management in Education</td>
<td>2-4</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 560</td>
<td>Legal and Ethical Issues in Education</td>
<td>2-4</td>
<td>2</td>
</tr>
<tr>
<td>EDAD 570</td>
<td>Supervision, Study Groups, and the Coaching of Teaching</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 635</td>
<td>Human Resource Administration</td>
<td>2-4</td>
<td>2</td>
</tr>
<tr>
<td>EDAD 699</td>
<td>Thesis</td>
<td>1-8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum & Instruction
The master's degree programme with an emphasis in Curriculum and Instruction (EDCI) is designed to prepare persons for work in the field of instruction with emphasis upon pedagogy, curriculum development and the improvement of instruction. A minimum of thirty-six (36) credits is required in the areas of educational foundations, emphasis, research and electives. Although the curriculum and instruction programme is designed for experienced educators, provision is made for individuals desiring a career change. Such persons will be required to earn more than the minimum thirty-six (36) credits.

The following are the courses required to complete an emphasis in Curriculum and Instruction. A minimum of eighteen (18) credits is required for this emphasis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Available</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 552</td>
<td>Curriculum</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 558</td>
<td>Current Trends &amp; Issues in Education</td>
<td>1-8</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 665</td>
<td>Improving Instruction</td>
<td>1-6</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 570</td>
<td>Supervision, Study Groups, &amp; the Coaching of Teaching</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 699</td>
<td>Thesis</td>
<td>1-8</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*Variable credit is available. The professor in consultation with the participant decides credit granted.*

Reading & Language Arts Instruction
The master's degree with a curriculum emphasis in reading and language arts instruction is designed to train practising teachers to use specific reading/language arts strategies derived from research. The focus is on strategies appropriate for elementary-age students. Persons without experience in teaching reading and language arts will be required to earn more than the minimum thirty-six (36) credits required.

The following are the courses required to complete an emphasis in Reading and Language Arts Instruction. A minimum of twenty-one (21) credits is required for this emphasis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 530</td>
<td>Strategies for Teaching Reading &amp; Language Arts 1</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 531</td>
<td>Strategies for Teaching Reading &amp; Language Arts 2</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 532</td>
<td>Advanced Strategies for Teaching Reading &amp; Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>
Table:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 533</td>
<td>Advanced Strategies for Teaching Reading &amp; Language Arts 2</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 570</td>
<td>Supervision, Study Groups &amp; The Coaching of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 699</td>
<td>Thesis/Internship &amp; Portfolio</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Instructional Systems Technology**

The master’s degree with an emphasis in Instructional Systems Technology (IST) programme is offered in conjunction with Indiana University (IU). A minimum of thirty-eight (38) credits is required for the degree in IST. The College of Graduate Education and Leadership (CGEL) offers seventeen (17) credits for the core along with six (6) credits for thesis, while Indiana University offers fifteen (15) credits in the emphasis area. The degree in IST is designed to enhance skills and knowledge in instructional design and technology. It also provides a unique opportunity to experience instructional cutting edge technology in the field of Instructional Systems Technology. Upon successful completion of fifteen (15) credits from IU, students will receive a certificate from Indiana University’s School of Education.

In order for a student to go beyond the seventeen (17) core credits offered at CGEL, they must be successfully admitted into the certificate programme at IU. Entry requirements for the IU certificate programme are as follows:

1. Completion of an online application form at URL: [http://www.indiana.edu/~Eistde/applyyourself_cert.html](http://www.indiana.edu/~Eistde/applyyourself_cert.html)
2. Undergraduate degree from an accredited institution with a minimum GPA of 3.0 (official transcript required)
3. Two letters of recommendation
4. Goal statement
5. TOEFL for international or non-native English speakers: minimum 600 for paper test, 250 for computer test
6. GRE is not required.

**Required courses for the Emphasis/Certificate**

The following are the courses required to complete an emphasis in Instructional Systems Technology and the Indiana University Certificate. A minimum of fifteen (15) credits along with six (6) credits for the thesis is required for this emphasis (*Please note that all IU courses are conducted completely online*).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIST511</td>
<td>Instructional Technology Foundations</td>
<td>3</td>
</tr>
<tr>
<td>RIST521</td>
<td>Instructional Design &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>RIST561</td>
<td>Evaluation &amp; Change in the Instructional Design Process</td>
<td>3</td>
</tr>
<tr>
<td>RIST541</td>
<td>Instructional Design &amp; Production Process I</td>
<td>3</td>
</tr>
<tr>
<td>RIST626</td>
<td>Instructional Strategies and Tactics (R521 prerequisite)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

The Doctor of Philosophy (Ph.D.) in Education & Leadership

The Ph.D. is designed as a four-year programme and has three specializations: Curriculum & Instruction, Education Administration, and Leadership. The specialization in leadership is multidisciplinary in nature and as such is complementary to a wide range of disciplines. Individuals from many academic backgrounds are therefore able to access preparation in leadership in this programme.

The Ph.D. degree is research oriented and requires courses that deal with advanced research methodologies. The aim of the degree programmes is to provide participants with the opportunity to acquire skills and insights required by those striving for excellence as educational administrators, curriculum and instructional specialists and policy-makers.

Programme Objective
The main objective of the programme is to prepare leaders/educators to effect transformational change in the Church and in society. A flexible approach to graduate studies enables participants to develop the following:

1. Capacity for team learning
2. Ability to think critically, systematically and creatively
3. Sound world-view perspectives that include mental and spiritual models to face the challenges for the future
4. Core competencies and disciplines to guide churches or church organisations, or to serve as marketplace ambassadors in secular or non-Christian contexts
5. A shared vision, within church or organisation, which fosters genuine commitment rather than mere compliance
6. Ability to generate models for the solution of national problems.
Admission Requirements
1. A master's degree from an accredited/recognized institution
2. A minimum grade point average (GPA) of 3.3 on a 4-point scale
3. Three recommendations, including one from current employer
4. A 500-word statement of purpose
5. A writing assessment administered by the college
6. An interview (Growth States Interview) administered by the college
7. Official transcript(s) of all college work
8. Payment of a non-refundable application fee
9. A completed application form.

Degree Requirements

The Ph.D. programme requires a minimum of ninety-six (96) credits which include up to thirty-six (36) credits from the master's degree. Other requirements include a comprehensive examination, a dissertation, and a defense of the dissertation or, for the Leadership participants, a portfolio presentation and defense.

The following are the minimum required credits for the degree.

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's level work</td>
<td>30-36 credits</td>
</tr>
<tr>
<td>Core requirements</td>
<td>20</td>
</tr>
<tr>
<td>Specialization</td>
<td>20</td>
</tr>
<tr>
<td>Advanced Research Requirements</td>
<td>09</td>
</tr>
<tr>
<td>Elective (if needed)</td>
<td>01</td>
</tr>
<tr>
<td>Dissertation (12); Proposal (4)</td>
<td>16</td>
</tr>
<tr>
<td>Total minimum credits required</td>
<td>96</td>
</tr>
</tbody>
</table>

Core Requirements (20 credits)

The core of 20 credits is common to all specialization:

<table>
<thead>
<tr>
<th>Course</th>
<th>Available</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 552</td>
<td>1-3</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
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</tr>
<tr>
<td>EDAD 570</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>EDCI 665</td>
<td>1-6</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI 526</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>GSED 603</td>
<td>(3)</td>
<td>3</td>
</tr>
<tr>
<td>GSED 605</td>
<td>(3)</td>
<td>3</td>
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</tbody>
</table>
Advanced Research Requirements
A minimum of 9 credits is needed in this category. GSED 676 is required of all specializations. The remainder needs to be chosen in consultation with your adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Available</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSED 676 Research Software Applications</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Research Electives</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Specializations
There are three specializations in the doctor of philosophy programme. Each specialization has a minimum of twenty (20) credits that is required for successful completion.

**Education Administration**

The doctoral programme in Education Administration prepares participants for careers in education as education officers, principals of secondary/high, all-age, primary schools; administrators in tertiary education; supervisors for educational agencies, programmes appointed by the Ministry of Education; and for a wide variety of administrative, supervisory, and instructional careers on all levels of education, church organisation, industry, business, and medical agencies. Opportunities are provided to participate in research and service activities in a variety of administrative areas.

Research requirements for this degree include two basic research courses (6 credits), a discipline related research course (3 credits), and 9 credits of advanced research for a total of eighteen 18 research credits before the dissertation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Available</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 609 Leadership Roundtable</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 737 Education Policy &amp; Management Research</td>
<td>1-4</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EDAD 764</td>
<td>Advanced Studies in Education Administration</td>
<td>1-4</td>
</tr>
<tr>
<td>EDAD 769</td>
<td>Administrative Theory</td>
<td>1-4</td>
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<tr>
<td><strong>Subtotal</strong></td>
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</tbody>
</table>

Select a minimum of 8 credits by advisement to complete the 20 credits needed to fulfil requirements for the specializations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 680</td>
<td>Field Work</td>
<td>1-8</td>
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<tr>
<td>EDAD 689</td>
<td>Seminar</td>
<td>1-8</td>
<td></td>
</tr>
<tr>
<td>EDAD 756</td>
<td>Advanced Studies</td>
<td></td>
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<tr>
<td>EDAD 775</td>
<td>Applied Research</td>
<td></td>
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<tr>
<td>EDAD 786</td>
<td>Internship</td>
<td>1-8</td>
<td></td>
</tr>
<tr>
<td>EDAD 799</td>
<td>Advanced Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**Total** 20

Curriculum & Instruction

The programme leading to the doctoral degree in Curriculum and Instruction consists of five components: core, specialization, research, electives and a dissertation. The programme is designed to prepare educators to contribute to the field of education through research and leadership in curriculum change and instructional improvement in learning organisations. Participants will occupy a variety of positions in schools, civil service, and provide curricular leadership in business, industry, medical agencies and the government. Though integrated, the components may vary in distribution according to a participant’s previous experience and career plans.

The doctoral programme in curriculum and instruction is a research-oriented degree, and is designed for leaders who contribute to education through original theoretical and conceptual research. Research requirements for this degree include two basic research courses (6 credits), a discipline related research course (3 credits), and 9 credits of advanced research for a total of eighteen (18) research credits before the dissertation. The programme in Curriculum and Instruction consists of a minimum of 96 semester credits beyond the baccalaureate degree.
Prerequisite: Master's in Curriculum and Instruction or EDCI 526, EDAD 570

<table>
<thead>
<tr>
<th>Course</th>
<th>Available</th>
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Select 8 credits (minimum) by advisement to complete the 20 credits needed to fulfill requirements for the specializations.

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**Total** 20

Leadership

The Leadership Programme presents a new concept in graduate education. It is an interdisciplinary programme offered by the College of Graduate Education & Leadership. It is designed to meet the needs of mid-career leaders and to provide an innovative and highly flexible programme allowing self-motivated mid-career leaders to pursue a doctoral degree in the context of a learning community, without requiring them to sacrifice family and career commitments.

The Leadership Programme is established on the idea of developing and demonstrating competency in several key areas. It gives each participant the opportunity to design and carry out an Individual Development Plan (IDP) in order to fulfill competency requirements. Achievement of each competency documented is demonstrated through the presentation and defence of a portfolio.

Prerequisite: Master's degree and three (3) years of leadership experience in the workplace.

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<tr>
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<td>LEAD 736 Issues in Leadership Foundations</td>
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<td>LEAD 737 Issues in Research:</td>
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<td>LEAD 738 Issues in Leadership Theory:</td>
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Select a minimum of 6 credits by advisement to complete the 20 credits needed to fulfil requirements for the specializations.

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**The Dissertation (16 credits)**

While the dissertation proposal may be prepared prior to the completion of coursework, the writing of the dissertation usually follows coursework completion and typically requires at least one year. The participant’s dissertation Chair, along with members of the dissertation committee, provide guidance through the dissertation process.

Upon successful defence of the dissertation, the participant is awarded the degree at the appropriate commencement time.

**Study Group Meetings**

Small groups meet regularly as regional groups. Participation is required for all doctoral participants. The groups should meet for a minimum of 8 hours per month, nine times a year. Faculty will, upon the request of regional groups, visit twice a year. The regional group will be responsible for meeting with the faculty at the University once a year. Normally this meeting will be in the summer, often in conjunction with Leadership Roundtable. Regional groups meet at several locations which include:

1. Northern Caribbean University
2. Kingston
3. Montego Bay
4. Others, depending on number of participants in that area: e.g., Trinidad, Bahamas and any territory where four (4) or more participants reside.

**Suggested Timeline for Completion of Degree**

The plan is to start a new group each summer. There will be a required 2-week Leadership Foundations experience each June (last 2 weeks) for all new participants. The regular timeline for completing the degree when a participant starts during the summer session includes:

1. Three (3) years for course work – approximately 15 credits per school year
2. One (1) year for dissertation

Students will therefore complete a total of four (4) years with a minimum of 96 credits.

**DESCRIPTION OF COURSES**

**Graduate Studies in Education -- Course Acronyms**

- **GSED**: Graduate Studies in Education
- **EDAD**: Education Administration
- **EDCI**: Curriculum and Instruction
- **LEAD**: Leadership
- **RIST**: Instructional System Technology

**Graduate Studies in Education (GSED)**

**GSED 500 Foundations of Christian Education**  
3 cr.

The core concepts presented in this course are the integration of faith, learning and practice. The purpose is to inspire and facilitate integration of faith in the classroom, workplace and community. Worldviews are compared and contrasted.

**GSED 505 Research Foundations in Education**  
3 cr.

An overview of educational research methods, including experimental, survey, the descriptive, action research and ethnography will be examined. The emphasis will be on action research and the design of appropriate data collection instruments. An introduction to questionnaire coding, scaling and data analysis will be provided.

**GSED 590 Portfolio**  
2 cr.

The planning and development of a professional teacher’s portfolio for print and electronic display. It will be presented as evidence of knowledge, skills and dispositions gained in the participants master’s programme. An S/U grade will be awarded.

**GSED 603 Quantitative Research Methods**  
3 cr.

Theory and application of statistical procedures in education, including descriptive statistics, inferential statistics – interval estimation, tests of significance (z, t, f-one way ANOVA). Instruction in using the Statistical Package for Social Science (SPSS) and demonstration of competency is emphasized. **Prerequisite GSED 505**
GSED 605 Qualitative Research Methods  3 cr.
The theory, methods and application of the following are examined: qualitative research with particular emphasis on the range of qualitative research tools available; philosophical assumptions, including the differences between qualitative and quantitative research; and selected qualitative data analysis processes. **Prerequisite GSED 505**

GSED 620 Social Systems  2-4 cr.
Both theoretical and applied aspects of the development of social systems as a science and practice are examined.

GSED 676 Research Software Applications  2-4 cr.
The course will provide hands-on skills training in the use of Microsoft Word applications consistent with the American Psychological Association (APA 5th ed.); searching of research databases; APA formatting and the use of other bibliographic tools including Endnotes.

GSED 680 Learning Theory  2-4 cr.
Examination of major theories of learning and motivation with emphasis on practical applications.

GSED 710 Seminar in Research Methods  1-3 cr.
This course examines advanced topics in the field of research. **Prerequisite: GSED 603 and 605 or consent of professor**

**Education Administration (EDAD)**

EDAD 520 Foundations of Education Administration:  2-4 cr.
The enlightened practice of education administration is the purpose. Topics include goals, organisation and administration of educational programmes and institutions; the structure and control of school systems; the nature of administration; conceptual foundations of education administration from the point of view of servant leadership designed to support best practices in teaching/learning.

EDAD 540 Financial Planning and Management in Education  2-4 cr.
Focuses on financial and economic issues that influence educational institutions including cost of education, school support, sources of school revenue, budgeting and the organising and maintaining of the fiscal and physical elements of schools and school systems. The design of financial resources to support effective and efficient teaching/learning practices.
EDAD 545 Grant Writing 1-3 cr.
Consider planning and proposal writing as any ongoing process in any organization, and includes a grant proposal project. It focuses on the short and long-term planning processes involved in preparing funding proposals based upon community needs.

EDAD 558 Current Trends, Issues and Innovations 1-4 cr.
An analytical examination of current trends, issues and innovations from a research perspective will be examined. Prerequisite: EDCI 527 or permission of professor

EDAD 560 Legal and Ethical Issues in Education 2-4 cr.
Legal and ethical issues affecting teaching and educational institutions including government relations, church/state issues, employment issues, student control and school-board operations and procedures. In addition, this course compares Caribbean practices with other systems.

EDAD 570 Supervision, Study Groups & the Coaching of Teaching 1-4 cr.
Designed for teachers, principals, superintendents, instructional supervisors and others concerned with the improvement of teaching and learning; curriculum design; the role, aims and principles of instructional improvement. Includes a study of small groups organised to improve instructional practices.

EDAD 609 Leadership Roundtable 1-3 cr.
A seminar which focuses on leadership themes and concepts, principles of research and current thoughts and trends in leadership related to education administration.

EDAD 635 Human Resource Administration 2-4 cr.
Planning for human resources to support the achievement of educational goals. Personnel services, policies and functions in education including communication and group dynamics for administrators. The focus is how to acquire and support personnel for the best teaching/learning practices.

EDAD 648 Workshop 1-8 cr.
Study of problems/solutions within the field of education administration. One credit hour is offered for 60 clock hours of active participation.
EDAD 650  Education Administration  
Programme Continuation  
0 cr.
Participants may register to clear Deferred Grades (DGs) and/or maintain active status. Adviser approval required. A programme continuation fee applies.

EDAD 680  Field Work  
1-8 cr.
Planned field experience in leadership at co-operating institutions, school systems or agencies. Permission of the professor is required.

EDAD 686  Internship  
1-8 cr.
Under the supervision of a faculty member in education administration, participants intern in responsible positions with specialists or administrators in co-operating institutions, school systems, or agencies. Permission of professor is required. Graded S/U.

EDAD 689 Seminar  
1-8 cr.
Contemporary and selected topics in education administration. Repeatable with different topics.

EDAD 690  Independent Study  
1-8 cr.
Individual research and study with a professor is required. A minimum of 60 clock hours of study time is expected per credit. A written proposal specifying the scope of the project, project activities, meeting times, completion date, and participant product(s) is required.

EDAD 699 Thesis  
1-6 cr.
Includes the planning and conducting of an original research study. Must be repeated to 6 credits. Grades are S/U.

EDAD 737  Educational Policy and Management Research  
3 cr.
Study of education policy and management issues through the use of critical analysis and other research processes.

EDAD 756  Advanced Studies  
1-8 cr.
Advanced studies in administration is repeatable with different topics. Permission of professor is required.

EDAD 764 Advanced Studies in Education Administration  
3 cr.
Emphasizes theory, concepts, technology and organisational development processes in education administration at different levels. Emphasises the use of research applied to administrative practices. Prerequisite: EDAD 520, 540, 560 and 635
EDAD 769 Administrative Theory  2-4 cr.
Classical and modern theories of administration, management and leadership will be examined. Connections to current administrative practice will be emphasized. Prerequisite: EDAD 520, 540, 560 and 635

EDAD 775 Applied Research  1-8 cr.
Planned research experience dealing with an actual educational situation. Participants identify a faculty member with whom to engage in collaborative research study which may lead to a joint publication. Course can meet the advanced methodology requirement for Ph.D. participants. Prerequisite: GSED 603 and 605

EDAD 786 Internship  1-8 cr.
Under the supervision of a faculty member in education administration, participants intern in responsible positions with specialists or administrators in co-operating institutions, school systems or agencies. Permission of professor is required. Graded S/U.

EDAD 789 Advanced Seminar  1-8 cr.
Advanced topics in administration is repeatable with different topics. Permission of professor is required.

EDAD 799 Advanced Project  1-8 cr.
A project using sound principles of education administration is required. A final report documents project development and performance.

EDAD 880 Dissertation Proposal Development Seminar  1-4 cr.
The participant designs and writes a doctoral dissertation proposal in cooperation with the participant’s dissertation committee. Often it includes a pilot study for the dissertation. Graded S/U.

EDAD 888 Dissertation Continuation  0 cr.
Participants may register to maintain active status. Adviser approval required. A dissertation continuation fee applies.

EDAD 899 Doctoral Dissertation  1-12 cr.
An extensive original research study is conducted (planned and implemented) and then defended before the department faculty and the scholarly community. Graded S/U.
Curriculum and Instruction (EDCI)

EDCI 526 Pedagogical Foundations 2-4 cr.
This course is designed to improve basic teaching practices. The emphasis will include both teaching/learning concepts and teaching/learning processes. You will become a member of a study group and present teaching episodes and participate in structured coaching and feedback processes.

EDCI 527 Technology & Learning 1-4 cr.
This course focuses on the wide variety of instructional technology and media available to support and enhance learning. Media enhanced instruction that improves learning is the goal. Includes a project requiring extensive use of instructional technology. The participant is expected to meet basic competencies, i.e. ISTE NETS Prerequisite: Previous course work in computer technology.

EDCI 547 Foundations of Curriculum Development 3 cr.
Planning educational experiences to enhance teaching/learning. The relationship of the purposes of education to the design, implementation and evaluation of curriculum at various levels and in various regions will be explored. Improved participant learning is the goal.

EDCI 552 Curriculum 1-4 cr.
Explores the purposes, substantive issues and content of curriculum design to help educators concerned with the analysis, development, improvement and implementation of curriculum at specific school levels. Prerequisite: EDCI 547 or permission of the professor

EDCI 558 Current Trends, Issues, and Innovations 1-4 cr.
An analytical examination of current trends, issues and innovations from a research perspective. Prerequisite: EDCI 527 or permission of professor

EDCI 609 Leadership Roundtable 1-3 cr.
A seminar which focuses on leadership themes and concepts; principles of research; and current thoughts and trends in leadership related to curriculum and instruction.

EDCI 625 School Improvement and Change 1-8 cr.
Theoretical and applied study of organisational development in schools as it relates to school improvement and the change process. Participant learning is the focus.
EDCI 637 Technology 1-8 cr.
Topical issues on integrating technology into the curriculum: Best practices in educational technology, Internet in the classroom, computer enhanced instruction applications and web-based learning are emphasized. Emphasizes hands-on experience and is repeatable by topics. **Prerequisite: EDCI 527 or permission of professor**

EDCI 648 Workshop 1-8 cr.
Study of problems/solutions within the field of Curriculum and Instruction. One credit hour is offered for 60 clock hours of active participation.

EDCI 650 Curriculum and Instruction Program Continuation 0 cr.
Participants may register to clear Deferred Grades (DGs) and/or maintain active status. Adviser approval required. A programme continuation fee applies.

EDCI 665 Improving Instruction 1-6 cr.
Designed to expand the teaching repertoire of teachers and other instructional leaders interested in improving instruction. The power and usefulness of research-based teaching models are presented. Participants develop their ability to reflect on their own teaching performance and provide effective feedback and support to others. **Prerequisite: EDCI 526**

EDCI 680 Field Work 1-8 cr.
Supervised curriculum and instruction experiences. Research projects in approved educational institutions and agencies. Offered in such areas as elementary, middle/secondary, K-12 or higher education. Permission of supervisor and plans required one semester in advance of registration.

EDCI 686 Internship 1-8 cr.
Under the supervision of a faculty member in Curriculum and Instruction, participants intern in responsible positions with specialists or administrators in co-operating institutions, school systems or agencies. Permission of professor is required. **Graded S/U.**

EDCI 689 Seminar 1-8 cr.
Contemporary and selected topics in curriculum and instruction and is repeatable with different topics.

EDCI 690 Independent Study 1-8 cr.
Individual research and study with a professor is required. A minimum of 60 clock hours of study time are expected per credit. A written proposal specifying the scope of the project, project activities, meeting times, completion date and participant product(s).
EDCI 699 Thesis 1-6 cr.
Includes the planning and conducting of an original research study. Must be repeated to 6 credits. **Grades are S/U.**

EDCI 737 Curriculum Development Research 1-8 cr.
Critical examination of principles, problems and procedures applied to current practices in the development of a field-ready curriculum. Major term project is the preparation of an instructional product. **Prerequisites:** EDCI 547 and EDCI 552 or professor’s permission

EDCI 756 Advanced Studies 1-8 cr.
Advanced studies in curriculum and instruction and is repeatable with different topics. Permission of professor is required.

EDCI 764 Advanced Curriculum Studies 1-8 cr.
Examination of philosophical and theoretical foundations of curriculum applied to current practices. The emphasis is on the study of issues related to graduate studies in curriculum development and research. **Prerequisite:** EDCI 526, 547, 552 and 558

EDCI 765 Advanced Instructional Processes 1-6 cr.
Introduction and practice of advanced teaching strategies that rely on systematic instruction based upon theory, research, and scholarly thinking in specific disciplines. Designed to expand teaching repertoire and increase feedback and support from others within the context of their teaching/learning communities. Participants develop the ability to reflect on their own performance and provide effective feedback and support to others. **Prerequisite:** EDCI 526, 665

EDCI 775 Applied Research 1-8 cr.
Planned research experience dealing with an actual educational situation. Participants identify a faculty member with whom to engage in collaborative research study which may lead to a joint publication. Course can meet the advanced methodology requirement for Ph.D. participants. **Prerequisite:** GSED 603 and 605

EDCI 786 Internship
Under the supervision of a faculty member in Curriculum and Instruction, participants intern in responsible positions with specialists or administrators in co-operating institutions, school systems or agencies. Professor’s Permission is required. **Graded S/U.**
EDCI 789 Advanced Seminar 1-8 cr.  
Advanced topics in curriculum and instruction and is repeatable with different topics. Permission of professor is required.

EDCI 799 Advanced Project 1-8 cr.  
A project using sound principles of curriculum and instruction is required. A final report documents project development and performance.

EDCI 880 Dissertation Proposal Development Seminar 1-4 cr.  
The participant designs and writes a doctoral dissertation proposal in cooperation with the participant’s dissertation committee. Often it includes a pilot study for the dissertation. Graded S/U.

EDCI 888 Dissertation Continuation (0 cr.)  
Participants may register to maintain active status. Adviser approval required. A dissertation continuation fee applies.

EDCI 899 Doctoral Dissertation 1-12 cr.  
An extensive original research study is conducted (planned and implemented) and then defended before the department faculty and the scholarly community. Graded S/U.

Reading and Language Arts Instruction

EDCI 530 Strategies for Teaching Reading & Language Arts I 3 cr.  
Provides for the theoretical understanding and the practical skill for teaching reading and the other language arts in elementary schools. Sound symbol relationships, teaching word recognition skills, penmanship, beginning writing skills, and scheduling and record keeping are emphasized. Demonstrations and mastery of initial levels of skill are required.

EDCI 531 Strategies for Teaching Reading & Language Arts II 3 cr.  
Continuation of EDCI 530 with emphasis on the teaching of spelling, comprehension, student practice and study skills.

EDCI 532 Advanced Strategies for Teaching Reading & Language Arts 1-3 cr.  
Continuation of EDCI 530 & 531 with emphases on study skills, content reading, small group discussions on literary works and diagrams/correction practices.
EDCI 533 Advanced Strategies for Teaching Reading & Language Arts 2-3 cr.
Continuation of EDCI 530, 531 & 532 with emphasis on increasing level of skills (speed and efficiency). The participant also learns how to include a tutoring component as a part of the reading and language arts programme.

Leadership

LEAD 530 Leadership Foundations 2 cr.
Servant leadership in theory and practice is the core of this course. Leadership theory, personal leadership styles and the integration of faith and learning in leadership practice are studied and applied in work related situations.

LEAD 558 Current Trends, Issues and Innovations 1-4 cr.
An analytical examination of current trends, issues and innovations from a research perspective. Prerequisite: EDCI 527 or permission of professor

LEAD 609 Leadership Roundtable 1-3 cr.
A seminar which focuses on leadership themes and concepts, principles of research and current thoughts and trends in leadership.

LEAD 630 Leadership Seminar 2-6 cr.
An intensive orientation to the programme. Focus on leadership concepts, effective instruction, principles of research and skills relating to the successful completion of the programme. Repeatable to 6 credits. Graded S/U.

LEAD 635 Individual Development Plan 2 cr.
Preparation and submission of the individual development plan (IDP) to faculty for approval. (Prerequisite: LEAD 630)

LEAD 648 Workshop 1-8 cr.
Study of problems/solutions within the field of Leadership. One credit hour is offered for sixty (60) clock hours of active participation.

LEAD 650 Leadership Continuation 0 cr.
Participants may register to clear Deferred Grades (DGs) and/or maintain active status. Adviser approval required. A program continuation fee applies.
LEAD 680 Field Work 1-8 cr.
Supervised leadership experiences. Research projects in approved educational institutions and agencies. Offered in such areas as elementary, middle/secondary, K-12 or higher education. Permission of supervisor; plans required one semester in advance of registration.

LEAD 689 Seminar 1-8 cr.
Contemporary and selected topics in leadership is repeatable with different topics.

LEAD 690 Independent Study 1-8 cr.
Individual research and study with a professor is required. A minimum of sixty (60) clock hours of study time are expected per credit. A written proposal specifying the scope of the project, project activities, meeting times, completion date and participant product(s) should be submitted to the professor before study begins.

LEAD 736 Issues in Leadership Foundations 1-4 cr.
An extension of the leadership seminar. Participants review literature on leadership and world views, discuss the findings with small groups and with faculty, and provide scholarly feedback related to assigned topics in foundations of leadership and world views. It also includes information in the areas of power and influence, ethical leadership and diversity. Prerequisite: LEAD 630

LEAD 737 Issues in Research 1-4 cr.
This course provides information for developing skills in reading and evaluating research. Prerequisite: LEAD 630

LEAD 738 Issues in Leadership Theory 1-4 cr.
A seminar in the study of leadership theory. This course is intended to provide a wide coverage of leadership theory based on sound research principles, with implications for informed practice. It includes concept formation in such areas as organisation development, historical and contemporary views of leadership, and applications to problem solving and administrative settings. Prerequisite: LEAD 630

LEAD 756 Advanced Studies 1-8 cr.
Advanced studies in leadership is repeatable with different topics. Permission of professor is required.

LEAD 775 Applied Research 1-8 cr.
Planned research experience dealing with an actual leadership situation. Participants identify a faculty member with whom to engage in
collaborative research study which may lead to a joint publication. Course can meet the advanced methodology requirement for Ph.D. participants. **Prerequisite:** GSED 603 and 605

**LEAD 786 Internship** 1-8 cr.
Under the supervision of a faculty member in leadership, participants intern in responsible positions with specialists, administrators or other leaders in co-operating institutions, school systems or agencies. Professor's permission is required. **Graded S/U.**

**LEAD 789 Advanced Seminar** 1-8 cr.
Advanced topics in Leadership is repeatable with different topics. Permission of professor is required.

**LEAD 799 Advanced Project** 1-8 cr.
A project using sound principles of leadership is required. A final report documents project development and performance.

**LEAD 880 Dissertation Proposal Development Seminar** 1-4 cr.
The participant designs and writes a doctoral dissertation proposal in cooperation with the participant's dissertation committee. Often it includes a pilot study for the dissertation. **Graded S/U.**

**LEAD 888 Dissertation Continuation** (0 cr.)
Participants may register to maintain active status. Adviser approval required. A dissertation continuation fee applies.

**LEAD 899 Doctoral Dissertation** 1-12 cr.
An extensive original research study is conducted (planned and implemented) and then defended before the department faculty and the scholarly community. **Graded S/U.**

**Instructional Systems Technology (RIST)**

**RIST 511 Instructional Technology Foundations** 3 cr.
This is a core course in the IST programme. It provides an overview of the field and profession of Instructional Technology. Given that many IST fields you come from, R511 provides a sense of history and an explanation of how the components of the field fit together. A particular emphasis is on the evolution of the 'big ideas' of the field.

**RIST 521 Instructional Design & Development** 3 cr.
This course introduces the instructional systems development process, from analysis through evaluation and implementation. In this course, you will go through all the development phases, with emphasis on design
issues such as classification of learning tasks, selection of instructional strategies and development of prototypes. After completing this course, you will be able to design effective and appealing instruction based on principles from instructional theory.

RIST 541 Instructional Design & Production Process I 3 cr.
This course introduces you to the entire multimedia production process. During this course, you will develop instructional products using a number of graphic, audio and video, presentation, and web development software. The emphasis of this course is on basic skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation and quality assurance. \textit{R521 prerequisite or equivalent experience}

RIST 561 Evaluation & Change in the Instructional Design Process 3 cr.
Evaluation and change are two integral elements of the instructional and performance technology processes, and this course is divided into two segments to reflect these two elements. During this course, you develop knowledge and skills necessary to carry out education, training and performance improvement programme evaluations from various perspectives. Also, you learn how change management is viewed as integral to the instructional and performance technology processes and develop the skills to apply tools that are used to identify and reduce resistance to change.

RIST 626 Instructional Strategies and Tactics 3 cr.
This is an advanced course in instructional strategies. This course aims to help students develop a deeper understanding of instructional strategies and tactics and a greater ability to create effective, efficient and appealing instruction. \textit{R521 prerequisite}

N.B. \textit{R} is the acronym used by Indiana University.
Statement of Mission

The School of Religion and Theology (SRT) aims to facilitate Christ-centred education in the context of a world-renowned teaching institution. This involves open dialogue with the university faculty, offering General Religious Education courses to all students of the university, and core courses for students in the SRT. These activities will clarify relations with the Creator and relations among aspects of created reality. They will also foster the harmonious development of body, mind, and spirit, and the joy of service to the Creator and humanity.

Pastoral Theology

Ministry
The graduate programmes offered out of the school of Religion and Theology at NCU are owned and operated by the Inter-American Adventist Theological Seminary (IATS).

MASTER OF ARTS IN PASTORAL THEOLOGY

The Master of Arts in Pastoral Theology degree is a professional programme. It provides graduate academic training in the ministerial line for mature persons who have served at least one year in the field and are normally twenty (22) years of age or older.

The Master of Arts in Pastoral Theology programme reflects in its curriculum indigenous needs based on local and cultural conditions. Courses are specifically tailored and adapted to reflect these.

Admission Requirements

Admission is based on the following requirements:

1. Applicants must hold a bachelor’s degree in theology/religion (with two semesters biblical languages included) or its equivalent from an approved college or university with a minimum grade-point average of 2.67 (on a 4.00 grading system).

2. Applicants must be engaged in ministry having a successful ministerial experience of no less than one year. Persons who entered the ministry later in life may be granted special consideration; however, applicants must be at least 22 years of age.

3. The student must demonstrate his acceptable reading understanding of the English Language. Proficiency in English is evidenced by one of the following:

   a. Academic work in a country where English is the spoken language.
   b. Received instruction in English for at least two years.
   c. Completion of a graduate programme from a college or university in a country where English is the spoken language and medium of instruction.
PROGRAMME DESCRIPTION

As outlined below and also, as set out in the Inter-American Adventist Theological Seminary (IATS) Bulletin, the curriculum of the professional master’s degree programme consists of studies in the areas of Academic Skills (3 credits), Biblical Studies (9 credits), Administration (2 credits), Theology (6 credits), Christian Ministry (18 credits), Church History (2 credits), Mission (2 credits), and electives (6 credits).

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</table>

*Total 48 17

*Up to 6 credit hours may be used for research project

*Normally, the schedule of studies may not contain more than nine (9) credits of independent study or nine (9) credits of workshop/tour with a maximum of twelve (12) credits combined.

Biblical Studies (9 Credits)  

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take (3-6 credits) of O.T. 3-6</td>
</tr>
<tr>
<td>OTST520 Theology of the Old Testament 3</td>
</tr>
<tr>
<td>One course in OT Exegesis, History and Archaeology or Preaching from the OT or GSEM610 Doctrine of the Sanctuary 3</td>
</tr>
</tbody>
</table>

New Testament (3-6) credits

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Theology course in New Testament 2-3</td>
</tr>
<tr>
<td>One course in NT Exegesis or GSEM610 Doctrine of the Sanctuary 2-3</td>
</tr>
</tbody>
</table>

Academic Skills (3 credits)

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be selected by advisement 3</td>
</tr>
<tr>
<td>Research methods 3</td>
</tr>
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</table>
### Theology (6 credits)
Choose two courses in Theology from this list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THST 604</td>
<td>Doctrine of God</td>
<td>3</td>
</tr>
<tr>
<td>THST 605</td>
<td>Doctrine of Christ</td>
<td>3</td>
</tr>
<tr>
<td>THST 606</td>
<td>Doctrine of the Holy Spirit</td>
<td>3</td>
</tr>
<tr>
<td>THST 607</td>
<td>Doctrine of Righteousness by Faith</td>
<td>3</td>
</tr>
<tr>
<td>THST 608</td>
<td>Doctrine of the Sabbath</td>
<td>3</td>
</tr>
<tr>
<td>THST 627</td>
<td>Roman Catholic Theology</td>
<td>3</td>
</tr>
<tr>
<td>THST 637</td>
<td>Biblical Eschatology</td>
<td>3</td>
</tr>
<tr>
<td>GSEM534</td>
<td>The Writings of E.G. White</td>
<td>3</td>
</tr>
<tr>
<td>GSEM610</td>
<td>Doctrine of the Sanctuary</td>
<td>3</td>
</tr>
</tbody>
</table>

One course in Ethics

### Christian Ministry (18 credits)
Select courses in at least two of the following areas:

- Preaching and Worship: 3-6 credits
- Leadership and Administration: 3-6 credits
- Lay Training: 3-6 credits
- Pastoral Care and Counselling: 3-6 credits
- Evangelism and Church Growth: 3-6 credits
- Professional Portfolio: 1-6 credits

### Administration (3 credits)
Select one course in this area

- Church Administration: 3 credits
- Administration by objectives: 3 credits
- Strategic Planning: 3 credits
- Personnel Management Skills: 3 credits

### Church History (3 credits)

- CHIS 674 Development of SDA Theology: 3 credits

### Mission (3 credits)

### Electives (6 credits)
To be selected through advisement

### Total
48 credits
DOCTOR OF MINISTRY

PURPOSE
The purpose of the Doctor of Ministry programme is to provide structured, rigorous, advanced training in ministry by equipping students with needed competencies and leadership skills. The programme engages qualified persons in an active learning environment so that they may reach advanced levels of ministry effectiveness which will facilitate efficient professional performance.

PROGRAMME DESCRIPTION
The Doctor of Ministry Programme offers a professional degree for persons who seek advanced competencies in evangelism, ministry and mission. The programme enables growth within the framework of a Biblical model of leadership and to develop an Adventist perspective of evangelism, ministry and mission. The programme is normally offered to professionals who are in active ministry.

Courses are taught in intensive or modular format at qualified sites within the Inter-American Division territory. The emphasis in this degree is in the area of Pastoral Ministry, although certain courses will touch on other areas of the ministerial concern, which constitutes other areas of emphasis such as: Church Growth and Evangelism, Global Mission Leadership and Leadership. Intensive sessions are taught by faculty teams that include seminary professors with appropriate academic expertise and professionals from the field with experience in evangelism, ministry and mission. Teaching methodology combines appropriate methods and technology with collegial dialogue to encourage a creative learning environment.

Teachers aim to facilitate balanced spiritual, professional and theological formation that affects the individual, the family and the ministry group. The programme promotes theological reflection upon ministry and teaches methods of analysis and evaluation of church and community.

Students will develop a deeper personal experience, which will lead to a strengthening of their family life as well as a greater commitment to ministry. They will learn to evaluate ministerial practices through theological reflection, which will help them establish a biblical model of servant leadership. Graduates from the programme will be able to use appropriate tools to analyze the needs of their churches and communities and develop and implement appropriate and effective ministries.
ADMISSION REQUIREMENTS
To be considered for admission to the Doctor of Ministry programme, applicants must meet the following requirements:

- Hold the Master of Arts degree in Pastoral Theology or an M.Div. or their equivalent, provided they add up to at least 160 semester credits between the Bachelor's and the Master's degrees.
- Have a GPA of at least 3.00. Special cases may be considered by the admissions committee.
- Demonstrate high professional and personal potential for the gospel ministry.
- Have an equivalent of at least four years of experience in ministry subsequent to the first graduate theological degree.
- Supply satisfactory recommendations from the applicant's Local Field or institution president, a fellow pastor of recognised influence and experience and a Church Elder. A total of three recommendations from specific individuals are required.
- Submit a paper the student has previously completed which demonstrates the ability to research and write an adequate report related to a ministerial problem or issue.
- Write a letter or an essay stating the candidate's commitment to the Christian Faith, to the SDA Church, the doctrine and the motive behind the reason for pursuing this degree.
- Applicants from other faiths may be accepted into the programme, provided they meet admissions requirements and represent high moral integrity with a character, lifestyle and spiritual commitment reflective of the ideals of the SDA church.

ADVANCED STANDING
Students who have done post-MAPTh work in an accredited theological seminary or graduate institution may be eligible to receive advance standing provided the work is appropriate to the Doctor of Ministry programme. The Inter-American Adventist Theological Seminary (IATS) determines the appropriateness and relevancy of such credits. Credits accepted for advanced standing may not exceed 25 per cent of the total credits required for the DMin degree. Credits earned toward an M.A. or an M.Div. degree are not considered for advanced standing.
DEGREE REQUIREMENTS
In addition to the requirements listed in the Academic Policies section, students must also complete a graduate-level research course prior to taking GSEM790. This requirement is waived if the student can give evidence of having taken such a course prior to beginning the DMin programme. A research course is available by distance education for DMin students.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>(GSEM790) Diss. Proposal</td>
<td></td>
<td>3</td>
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<tr>
<td>GSEM796</td>
<td>1</td>
<td>3</td>
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<tr>
<td>THST</td>
<td>2</td>
<td>6</td>
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<tr>
<td>(May include either OTST or NTST courses)</td>
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</tr>
<tr>
<td>CHMN</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>CHIS</td>
<td>1</td>
<td>3</td>
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<tr>
<td>DISSERTATION</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Required Courses:**
CHMN706 or MSSN721 & 722 Spiritual and Theological Foundation for Ministry. This is a foundational course required of all DMin students. The course builds the spiritual and theological basis from which the practice of ministry and mission grows and seeks to lead the student into a self reflection and examination of life and belief.

**AREAS OF CONCENTRATION**
- Leadership
- Pastoral Ministry
- Evangelism and Church Growth
- Global Mission Leadership

**FINANCIAL ASSISTANCE**
Financial plans are available to assist SDA Pastors; however, the pastor is encouraged to communicate with his/her local conference regarding such assistance.

**MODES OF DELIVERY**
In order to make the programme accessible to church professionals, courses are offered during the summer, as intensives on NCU campus.
RESIDENCY REQUIREMENTS
In order to fulfill residency requirements, students must attend three consecutive teaching modules (e.g. summer session) in an official IATS site.

DISSERTATION REQUIREMENTS

- Students should take GSEM790 (2 cr) in preparation for writing the dissertation. A statement explaining the philosophy of a Doctor of Ministry dissertation, including guidelines for its development and preparation, is provided when GSEM790 is taken. A dissertation proposal must be submitted and accepted. Based on the accepted proposal and satisfactory academic performance, the student is advanced to candidacy by the Doctor of Ministry committee.

- The dissertation, which should address a problem or issue directly relevant to the ministry of the contemporary church, is often developed and implemented in an in-ministry situation. The approach of the dissertation is normally developmental, with formative evaluation. The dissertation should be developed in close consultation with the student’s adviser. Regulations governing the style and format of the dissertation are found in Andrews University Standards for Written Work to which IATS subscribes.

- Students must pass an oral defence of the dissertation designed to test the candidate’s ability to integrate learning and the practice of ministry. The defence must be successfully completed no later than four weeks prior to graduation.

Time Limits. DMin students must complete the course work and successfully defend the dissertation within six years from the time they begin course work. In special circumstances and upon written request, extensions may be granted for no more than an additional year.


Academic Supervision. The local site Co-ordinator at NCU acts as curriculum supervisor. The dissertation adviser and second reader are chosen by the student in consultation with the site Co-ordinator. Students should work closely with these persons to complete the dissertation.
DESCRIPTION OF COURSES

Church Ministry

**CHMN 710: Worship and Music**  3 cr.
A study of theological principles that undergird worship practices, a review and evaluation of worship forms from the traditional to the contemporary and the integration of theology, preaching, worship and music in a way that leads to worship renewal.

**CHMN 717: Family Counselling**  3 cr.
This course offers advanced theoretical and practical knowledge regarding pastoral counselling. Students will learn specialized approaches for church members and their families in various stages of their family life cycle. Participants also examine and construct new family ministries.

**CHMN 718: Designing and Delivering Effective Sermons**  3 cr.
An advance course in the theology, theory and practice of contemporary preaching aimed at helping experienced pastors present more effective sermons as part of worship. A 'lab' component offers opportunities to try new ideas and approaches under the guidance of skilled practitioners.

**CHMN 720: Current Issues in Youth Ministry**  3 cr.
Students study selected issues in youth ministry including adolescent development, intergenerational relationships and the challenges of popular culture. They learn how to build specialized approaches in youth ministry.

**CHMN 747: Leadership and Church Management**  3 cr.
This course investigates principles, challenges and practices of Christian leadership, emphasizing the issues that make it unique. It includes theological reflection, review of Christian leadership roles, and provides practical insights for leaders and managers of churches and Christian organisations.

**CHMN 749: Equipping and Motivating Church Members for Ministry**  3 cr.
A study of biblical and practical teachings on the equipping and motivation of church members for ministry. The church becomes a powerful soul-winning agency when the people of God are empowered for ministry according to their gifts and calling.
CHMN 757: Advanced Clinical Pastoral Education  3 cr.
Advanced level instruction and practice in pastoral ministry to persons in crisis, to institutional staff and to those facing ethical issues such as abortion and termination of life support. Initial CPE training and graduate coursework in counselling are prerequisites.

CHMN 765: Advanced Leadership Competencies  3 cr.
Application of the competencies of Christian leadership in the participant's ministry. The course includes continued personal and theological reflection, integration of leadership principles and administrative skill development. Prerequisite: CHMN 747 Leadership and Church Management

CHMN 737: Strategies for Church Growth  3 cr.
An in-depth study of the factors that promote or hinder church growth, followed by a strong emphasis on developing specific growth strategies for the local church.

CHMN 756: Church Planting  3 cr.
The course explores church planting as an evangelistic strategy. Students learn models and procedures for successful church-planting programmes including vision casting, identifying and developing lay leaders, mobilizing and supporting church planters and cementing reproducible system.

CHMN 758: Evangelism  3 cr.
An in-depth exploration of creating public and personal strategies developing a process of evangelism in the local church. This course also explores the involvement of the laity in public and personal evangelism.

CHMN 759 Planting and Leading Cell Churches  3 cr.
This course investigates the factors in cell church growth. The student will develop proficiency for planting cell churches.

GLOBAL MISSION LEADERSHIP

MSSN 741: Cultural and Religious Analysis - 1, 11  3 cr.
The tools of cultural, social, anthropological and religious analysis, the specific context and challenges of mission will be analyzed and described in depth as a basis for ministry. The content will be shaped to fit the local situation.
MSSN 741, 742: Mission Strategy Development - 1, 11  3 cr.
Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted. **Prerequisite:** MSSN 731, 732: Cultural and Religious Analysis.

**LEADERSHIP CONCENTRATION**

**CHMN747 Leadership and Church Management**  3cr.
This course investigates principles, challenges and practices of Christian Leadership, emphasizing the issues that make it unique. It includes theological reflection, review of Christian leadership roles and provides practical insights for leaders and managers of Churches and Christian Organisations.

**CHMN765 Advanced Leadership Competencies**  3cr.
Application of the competencies of Christian leadership in the participant’s ministry. The course includes continued personal and theological reflection, integration of leadership principles, and administrative skill development. **Prerequisite:** CHMN747 Leadership and Church Management

N.B. See IATS *Bulletin* for detailed information in this area.

**NEW TESTAMENT**

**NTST606 Formation and History of the New Testament**  2-3cr.
Development and History of the New Testament canon and/or its text, English translation and publication. Topic announced in advance. **Repeatable.**

**NTST677 Seminar in New Testament Issues.**  2-3cr.
Topics announced in the class schedule. Repeatable. Admission of non-doctoral students by permission of professor.

**EXEGESIS**

*Language prerequisites for courses should be noted carefully.*

**NTST509 Pauline Writings**  3cr.
Interpretation and Theology of the writings of the Apostle Paul, with detailed exegesis of selected passages. **Prerequisite:** Must have met intermediate Greek requirement
NTST510 Gospels 3cr.
Interpretation and theology of the four Gospels, with detailed exegesis of selected passages. **Prerequisite:** Must have met the intermediate Greek requirement or be enrolled in NTST552

NTST525 Revelation 2cr.
An exegetical approach to the book of Revelation, with special emphasis on selected passages. **Prerequisite:** Must have met beginning Greek requirement or be enrolled in NTST551

NTST543 Acts and General Epistles 2cr.
Interpretation of the book of Acts and the General Epistles of the New Testament, with detailed exegesis of selected passages. **Prerequisite:** Must have met the beginning Greek requirement or be enrolled in NTST551

Topics identical to NTST500-level exegesis courses. The same subject cannot be repeated with other 500-level course numbers. Does not presuppose Greek proficiency nor count toward MAPTh core requirements or emphases. **Repeatable with a different subject area.**

Studies in hermeneutical principles and procedures requisite to NT interpretation and/or in various sections or themes of the New Testament. **Repeatable.**

NTST653 Advanced Studies in the General Epistles 2-3cr.
The epistle(s) chosen from among James, 1 Peter, 2 Peter, Jude and 1-3 John announced in advance. **Repeatable.**

NTST655 Advanced Studies in the Gospels 2-3cr.
The Gospel(s) to be studied are announced in advance. **Repeatable.**

NTST658 Advanced Studies in Pauline Writings 2-3cr.
The letter(s) of Paul to be studied are announced in advance. **Repeatable.**

NTST678 Seminar in Greek Exegesis 2-3cr.
Particular books or passages to be exegeted are announced in advance. **Repeatable.** Admission for non-doctoral students by permission of professor.
NTST940 Seminar in New Testament Exegesis and Hermeneutics 3cr.
Exegesis in New Testament books or passages and/or studies in particular topics such as the history of New Testament exegesis and hermeneutics. Repeatable.

N.B. See IATS Bulletin for detailed information in this area.

OLD TESTAMENT

OTST500 Survey of the Old Testament 2-3cr
An introductory survey of the history, literature and background of the Old Testament for students who have not had such a course at the college level.

OTST607 Preaching from the Old Testament 2-3cr
An advanced preaching course focusing on the analysis of the types of Old Testament literature and special themes found in selected passages. Identical to CHMN607.

OTST640 The Old Testament and its Translations 2-3cr
A non-technical survey of the text transmission from antiquity to the present. The terminology and particularities of recent Hebrew Bible editions. Examination in various modern translations of Old Testament passages of textual and theological interest.

OTST659 Studies in Old Testament Issues 2-3cr
A study of selected issues such as the formation of the Old Testament canon, questions of introduction, historicity of Genesis II, Messianism and Old Testament eschatology. Repeatable.

OTST820 Textual Criticism 3cr.
Detailed comparative textual examination of challenging Old Testament passages involving the ancient versions and Qumran, using both text editions and manuscripts. Repeatable. Prerequisites: OTST654, OTST660, additional languages as needed. Admission by permission of instructor.

THEOLOGY

OTST520 Theology of the Old Testament 2-3cr
OTST620 Seminar in Old Testament Theology 2-3cr
Selected aspects of Old Testament theology; such as the nature and function of Old Testament theology, the method of Old Testament theology and the development of major theological themes. Repeatable.

OTST627 Jewish Life and Thought 2-3cr
An introduction to Jewish beliefs and theology; liturgy and festivals; and thinking and philosophy as they illuminate approaches to the biblical and Hebrew customs.

OTST835 Theology of the Hebrew Scriptures 3cr.
The theology of an individual book or block of books in 1 of the 3 divisions of the Hebrew canon: Torah (Pentateuch), Prophets and Writings. Content announced in advance. Repeatable.

OTST845 Methodology in Biblical Theology 3cr.
The development of biblical theology from the Reformation to the present with special attention to current methodologies.

OTST945 Seminar in Biblical Theology 3cr.
Major theological themes and thought patterns of the Bible with special attention to such subjects as the unity of the Bible, the relation between the Testaments and biblical authority. Identical to NTST945.

N.B. See IATS Bulletin for detailed information in this area.
IV. Directory

- University Board
- Executive Committee
- Administration
- Graduate Council
- Graduate Faculty
The main auditorium.
THE EXECUTIVE COMMITTEE OF THE UNIVERSITY BOARD

Patrick Allen, Chair
Herbert Thompson, Secretary
Derrick Bignall
Dudley Mullings
Everett Brown
Sandra Gayle
Herman Ming
Danieto Murray
Georgia Allen

ADMINISTRATION

Herbert Thompson, Ph.D.
President
Beverly Cameron, Ph.D.
Vice President for Academic Administration
Gloria Roberts, Ph.D.
Vice President for Student Development
Danieto Murray, M.B.A.,
Vice President for Finance
Daniel Fider, Ph.D.
Vice President for Admissions & Facilities Planning
Patrick Williams, Ph.D.
Vice President for Technology, Extensions & Strategic Planning

Graduate Council

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Rita Henriquez-Green
Avery Thompson
Marilyn Anderson
Teran Milford
Paul Gyles
Cecil Goodridge
Newton Cleghorn
Gloria Gregory
Audley Eccles
Kenneth Morgan
Juliet Bailey-Penrod
Vincent Wright
Graduate Faculty

<table>
<thead>
<tr>
<th>MASTER OF SCIENCE IN COUNSELLING PSYCHOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Teran Milford, Ph.D.</td>
</tr>
<tr>
<td>Kenneth Morgan, Ph.D.</td>
</tr>
<tr>
<td>Grace Kelly, Ph.D.</td>
</tr>
<tr>
<td>Enid McClymont, Ph.D.</td>
</tr>
<tr>
<td>Ketsia Lafontant, M.A., Ed.S.</td>
</tr>
<tr>
<td>Orlean Brown-Earle Ph.D.</td>
</tr>
<tr>
<td><strong>Adjunct Faculty</strong></td>
</tr>
<tr>
<td>Ralford Jones, Ph.D.</td>
</tr>
<tr>
<td>Elvin Gabriel, Ph.D.</td>
</tr>
<tr>
<td>Jimmy Kijai, Ph.D.</td>
</tr>
<tr>
<td>Alanzo Smith, Ph.D.</td>
</tr>
<tr>
<td>June Smith, Ph.D.</td>
</tr>
<tr>
<td>Frederic Kosinski, Ph.D.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MASTER OF BUSINESS ADMINISTRATION (MBA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Cecil Goodridge, Ph.D.</td>
</tr>
<tr>
<td>Audley Eccles, DBA</td>
</tr>
<tr>
<td>Courtney Gallimore, Ph.D.</td>
</tr>
<tr>
<td>Wendel McMillan, Ph.D.</td>
</tr>
<tr>
<td>Patrick Williams, Ph.D.</td>
</tr>
<tr>
<td>Gurubhushana Mundluru, Ph.D.</td>
</tr>
<tr>
<td>Mark Thomas, M.Sc.</td>
</tr>
<tr>
<td><strong>Adjunct</strong></td>
</tr>
<tr>
<td>Andrea Blackwood-Harriott, Ph.D.</td>
</tr>
<tr>
<td>Rosalee Hamilton, Ph.D.</td>
</tr>
<tr>
<td>William Lawrence, Ph.D.</td>
</tr>
<tr>
<td>Orphiel Brown, M.Sc.</td>
</tr>
<tr>
<td>Ludlow Stimpson, M.B.A.</td>
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<thead>
<tr>
<th>MASTER OF SCIENCE IN BIOLOGY &amp; ENVIRONMENTAL SCIENCE</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Paul Gyles, Ph.D.</td>
</tr>
<tr>
<td>Juliet Bailey-Penrod, Ph.D.</td>
</tr>
<tr>
<td>Origene Nahimana, Ph.D., Co-ordinator</td>
</tr>
<tr>
<td>Erica Robinson, Ph.D.</td>
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<tr>
<td>Mark Harris, Ph.D.</td>
</tr>
<tr>
<td>Sonia Copeland, M.D.</td>
</tr>
<tr>
<td>Mr. Dewight Flinch, M.Sc.</td>
</tr>
<tr>
<td>Devon Gardner, Ph.D.</td>
</tr>
<tr>
<td>Dwight Rose, M.Sc.</td>
</tr>
<tr>
<td>Vinola Richards, M.A. RD</td>
</tr>
<tr>
<td>Beverley Wright, M.D</td>
</tr>
<tr>
<td>Vincent Wright, Ph.D</td>
</tr>
<tr>
<td>Kenneth Morgan, Ph.D.</td>
</tr>
<tr>
<td>Errol Morrison, MD, Ph.D</td>
</tr>
<tr>
<td>Samson Omoregie, Ph.D.</td>
</tr>
<tr>
<td>Herbert Thompson, Ph.D</td>
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<tr>
<td>Cliff Riley Ph.D.</td>
</tr>
<tr>
<td>Carol Barnes Reid, M.Sc.RD</td>
</tr>
<tr>
<td>Lemuel Brady, M.P.H.</td>
</tr>
<tr>
<td>Lemore Jones, M.Sc.</td>
</tr>
<tr>
<td>Patrice Williams-Gordon,M.Sc.</td>
</tr>
<tr>
<td>Janice Alexander, M.D.</td>
</tr>
</tbody>
</table>
MASTER OF PUBLIC HEALTH

Faculty

Monica Smikle, Ph.D.
Beverly Wright, M.D.
Sonia Copeland, M.D.
Janice Alexander M.D.
Dewight Flinch, M.P.H
Lemuel Brady, M.P.H.
Vinola Richards, M.Sc., RD.

MASTER IN PASTORAL THEOLOGY AND
THE DOCTOR OF MINISTRY

Faculty

Newton Cleghorn, D.Min., Ph.D.
Paul Gregor, Ph.D.
Lucien Issac, Ph.D.
Helena Gregor, Ph.D.
Eric Henry, Ph.D.
Enell Hall, Ph.D.

Visiting professors selected by IATS

MASTER OF ARTS & DOCTOR OF PHILOSOPHY
IN EDUCATION LEADERSHIP

Faculty           Adjunct

William Green, Ph.D.,       Vassel Kerr, Ph.D
Rita Henriquez-Green, Ed.D, Hindsale Bernard, Ph.D.
George Dawkins, Ph.D.       Larry Burton, Ph.D.
Hermon Douce, Ph.D.         Katherine Freier, Ph.D.
Tim Green, Ph.D.            Constance Nwosu, Ph.D.
David Penner, Ph.D.         William Smith, Ph.D.
Vincent Peterkin, MA.       Jimmy Kijai, Ph.D.
James Tucker, Ph.D.         Herbert Thompson, Ph.D.
Elsie Jackson, Ph.D.        Patrick Williams, Ph.D.
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