

The University of the West Indies
Mona Campus

Graduate Studies & Research

Programme Offerings
and
Information Brochure

The University reserves the right to make such changes to the contents of the publication as may be deemed necessary

UNIVERSITY'S MISSION STATEMENT

UWI's Mission is to unlock West Indian potential for economic and cultural growth by high quality teaching and research aimed at meeting critical regional needs, by providing West Indian society with an active intellectual centre and by linking the West Indian community with distinguished centres of research and teaching in the Caribbean and overseas.

UWI recognizes that as a regional university supported by the West Indian people, and as the sole local organ equipped to meet local requirements and to relate its own development programmes to them, it should give priority to regional needs.

Faculty of Social Sciences.....239

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Welcome by the Principal

The University of the West Indies prides itself on being a centre for world-class research, scholarship and creativity, ingredients widely acknowledged as being responsible for the creation of new knowledge and understanding in the region.

This enviable reputation has enabled us to recruit exceptional faculty and attract top students. Recently, the sterling reputation of the University was further enhanced when three members of our teaching staff shared in the Nobel Peace Prize for their work on climate change.

Not content with sitting on our laurels, the leadership of the UWI is committed to making our university the most respected and sought-after institution for the delivery of first-rate graduate programmes and the production of higher-degree graduates who are at the forefront of contemporary scholarship and professional development.

In choosing to pursue postgraduate studies here at the UWI, you have elected to be part of a distinguished tradition of Caribbean scholarship which continues to make critical inputs into the economic, social and cultural transformation of the region.

Your work is expected to advance and expand the body of knowledge at the UWI and contribute to building our reputation as an institution of international repute. You are assured of our support as you embark on this important academic journey which is bound to result in greater self-actualization and discovery.

Welcome!

GORDON SHIRLEY

Pro Vice Chancellor & Principal

UWI, Mona Campus



RONALD E. YOUNG

Pro Vice Chancellor

School for Graduate Studies & Research

Welcome by the Pro Vice Chancellor for Graduate Studies

Welcome to the School for Graduate Studies and Research and congratulations on having decided to pursue graduate education.

In these financially parlous times this may be the best investment that you could have made. For “developing” countries to truly develop, graduate education at the highest professional and academic levels, benchmarked to international standards, must be strengthened and must flourish. The ability to ask critical questions, both fundamental and applied, to seek novel, contextually appropriate yet universally applicable solutions and to communicate your findings with clarity and cogency are integral components of good graduate education. The attainment of these skills is the goal towards which all of our students must work and which the School undertakes to target in all its programmes. We trust that you will help us to focus on these essential targets irrespective of the field of scholarship you pursue, since it is only through your achievements that we can measure our success.

So, as we strive to develop a cadre of outstanding, committed and student centered faculty and to strengthen our programmes, we look to you to for the commitment, the collaborative spirit and the constant feedback that will lift you, your School and your University to the highest levels of performance.



Professor Wayne Hunte

Pro Vice Chancellor (Research)

Welcome by the Pro Vice Chancellor for Graduate Studies (Research)

It gives me great pleasure to welcome all of you at the start of the 2009-2010 Academic Year, although my remarks may be more applicable to those of you pursuing research degrees, for I wish to impress upon you the importance of research to our University and region. Research generates the knowledge, the critical thinkers, the policy advice and the innovative links to business necessary for regional economic development and enhanced quality of life. Research also ensures that UWI remains, and is recognized as, a player in the international pursuit of knowledge. Research rejuvenates our teaching programmes and enhances their quality and relevance, it allows us to set and lead the standards of scholarship in our region, and it provides us with the capacity to generate university income in a fiercely competitive international arena. As graduate students, you are central to our efforts to achieve these goals. It is our responsibility to provide the enabling environment necessary for you to realise your full potential and conduct your research at the highest possible standard. It is your responsibility to commit yourself to this goal and ensure that it is realised. Communicate with us whenever you feel the need for support. I wish you a pleasurable, productive and successful academic year.

THE UNIVERSITY OF THE WEST INDIES

CHANCELLOR

The Hon. Sir George Alleyne, OCC, MD, FRCP, FACP (Hon.), Hon. DSc UWI

VICE-CHANCELLOR

Professor E. Nigel Harris. BS howard, MPhil Yale, MD U of Penn, DM UWI

OFFICERS AT THE MONA CAMPUS

PRO-VICE CHANCELLOR AND PRINCIPAL

Professor Gordon Shirley: BSc *UWI*, MBA, DBA *Harvard*

PRO-VICE CHANCELLOR, *Graduate Studies*

Professor Ronald Young: BSc, MSc UWI, PhD, St. And

UNIVERSITY REGISTRAR: ***Mr. C. William Iton*** BSc UWI, LL.M Essex

CAMPUS REGISTRAR: ***Dr. Camille Bell-Hutchinson***

CAMPUS BURSAR: ***Elaine Robinson,*** BSc Econ UWI, FCCA

CAMPUS LIBRARIAN: ***Norma Amenu-Kpodo***

THE UNIVERSITY OF THE WEST INDIES

SCHOOL FOR GRADUATE STUDIES AND RESEARCH

PRO VICE CHANCELLOR (GRADUATE STUDIES)

Professor Ronald Young (Mona Campus)

PRO VICE CHANCELLOR (RESEARCH)

Professor W. Hunte (St. Augustine Campus)

CHAIRMAN, MONA CAMPUS COMMITTEE FOR GRADUATE STUDIES AND RESEARCH: Professor Yvette Jackson

MONA CAMPUS COMMITTEE MEMBERS

- | | | |
|-----------------------------|---|---|
| Professor Yvette Jackson | - | Campus Coordinator (Chairman) |
| Professor Ian Boxill | - | Lecturer, Department of Sociology Psychology and Social Work |
| Professor I. Kahwa | - | Dean, Faculty of Pure & Applied Sciences |
| Professor T. Forrester | - | Director, Tropical Metabolism Research Institute |
| Professor Barbara Bailey | - | University Director, Institute for Gender & Development Studies |
| Professor Claudette Durrant | - | Principal's Nominee |

Professor Waibinte Wariboko - Representative, Humanities and Education

Professor D. Eldemire-Shearer - Representative, Medical Sciences

Dr. Dale Webber - Representative, Pure and Applied Sciences

Professor Rupert Lewis - Representative, Social Sciences

Miss Keri-Ann Christie - Student Representative, Mona Association of
Postgraduate Students (MAPS)

Mrs. Sandra Powell-Mangaroo - Assistant Registrar (Secretary)

GRADUATE STUDIES AND RESEARCH OFFICE

Staff List 2009/2010 Academic Year

Mrs. Barbara Miller *	Senior Assistant Registrar
Mrs. Sandra Powell-Mangaroo	Assistant Registrar (Acting)
Miss Georgia Bennett	Senior Administrative Assistant
Miss Melissa Gayle	Assistant to Campus Coordinator
Miss Nickeisha Waldron	Assistant to Assistant Registrar
Miss Sheena Woodburn	Customer Service Representative
Miss Petri-Ann Watson	Records Management Assistant
Miss Eureka Simpson	Records Management Assistant
Mrs. Roxanne Coleman	Records Management Assistant
Mrs. Lineusa Basir-Singh	Faculty Representative, Mona School of Business
Miss Esmine Cross	Faculty Representative, Humanities
Miss Diana Boxe	Faculty Representative, Education
Miss Yvonne Myrie	Faculty Representative, Medical Sciences
Mrs. Rachael Lynch-Martin	Faculty Representative, Pure & Applied Sciences
Mrs. Jennifer Squire-Davidson	Faculty, Representative, Social Sciences
Miss Tsahai Roache	Faculty Representative, Humanities & Education/Medical Sciences Online Programmes
Miss Davinia Williams	IT Manager
Miss Traci-Ann Fraser	Clerical Assistant - Research and Publication, Graduate Awards
Mrs. Angela Walters	Office Attendant

*On special project for 2009/2010 academic year

GENERAL INFORMATION ON THE UNIVERSITY

The University of the West Indies is one of the institutions of higher education founded in one of the former British colonies just after the Second World War. It began in October 1948 as a University College preparing students for degrees of the University of London. On April 2, 1962, it became a degree-granting University in its own right.

There are three Campuses - Cave Hill in Barbados, Mona in Jamaica, and St Augustine in Trinidad. Cave Hill is 3,800 kilometres from Mona, while St Augustine is approximately 5,320 kilometres from Mona.

The Vice Chancellors office is currently located at the Mona Campus, as are those of the Director of Administration/University Registrar, and the Director of Finance/University Bursar. The Offices of the Board for Undergraduate Studies and the Dean of the School for Graduate Studies & Research are also located at Mona.

HISTORY OF THE MONA CAMPUS

The Mona Campus is located in St Andrew. Jamaica's population is approximately 2.5 million, with over one million living in Kingston, the capital city. Kingston is the seat of the government and much of the island's commercial, industrial and cultural activities, and boasts the seventh largest natural harbour in the world.

The Campus is situated on 653 acres of land made available by the Government of Jamaica. Previously two sugar estates, it is rich in historical remains from this era. During World War II, parts of Mona were used as a camp to house persons evacuated from Malta and Gibraltar. At the end of

the War, the evacuees and the military moved out and the buildings erected for their occupation remained empty. The site and buildings were offered by the Jamaican Government and accepted as a home for the University until permanent buildings were constructed. Some of the original buildings are still in use today.

CLIMATE

The climate is tropical, the weather being mostly dry and sunny. It is hot during the day throughout most of the year with temperatures ranging from 26 to 32 degrees Celsius in the day, to night time temperatures of 20 to 30 degrees. Umbrellas are necessary for the rainy season which occurs in May and October.

The Campus is some eleven kilometres from the centre of Kingston. It is a raised valley in the foothills of the Blue Mountains and, as a result of its elevation, the temperature on Campus is cooler than elsewhere in Kingston.

Light clothing is worn and summer clothing is generally suitable all year round.

INTRODUCTION TO GRADUATE STUDIES

Graduate studies at The University of the West Indies (UWI) can be undertaken in the form of **taught courses** or **research**. Within each department you will find details of the programmes currently being offered.

TAUGHT PROGRAMMES

Some of the taught programmes offered at the Mona Campus are the Master of Arts (MA), the Master of Library & Information Studies (MLS), EMBA, MBA, the Master of Science (MSc) in Human Resource Development (HRD), Management Information Systems (MIS), Natural Resource Management (NRM), Digital Technology, Plant Production and Protection, Nursing, Clinical Psychology, and Master of Public Health (MPH). These degrees consist mainly of lectures, coursework and either a project or a dissertation/research paper. The Master in Education (M.Ed.) through a project involves a substantial research component.

By Distance

The School for Graduate Studies & Research at Mona will offer Distance Education programmes in MSc Counselling, Master in Education (MEd) and MSc in Family Medicine.

DM PROGRAMMES

Full time degree programmes leading to the award of Doctorate in Medicine (DM) are offered in all specialties.

All programmes aim at providing exit qualifications at Consultant Level.

RESEARCH DEGREES

The principal research degrees are **Master of Philosophy (MPhil)** and **Doctor of Philosophy (PhD)**. In addition, the Faculty of Medical Sciences offers the **Doctor of Medicine (DM)**. Research Degrees involve independent study, assisted by a Supervisor, and the production of a thesis. The essential difference between the Master and Doctoral levels, apart from the length of

the registration period, lies in the quality of a successful PhD thesis. This must be judged to be the result of original research, to be an addition to knowledge and to be worthy of publication either in full or in an abridged form. The award of a PhD degree also requires that a candidate defend their thesis at a public oral examination.

Many research degrees now contain a taught element. The intention of these courses is to provide students with research techniques and skills that will not only help them to complete their current research topic, but strengthen their practical application skills for life after university.

With the exception of holders of MPhil degrees from recognised universities, a candidate for the PhD degree is normally required to register for the MPhil Degree in the first instance. If you and the Department are pleased with the progress, then provisions exist to transfer a registration from the Master's to Doctoral level without first submitting a Master's dissertation.

A candidate whose qualifications are not of the required standard, or sufficiently related to the proposed subject of study may be required to pass a qualifying examination or take relevant departmental courses.

We recognise the considerable personal and financial investment that students make in deciding to pursue a higher degree and it is extremely important that the choice made suits one's individual needs and preferences. If you decide to pursue a research degree, it is also important that the thesis topic chosen is of genuine and sustainable interest.

The University of the West Indies
TABLE OF STUDENT STATISTICS

Registered Graduate Students as at July 31, 2009

<u>FACULTY</u>	
Centre for Gender & Development Studies	24
Education	476
Grad Studies	3
Humanities	486
Medical Sciences	634
Pure and Applied Sciences	416
Social Sciences	1348
TOTAL	3387

**PROGRAMMES OFFERED FOR THE 2009/2010
ACADEMIC YEAR**

FACULTY OF HUMANITIES & EDUCATION

CARIMAC

MA Communication for Social & Behaviour Change

MA Communication Studies

MPhil/PhD Communication Studies

INSTITUTE OF CARIBBEAN STUDIES

MPhil/PhD Cultural Studies

DEPT. OF LITERATURES IN ENGLISH

MA/MPhil/PhD English

DEPT. OF MODERN LANGUAGES & LITERATURE

MA French Translation

MA Spanish Translation

MPhil Comparative Literature (French & Spanish)

MPhil/PhD French

MPhil/PhD Spanish

DEPT. OF HISTORY & ARCHEOLOGY

MA Heritage Studies

MA/MPhil/PhD History

DEPT. OF LIBRARY & INFORMATION STUDIES

Master in Library & Information Studies (MLIS)

MA Library & Information Studies

MPhil/PhD Library & Information Studies

DEPT. OF LANG., LING. & PHILOSOPHY

MA English Language

MA/MPhil/PhD Linguistics

MA/MPhil/PhD Philosophy

UNITED THEOLOGICAL COLLEGE

MA/MPhil/PhD Theology

SCHOOL OF EDUCATION

Master of Education (MEd) [Face to face courses]

Modern Language (Spanish)

Language Education

Literacy Studies

Primary Education

Science Education

Mathematics Education

Educational Psychology

Curriculum Development

Educational Administration

MEd on line (by Distance Ed.)

MA Higher Education: Student Personnel
Administration

Educational Administration

Teacher Education

Diploma in Education

English (Language & Literature), History,
Mathematics, Science, Information Technology,
Education Administration, Modern Language
(Spanish)

FACULTY OF MEDICAL SCIENCES

DEPT. OF BASIC MEDICAL SCIENCES

MPhil/PhD Anatomy

MPhil/PhD Biochemistry

MPhil/PhD Physiology

MPhil/PhD Pharmacology

DEPT. OF MEDICINE

The University of the West Indies
DM/MD Medicine

**DEPT. OF SURGERY, RADIOLOGY, ANAESTHESIA &
INTENSIVE CARE**

MSc Sports Medicine

DM Radiology

DM Surgery

DM Anaesthetics & Intensive Care

DM Emergency Medicine

DEPT. OF COMMUNITY HEALTH & PSYCHIATRY

MSc Family Medicine (by Distance)

Master of Public Health

MPH:- Health Education/Promotion

DM Family Medicine

DM Psychiatry

MPhil/PhD Public Health

DEPT. OF MICROBIOLOGY

MSc/MPhil/PhD Microbiology

DM/MD Medical Microbiology

**DEPT. OF OBSTETRICS, GYNAECOLOGY & CHILD
HEALTH**

DM Paediatrics

DM Obstetrics & Gynaecology

DEPT. OF PATHOLOGY

DM/MPhil/PhD Pathology

TROPICAL MEDICINE RESEARCH INSTITUTE (TMRI)

MSc Epidemiology

MSc Biostatistics

MSc/MPhil/PhD Nutrition

SCHOOL OF NURSING

MSc Nursing:

Mental Health/Psychiatric Nurse Practitioner,
Family Nurse Practitioner, Nursing Education,
Nursing Administration and Clinical Nurse

FACULTY OF PURE & APPLIED SCIENCES

DEPT. OF CHEMISTRY

MPhil/PhD Chemistry

MSc/MPhil/PhD in Occupational and

Environmental Safety and Health

DEPT. OF GEOGRAPHY & GEOLOGY

Diploma in Sustainable Urbanization

Diploma in Disaster Management

MSc Natural Resource Management:

Integrated Urban & Rural Environment
Management

Sustainable urbanization

Disaster Management

MPhil/PhD Geography

MPhil/PhD Geology

PhD Environmental Management

DEPT. OF LIFE SCIENCES

Diploma in Plant Production

Diploma in Plant Protection

MSc Tropical Ecosystem Assessment and
Management

MSc Plant Production & Protection

MPhil/PhD Botany

MPhil/PhD Zoology

The University of the West Indies

MPhil/PhD Marine Sciences

MSc Natural Resource Management:

Tropical Ecosystems Assessment and Management

DEPT. OF MATHEMATICS & COMPUTER SCIENCE

MPhil/PhD Computer Science

MSc/MPhil/PhD Mathematics

DEPT. OF PHYSICS

MPhil/PhD Physics

MSc Digital Technology

MONA INSTITUTE OF APPLIED SCIENCES (MIAS)

Diploma in Information Technology

MSc Computer Science

BIOTECHNOLOGY CENTRE

MPhil/PhD Biotechnology

FACULTY OF SOCIAL SCIENCES

DEPT. OF ECONOMICS

MSc/MPhil/PhD Economics

MSc in International Economics & International Law

DEPT. OF GOVERNMENT

MSc Government (areas: International Relations,
Public Sector Management/Comparative
Politics/Political Theory)

MPhil/PhD Government

DEPT. OF MANAGEMENT STUDIES

Master in Computer Based Management

Information Systems (MIS)

MSc Accounting

MSc Tourism & Hospitality Management

MSc National Security and Strategic Studies

PhD Information Systems

DEPT. OF SOCIOLOGY, PSYCHOLOGY & SOCIAL WORK

MSc Applied Psychology

MSc in Clinical Psychology

MSc Demography

Master in Social Work

MSc/MPhil/PhD Sociology

HRD Division

Diploma in Human Resource Development

MSc Human Resource Development

PhD Organisational Behaviour

**SIR ARTHUR LEWIS INSTITUTE OF SOCIAL &
ECONOMICS STUDIES**

MSc/MPhil/PhD in Governance/Social Policy &
Economic Development Policy

UWICED

PhD Sustainable Development

MONA SCHOOL OF BUSINESS

MBA

EMBA

EMBA (MIS)

Doctor in Business Administration (DBA)

CENTRE FOR GENDER STUDIES

MSc/MPhil/PhD in Gender & Development Studies

ACADEMIC FACILITIES

THE LIBRARY

The University Library at Mona houses over half a million volumes. The collection includes books, pamphlets, theses, manuscripts, maps, microtexts, CD-ROMs, audio and video cassettes. The Library's periodical collection comprises 6,349 current and 6,495 non-current titles. The Library also provides access to over 200 computers for student use and a laptop computer loan service.

The collection is divided among three locations on the Mona Campus as follows:

The Main Library, located near Taylor Hall, covers Humanities, Education, and Social Sciences and Law. It houses

- The **West Indies and Special Collections**, a research collection of printed materials, manuscripts and audiovisual material pertaining to all countries of the region.
- The **Caribbean Public Information Centre (CPIC)**, a repository of publicly available information from the World Bank. The centre is open to the general public.
- The **United Nations Document Collection**, a partial depository for the United Nations.

The Medical Branch Library, situated near the Faculty of Medical Sciences, contains a collection of clinical, medical, and related material. The Medical Branch Library is also a partial depository for PAHO publications. **The H.D. Hopwood Medical Education Centre** which allows access to electronic services, is housed on the third floor of this library.

The Science Branch Library, located in the Pure and Applied Sciences complex, houses collections in the Pure and Applied Sciences and Pre-Clinical Medicine (Anatomy, Physiology, and Biochemistry). It also houses the **Caribbean Disaster**

Information Network (CARDIN) on the third floor of the Library. In addition, it provides access to a small computer laboratory.

OPENING HOURS (for the Main Library and the Medical and Science Branch Libraries)

Monday to Friday	8:30am - 6:00am the following day
Saturday	8:30am - 12:00 midnight
Sunday	12:00noon – 8:00pm

Overnight Reading Room (located in the Main Library)

Saturday	12:00 midnight – 6:am
Sunday	8:00pm – 6:00am
Public Holidays (all day)	

Postgraduate Learning Commons (PGLC)

The Postgraduate Learning Commons was opened on February 5, 2009. This new space which is developed exclusively for postgraduate students is located on the Mezzanine floor of the Main Library.

The aim of this facility is to provide postgraduate students from all faculties with a student-friendly environment where they can work in an atmosphere that is conducive to research and academic development.

The Postgraduate Learning Commons is well equipped with a wide range of software which will allow students to search the OPAC and databases, find electronic resources, send emails, browse the Internet and access specialist programmes with a click of the mouse. Scanning, photocopying, and printing services are also services provided conveniently on the same floor.

Services Offered

The University of the West Indies

- Computer laboratory (32 computers equipped with a wide range of software)
- Photocopier, scanner and printer
- Group seminar rooms and conference room (book in advance)
Laptops available for loan (3hrs)

The opening hours of the Postgraduate Learning Commons are the same as those of the Main Library.

Access to the PGLC is via swipe cards (available at the Reference Desk)

Contact us at pglc.library@uwimona.edu.jm

Computer Services

The Library offers computer-based research in the Main Library and the Medical and Science Branch Libraries with access to the following services: Internet via the World Wide Web, CD ROM products, Electronic Journals, the Library's OPAC (Online Public Access Catalogue), Full-text databases, in-house databases, and printing.

International Databases

The Library provides access to the following commercial databases:

- Biomed Central
- EbscoHost
- Emerald insight
- Faculty of 1000 Biology
- FirstSearch from OCLC
- Hinari
- IEEE All Society Periodicals Package
- JSTOR
- MathSciNet
- Medline
- Newspaper Archive

- OARE
- Popline
- Project Muse
- ProQuest
- Scifinder Scholar
- Web of Science

In-House Databases

These include:

MORD (Mona Online Research Database) contains scholarly output of the faculty and staff of UWI.

CARDIN (Caribbean Disaster Information Network) provides linkages with Caribbean disaster organizations, thus widening the scope of collection of disaster-related information, and ensuring improved access to such material.

CAREN (Caribbean Environmental Information System) covers environmental issues such as marine ecology, coastal zone management and solar energy conversion.

WEST INDIANA (The West Indian Database) indexes West Indian articles in English, Spanish, French, and Dutch, which appear in non-West Indian journals, chapters of book, conference papers, off-prints and pamphlets.

The commercial and in-house databases may be accessed through the Library's Web site:

<http://www.mona.uwi.edu/library>

Training

Postgraduate students are invited to participate in training courses on: the internet, electronic databases, search strategies, and using the OPAC, which are conducted throughout each semester in the Library. Course schedules and course descriptions are posted on the Library's Website and on faculty notice boards. Students may indicate times of preference for training on booking sheets provided.

Staff Assistance

Library staff at the Reference Inquiries Desk is available to answer reference queries and assist with the use of the reference sources.

Reservations

Except for books in the Reserved Book Collection (RBC), any book or periodical out on loan or otherwise temporarily unavailable may be reserved by completing a Reservation Form at the Circulation Desk.

Inter-Library Loans

The Library provides a special interlibrary loan service to postgraduate students. Each student is granted a total of US\$50.00 towards interlibrary loan request for material not available in our collections. When this grant is exhausted, the student is required to pay for further interlibrary loan requests.

Reprographic Services

The Reprographic Services Unit (RESU) is located on the ground floor of the Main Library. Its services include:

- Black and white photocopying
- Colour photocopying
- Laminating
- Transparencies

Additionally, self-service photocopiers are available in the Main Library and the Medical and Science Branch Libraries.

Orientation and User Instruction

Library tours are offered at the beginning of the first semester. These tours highlight the services offered by the Library, as well as its resources. Tours may be customized for special groups on request.

Service to Persons with Disabilities

The Main Library has provided a room for visually impaired users. Two computers with JAWS and Kurzweil 1000 software programmes are available for use. Library staff will provide assistance. Extended loan periods are allowed for items from the Reserved Book Collections.

CAMPUS & COMMUNITY LIFE

STUDENT ACCOMMODATION

The University has a Postgraduate complex, with a total of 48 spaces. In addition a small number of postgraduate students is accommodated on the Halls of Residence. The Lodgings Office, Student Services, also has a list of private families, who over the years, have been accommodating students in their homes. The list of families is approved by the University.

Given the limited facilities, any student who wishes to be accommodated on campus, must apply on the appropriate form as soon as possible. Application forms are available from this office and from the Lodgings Office. Since suitable accommodations near the campus are in great demand, students opting for such residences should declare this to the Lodgings Officer, telephone (876) 702-3493, as soon as possible, supplying any information requested.

An offer of a place at the University does not imply that you will obtain residence at the Postgraduate Complex or in one of the six Halls of Residence.

MEALS

Meals can be purchased from concessionaires located at Taylor Hall, Mary Seacole Hall and A.Z. Preston Hall respectively. In addition, snacks can be purchased from kiosks conveniently located off the Ring Road and in close proximity to the Faculties

The University of the West Indies of Pure and Applied Sciences, Social Sciences and Humanities and Education. KFC and Pages Café are two fast food outlets located on campus. Snacks are also available at the Student's Union and at Chancellor Hall. The Halls of Residence as well as the Postgraduate Flats have cooking facilities for students who would like to prepare their own meals. Several fast food outlets, reasonably priced restaurants, supermarkets, vegetable and fruit markets are located near to the campus.

HEALTH SERVICES

When full-time students are registering for the first time, each graduate student must submit a health history in the form specified by the University and should include a recent chest X-ray report. This information is retained by the Doctor at the University Health Centre and is treated as confidential.

The University Health Centre is the primary health care facility located on the Mona Campus. It is staffed by full-time doctors, nurses, counsellors, administrative, clerical and ancillary staff. There is also a fully-stocked pharmacy staffed by two competent pharmacists.

Opening Hours

The Health Centre is opened daily, Mondays through Fridays between the hours of 8.30 a.m. – 7.30 p.m. and on Saturdays 8.30 a.m. -12.30 p.m.

Services offered

Medical	Nursing
Public Health	Counselling*
Pharmaceutical	Emergency Care

*Individual counselling and personal development workshops.

Registration

All full-time graduate students are eligible to register in order to access the services of the Health Centre. For medical services, persons may register at any time but must present a valid UWI identification card. For Counselling Services, registration must be done at the Counselling Unit and the requisite forms completed. Although an appointment may be given prior to being registered, registration must be completed before the service can be accessed. Information regarding personal development workshops offered by the counselling unit can be obtained from the Secretary in the unit.

Appointments

To consult with either the medical or counselling staff, an appointment is needed. Appointments can be made by calling or coming to the Centre. The relevant personnel will make the appointment for the earliest convenient time. If however, the need for medical attention is urgent, a screening procedure is in place.

Screening System

The screening system has been devised to accommodate persons without appointments who need emergency care. Medical officers identify and see these patients as a priority each day.

Referrals

The Health Centre operates a referral system for patients in need of secondary care. These patients are sent to the relevant clinics/departments at the University Hospital.

STUDENT SOCIETY

Much of the Student activities at Mona are organised by the Guild of Students (GOS). There are academic as well as artistic, cultural and religious societies

The University of the West Indies catering to the special needs of students. The council deals with relationships with students abroad, international students affairs and student tours.

Graduate students are represented by the Mona Association of Postgraduate Students (M.A.P.S.) under the auspices of the Guild of Students. All postgraduate students are members of MAPS, and the association can be contacted at the following email address: uwimaps@excite.com.

CHURCH SERVICES

Services are held every Sunday in the non-denominational Chapel located on the Campus. The Holy Eucharist is observed at 7.15 a.m. throughout the year, and morning worship at 9.00 a.m. (summer vacations excepted).

BANKS

The National Commercial Bank on the Campus opens for business as follows:

Mondays - Thursdays:	9:00 a.m. - 3.00 p.m.
Fridays:	9:00 a.m. - 4.30 p.m.

The Bank of Nova Scotia on the Campus opens for business as follows:

Mondays – Thursdays:	10.00 a.m. - 6.00 p.m.
Fridays:	10.00 a.m. - 4.00 p.m.
Saturdays:	10.00 a.m. - 2.00 p.m.

Banking services are also available through Automated Teller Machines.

Services at the Student's Union

The Salon Splurt (Beauty Salon and Barber Shop) on the Campus opens for business as follows:

Mondays:	1:00 p.m. - 7.00 p.m.
Tuesdays-Saturdays:	9:00 a.m. - 7.00 p.m.

The **Vihope Vegetarian Restaurant** on the Campus opens for business as follows:

Mondays - Thursdays:	7:00 a.m. - 9.00 p.m.
Fridays:	7:00 a.m. - 4.00 p.m.

The **Campus Travel Agency** on the Campus opens for business as follows:

Mondays - Fridays:	9:00 a.m. - 4.00 p.m.
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The **Hi-Lo Mini Mart (Grocery Store)** on the Campus opens for business as follows:

Mondays - Saturdays:	11:00 a.m. - 9.00 p.m.
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Other Food Establishments:

Kentucky Fried Chicken (KFC) on the Campus opens for business as follows:

Sundays - Saturdays:	10:00 a.m. - 12.00 a.m.
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Juici Patties on the Campus opens for business as follows:

Mondays - Fridays:	6:30 a.m. - 8.30 p.m.
Saturdays:	8:00 a.m. - 6.00 p.m.
Sundays	8:00 a.m. - 2:00pm

Deli-Epress on the Campus opens for business as follows:

Mondays - Thursdays:	7:30 a.m. - 8.00 p.m.
Fridays:	7:30 a.m. - 6.00 p.m.

Pages Café on the Campus opens for business as follows:

Mondays - Fridays:	10:00 a.m. - 7.00 p.m.
Saturdays:	11:00 a.m. - 4.00 p.m.

Mae's Caterers on the Campus opens for business as follows:

Mondays - Fridays:	7:00 a.m. - 7.30 p.m.
Saturdays:	7:30 a.m. - 6.00 p.m.
Sundays:	7:30 a.m - 5: 00pm

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K & S Caterers on the Campus opens for business as follows:

Mondays - Fridays:	7:00 a.m. - 5.00 p.m.
Saturdays & Sundays	8:00 a.m. - 5.00 p.m.

Walker's Cafe on the Campus opens for business as follows:

Mondays - Thursdays:	7:00 a.m. - 8.00 p.m.
Saturdays:	Occasionally

POST OFFICE

There is a branch of the Government Post Office on Campus. The post office is open for business:

Mondays to Fridays: 9.00 a.m. - 5.00 p.m.

OTHER

There are supermarkets, shopping malls and dry cleaning services close to the University. A central laundromat is located at Irvine Hall.

Entertainments

Entertainment on and off Campus is varied. Kingston has good hotels, nightclubs, shopping malls and restaurants where dining dancing, etc., may be enjoyed. There are also many theatrical Companies, choirs, orchestras and Dance Companies.

Clubs with membership facilities for playing cricket, football, rugby, hockey, golf, badminton, squash - lawn and table tennis, basketball, polo, bridge, chess, as well as several Health Clubs, are to be found in Kingston.

Sports

UWI, Mona encourages student involvement in sporting activities. Our Sports Department runs programmes designed to develop individual potential, and regularly fields teams in Inter- Collegiate Championships. Training for men and

women is offered in Track & Field, Cricket, Football, Basketball, Volleyball, Tennis and Swimming.

Application and Admissions

ENTRY REQUIREMENTS

To be eligible for consideration for entry to study for a Higher Degree, candidates must be:

- ◆ Graduates of an approved University; in possession of other suitable professionals
- ◆ In possession of qualification and experience approved by Senate on the recommendation of the Board for Graduate Studies & Research.

Applicants will normally be expected to have, at least a second class honours degree in the relevant or an analogous subject area, or a qualification accepted as equivalent.

Application should be completed and submitted online along with supporting documents (birth certificate, University transcript/s and references) which should be submitted to the Office of Graduate Studies and Research. **Online Applications without these supporting documents will not be considered.** Please visit our website for further information on how to apply: www.mona.uwi.edu/postgrad

Online applications should be submitted by 31 January of the academic year in which candidates wish to register. Candidates should apply online by January 31 if they wish to commence study at the start of the academic year in September (Semester I) or by April 30 for the start of Semester II in January of the next year.

All applications are subject to the recommendation of the Department and the Faculty concerned, and to the approval of the University's Board for Graduate

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Studies. You will be informed of the outcome of your application as soon as a decision is taken. The offer of a place is normally valid only for the particular academic.

Non-acceptance of an applicant may result from considerations other than those set out in the entry requirements. These include availability of facilities for the type of research the applicant wishes to pursue and the faculty to supervise the proposed research.

TRANSCRIPTS

If you are not a UWI graduate you must request that a copy of your University transcripts be sent to the Graduate Studies Office no later than **February 28** of the academic year in which you wish to begin studies. Please note that without transcripts an application cannot be processed.

ENGLISH PROFICIENCY

The language of instruction at UWI is English and you will be asked for evidence of your proficiency if that is not your first language.

VISA REQUIREMENTS

Nationals of **CARICOM countries** as well as citizens of all Commonwealth Countries are allowed entry to Jamaica without a student visa. Nationals of all other countries will require a visa.

On arrival, you should present the Immigration Authorities with your acceptance letter from UWI, proof that funds for fees and maintenance will be available for the entire duration of your programme and a return ticket. You should ensure that your passport is valid for up to six months after the expiry date of your visa.

NON-DISCRIMATORY POLICY

The University does not discriminate on the grounds of disability, sex or race. All applicants are considered on equal academic grounds.

Work has been carried out across the campus to improve access to buildings for those with special needs. It would be helpful for the University to know in advance about your disability so that it may offer advice on the facilities available to assist a student with your particular needs.

VISITING STUDENTS

The University welcomes applications from students who wish to access courses without registering for a particular graduate programme, who wish to conduct specific research in connection with their registration at another institution, or to work with a particular member of this University's academic staff.

If you are interested in undertaking such a programme of study which does not lead to any formal UWI qualification either as a full time or part-time student, please contact the appropriate Department.

You will be expected to register with the University and pay the agreed fees.

PERIOD OF STUDY

The Academic Year is divided into two Semesters and Summer as follows:

Semester 1	- August to December
Semester II	- January to May
Summer /Term III	- May to July

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Candidates for the M.Phil. or PhD degree may register during the first two weeks of either Semester but it is more usual for such students to begin their studies at the start of the academic year. A candidate for any other higher degree must begin his/her course at the beginning of the academic year, except where otherwise stated.

Students may be registered for full-time or part-time studies. You will not be registered for full-time studies if you spend an average of nine or more hours a week in paid employment.

TIME LIMITATION

The following table shows the time limitation for research degrees:

<u>STATUS</u>		<u>RESEARCH DEGREES</u>	
		MPhil	PhD
Full-time No. of Years	-Minimum	2	3
	-Maximum	4	5
Part-time No. of Years		6	7

EXTENSION OF TIME LIMIT

A candidate whose period of registration is about to end may apply to the Board for Graduate Studies and Research through the Registrar for an extension time not exceeding one year. Such application must be accompanied by a statement explaining why the thesis has not been completed and indicating how much work remains to be done. The application together with the comments of the supervisor will be considered by the School’s subcommittee and a recommendation made to the Campus Committee for Graduate Studies and Research.

MARKING SCHEME

The marking scheme for Courses taken at the higher Degree level is as follows:

A	70 - 100%
B+	60 - 69%
B	50 - 59%
F	0 - 49%

Where graduate students write undergraduate examinations for postgraduate credit those examinations also shall be graded in accordance with the above scheme.

REGISTRATION PROCEDURE

Once your application has been approved by the Campus Committee for Graduate Studies & Research and you have been formally accepted by UWI, you become eligible for registration.

It is expected that a programme will be pursued continuously. Leave of absence from the University requires special permission and normally is not given during the first year of registration.

You cannot be registered in more than one programme at any one time.

ACADEMIC REGISTRATION [Course Selection & Programme Registration]

All Graduate students will be required to complete their academic registration online. Students registering in taught and/or research programmes will be required to select courses using an electronic selection form.

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Students may complete their academic registration process from the on-campus sites or from any computer of their choice.

Students can access the Student Records site at <http://www.mona.uwi.edu/>. Click on the *SAS icon*, then *Enter Secure Area* and make course selections. Detailed course selection and registration guidelines are available at the website.

Request for Change Enrolment Status

In addition to academic registration, students may request changes to their enrolment Status.

Note: Online request for such changes does not mean automatic approval of the request. Students must check the 'Registration Status and Financial Clearance Screen (Semesters I and II)' item in the online student menu to determine if and when approval has been granted.

RE - REGISTRATION

You must register annually until the examination process is completed and degree requirements have been fulfilled. Completion of a degree includes thesis corrections or modifications.

If you fail to register in any year of your studies you are automatically considered to have withdrawn unless you have been granted leave of absence by the Campus Committee for Graduate Studies & Research.

LEAVE OF ABSENCE

You may seek leave of absence from the University for any academic year (other than the first year of registration) for either academic or personal reasons. Applications for leave of absence must be made in writing to the Assistant Registrar, Graduate Studies and Research Mona Campus, before January 15 of the academic year for which the leave is required. Leave of absence normally is not granted for more than one year at a time or for more than two consecutive years.

All applications for leave of absence are submitted to the relevant Faculty Sub-Committee, which then forwards its recommendations to the Campus Committee for Graduate Studies and Research for approval.

Withdrawal

If your work is reported by the Department to be unsatisfactory, at any time you may be required to withdraw from the University. A student required to withdraw will not be considered for re-entry until two (2) years has elapsed.

Candidates who decide to withdraw voluntarily from the University should notify this office of their decision in writing.

A withdrawal officially terminates your affiliation with the University. Formal re-application is required when re-admission is sought.

ACADEMIC SUPPORT

Each research student is assigned one or sometimes two supervisors who will guide him/her through his/her studies. The appointment of a supervisor is recommended by the relevant Head of Department after careful consideration of the Faculty member's expertise and experience. This appointment must be approved by the Board for Graduate Studies and Research.

STUDENT'S PROGRESS

Your progress is monitored and encouraged by means of a report that is submitted to the Graduate Studies & Research Office each semester.

Assessment

Taught Programmes

Methods of assessment may vary, but examinations are conducted mainly by written papers supplemented by in-course testing, practical examinations, a project

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report, dissertation or a research paper, or a combination of these. Full details are
given in the relevant Faculty Regulations.

Candidates are required to pass with a mark of 50% or better in all courses (both the
examination & coursework components) which are designated by the Department
as a part of the higher degree programme for which they are registered.

MPhil/PhD Thesis and Examination

All research degrees are examined by a thesis and research students may be
required to follow and pass certain appropriate departmental course/s before being
allowed to proceed to a research degree.
MPhil degree candidates may be required to take an oral examination.

Upgrading of Registration

Postgraduate students who are registered for the M. Phil. Degree and who wish to
be considered for upgrading must do so in the 2nd year of registration on the written
recommendation of his/her supervisors(s). Applications for upgrading will not be
considered after the 3rd year of registration. Applicants must have completed all
Departmental coursework requirements by this time and must defend their
proposal for upgrading at a Faculty seminar.

Graduate Research Seminars

All graduate research students are required to present at least two seminars based
on their research, one of which will be examined and a 'pass' or 'fail' mark given.

REGULATIONS GOVERNING THESES

Guidelines on the preparation of theses are available from the Graduate Studies and
Research Office. The requirements for the format, presentation and limitation on
length of theses are outlined and you are urged to follow these guidelines carefully
in the preparation of your thesis.

REGULATIONS GOVERNING HIGHER DEGREES

You are also advised to obtain a copy of the University Regulations governing higher
degrees and be guided accordingly.

THESIS SUBMISSION

A candidate whose thesis is judged unsatisfactory by the Examiners and who is
permitted to present a revised thesis, must remain registered and pay the required
fees until the thesis has been resubmitted and re-examined.

AWARD OF HIGHER DEGREES

Master's and Doctoral degrees are granted by the University to those students
recommended by the Board for Graduate Studies and Research. Normally these
recommendations are made four times during the year in October, January, May
and July.

RE-ADMISSION

Persons who have severed their connections with the University can apply for
reinstatement and such applications will be considered by the Board for Graduate
Studies and Research on the recommendation of the relevant Department and
Faculty.

Re-registration may involve imposition of such conditions, as the Board for Graduate
Studies and Research deems desirable, and payment of late registration fees for
each academic year during which the candidate was not registered. These fees are
separate from those due for the academic year in which the student is re-admitted.

SCHOLARSHIPS, GRANTS AND STUDENTSHIPS

UWI Scholarships

Graduates of the UWI and West Indian graduates of any approved university are eligible for UWI scholarships. Only full-time students are considered for these awards. Awards are offered annually. The normal duration of an award is two years for a Master's degree and three years for a PhD. The holder of an award who is a candidate for a Master's but who is allowed to transfer to the PhD will have his for one additional award extended year. Other scholarships are administered on behalf of donors according to their terms of reference.

Graduates with First Class Honours are given first priority. Candidates with Lower Seconds will only be successful in exceptional circumstances. As agreed by Senate, priority is given to students pursuing higher degrees through research. Students pursuing higher degrees by coursework are, not normally considered for UWI awards but may be considered for a grant for the research portion of the course.

Most University awards are funded by the University Grants Committee. The value of the UWI award is presently J\$525,000.00 per annum, plus tuition and examination fees.

Non-UWI Scholarships

There are several other graduate scholarships available, some of which are administered by the UWI. These are awarded according to the specific criteria developed by the donors.

Advertisement

Applications for scholarships are invited by means of advertisements placed in the local newspapers as well as newspapers of the contributing territories. It is also sent to the Public Relations Office for publishing on UWI News, on UWI Pipeline and for airing on Radio Mona, and is also placed on University Notice Boards in March of each year. The deadline for applications is May

Research Grants

Research grants are awarded to Departments/Faculties only for research projects that involve research students and the funding is normally restricted to capital items.

In establishing priorities for a research grant the Campus Committee is guided by the following considerations:-

- (i) The urgency of the programme/projects
- (ii) The contribution it is likely to make to the Caribbean region
- (iii) The likely effect on the further development of graduate studies
- (iv) Manpower needs within and outside of the University.

Procedure for Grant Applications

Applications on the prescribed forms are to be submitted to the Assistant Registrar, Graduate Studies & Research, Mona, for consideration by the Campus Committee on Research & Publications and Graduate Awards: Applications for grants are invited by means of advertisements placed in the University's News Notes and on University notice Boards three times yearly.

Deadline Dates for Application - Three weeks before each meeting

NOTE

The Campus Committee requires a report on the expenditure of the grant and on the progress of the research project.

Conference Participation/Research Visits

Subject to availability of funds, the Campus Committee considers requests from Supervisors/Heads of Departments for assistance with travel/costs in connection with research projects, in which research candidates are involved, and supports the

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attendance of graduate students involved in the presentation of a paper at regional
and extra regional conferences.

Thesis Preparation

A grant is available from the Departmental Allocations of Postgraduate Fund on application to the Department for full-time students towards the production of PhD/MPhil or its equivalent, provided that the thesis is submitted within one year in excess of the minimum time specified in the Regulations.

Where funds are available, small grants also be made to students to assist in the production of Research papers.

For the disbursement of funds for conference participation research visits and thesis preparation, no consideration shall be accorded members of staff who are also graduate students.

STUDENTSHIPS

Financial support in the form of research studentships (departmental awards) is offered by various Departments in the University to enable students to pursue research in specific areas.

Part-time employment may also be available and enquiries should be made to the Head of the Department and/or Dean Faculty in which the student is pursuing a higher degree.

Graduate students may be employed within the University for up to eight (8) hours a week without losing their full-time student status.

TUITION FEES

All students must pay the full amount of the tuition fees in advance of registration unless special arrangements are made. These costs, which change each academic year, are available upon request.

These Regulations apply to graduate students. The University reserves the right, without notice, to withdraw or restructure courses, to make changes in the regulations and fees, as it may from time to time judge to be necessary or desirable. Admission to the University is subject to the requirement that the student will comply with the University's registration procedure and will observe the Ordinances and Regulations of the University.

Faculty of Humanities and Education



Dean : Dr. Swithin Wilmot *BA, UWI; D.Phil, Oxford*

GENERAL

The Faculty of Humanities & Education accepts students to read for the MA, MLS, MEd., MPhil and PhD degrees of this University.

MPhil and PhD degree are available in the areas Communication, Cultural Studies, Education, French, History, Linguistics, Literatures in English, Philosophy and Spanish.

Applicants must be graduates of an approved University holding a good honours degree in a related discipline. Qualifying Examinations may be permitted for those students who do not meet requirements for direct entry. Students planning to read for the PhD degree are required to register in a MPhil programme unless they already have an equivalent research degree. They will be allowed to upgrade their registration to a PhD after one year based on:

- ◆ **The recommendation of the supervisor,**
- ◆ **The submission of an acceptable proposal,**
- ◆ **The presentation of a seminar of appropriate standard in the area of the proposed field of research,**
- ◆ **An independent recommendation of the Department.**

THE MA, M.Ed. or MLS DEGREE BY COURSEWORK

The degree of MA or M.Ed. or MLS is based essentially on successful completion of a programme of graduate course work plus (in most cases) a Research Paper.

Further Information

Applicants requiring more detailed information should contact the relevant Department directly.

Caribbean Institute of Media and Communication (CARIMAC)

Director of Institute: Dr. Canute James (Acting)

Departmental Preamble:

Graduate Programmes offered at CARIMAC are:

- ◆ A taught masters in Communication Studies presented as a part- time programme, over two years.
- ◆ A taught masters in Communication for Social and Behaviour Change presented as a part-time programme over two years
- ◆ MPhil and PhD Degrees in Communication Studies

MA Communication for Social and Behaviour Change

Programme Objectives:

- To provide a solid foundation in theory, research methods and practice, by preparing participants to conceptualize, design, manage and evaluate evidence-based strategic programmes for social and behaviour change
- To address the challenges of social and human development from the perspective of enlarging choices and capacities of the people, through participatory communication in social change and development.

- To produce specialists in the role of communication in social and behaviour change programme design, with special skills in social change communication strategies especially applicable to the Caribbean and other developing countries.

Entry Requirements:

Applicants must have at least a second-class honours degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee. Past and present work in sustained community development, professional or volunteer, is also highly valued by the Admissions Committee.

Duration of programme:

Two years part-time

Programme Structure:

The programme runs for 2 years, starting in January of year 1 to December of year 2. There is also a summer semester of 6 weeks between June and July.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
MC68B	Research Methods in Communication for Behaviour and Social Change	4	50% Coursework 50% Exam
MC66B	Behaviour Change and Communication Theories	4	60% Coursework 40% Final Paper
MC67B	Academic Reading and Writing in the Study and Analysis of Communication	3	100% Course work
MC68A	Social Change and Development Communication	4	100% Course work
MC67A	Communication Analysis and Planning	4	60% Coursework 40% Exam
MC60B	Caribbean Media, Communication and Society	4	50% Coursework 50% Exam
MC68C	Disasters, Media & Communication	4	50% Coursework 50% Final Paper
MC69A	Intervention Design	4	60% Coursework 40% Exam
MC 670	Graduate Seminar: Contemporary Issues in Communication and Change	1	100% Course work
MC 660	Final Research Paper	6	100% Course work

Course Description:

MC66B - Behaviour Change and Communication Theories

The course will focus on complex phenomena and processes expressing themselves at various levels. Changes in behaviour, at the individual as well as the group or community levels, will be approached from a systems perspective, in which key institutional agents will be looked at. The main objective of the course is to increase students' understanding of evidence-based social and behaviour change processes and some of the theoretical challenges and solutions that have been identified in facilitating or triggering change. The course provides the foundation for the courses that follow in the program, including Development Communication and Communication Analysis and Planning.

MC68B - Research Methods in Communication for Social and Behaviour Change

This course compliments the Behaviour Change and Communication Theories course and is taken in the same semester. Research approaches will reflect a similarly comprehensive perspective and consider the "contextual domain". This means that students will become familiar with a range of research interventions, including quantitative and qualitative

methods and will be required to design and execute modest research projects using these methods. They will also learn to combine both methods over time and make findings an integral part of developing new interventions and making suggestions for policy, as well as strengthening existing programmes. Students will also learn to critically analyze current research in the field of communication for social and behaviour change.

MC67B - Academic Reading and Writing in the Study and Analysis of Communication

This course prepares students to analyse and produce writing that meets the requirements of graduate level work in analysing communication. Through continuous reading and writing exercises on issues central to understanding communication, students will improve their skills in selecting and evaluating the scholarly material used in the field of communication. During the course, students will also be introduced to the major journals in communication, including the American and European Schools of Communication Studies. They will also learn how to use and cite bibliographic material according to the American Psychological Association format standard in Communication Studies as well as to integrate graphics and tables into their work for seminar and conference presentations. Each week, students will be assigned examples of academic writing in analysing communication. This course provides the graduate student with an important grounding in achieving the standards of academic writing

and reading required for successful completion of course requirements for papers, as well as presentations, and the Research Paper due at the end of the programme.

MC68A - Social Change and Development Communication

The course will trace the role of theory and research related to information used to address problems of social change and development programmes. Students will understand what is meant by the term Social Change and Development Communication with views from various society change agents. They will be guided through the principles of social change and development communication from various perspectives. The course examines how grassroots and participatory strategies are being combined with communication technologies to promote social change in developing country contexts. The effectiveness of communication strategies (interpersonal, mass, and the Internet) to address problems where change in attitudes or behaviour is called for will be discussed. A special topic of consideration will be the role of communication and information technology in development programmes or plans with a focus on the best practices in the Caribbean.

MC67A - Communication Analysis and Planning

This course exposes the student to the practical applications of communication as a tool in the

The University of the West Indies development process. Following on from the preceding courses in the programme, in this course development embraces the human, social, environmental, economic and political processes which bring about change and improvement of human conditions and an empowerment of the individual to harness that change to his or her advantage. In this process the role which communication plays becomes very central. The course introduces students to the practical skills in developing communication support projects as integral parts of a development programme or strategy. In-class assignments take a case-study approach, using teamwork as well as opportunities for individual skills development, in order to allow the student greater understanding of and facility with how communication approaches and methods are integral to effective development programme design. On completion of the course, the student should be able to design workable communication for development programmes for specific situations and needs.

MC68C - Disasters, Media and Communication

The purpose of the course is to acquaint students with contemporary theory, research and practice of risk communication. The course treats “risk communication” as a complex challenge that requires a careful understanding of science, the mass media, stakeholder roles, ideologies, and lay conceptions of danger. As professionals, risk

communicators assist government, industry, health and activist organizations to produce documents and media campaigns. They inform interdisciplinary and lay audiences about health and environmental hazards, risks, and preparedness. The course recognises that, health specialists, communications managers, scientist, engineer, lawyers, government, and non-profit organisations and other professionals who face risk communication challenges involving the lay public need a solid understanding of risk communication and the issues involved and how to better manage risk communication within their organisations.

MC69A - Intervention Design

This course is designed to train students in the design of strategically planned, social and behavioural change communication interventions. It emphasizes the need to plan sound interventions and reviews the strategic planning steps that are required for persuasive or participatory approaches. Additionally, it recognizes that ‘strategic communication’ can go a long way in supporting and deepening the impact of other programmatic interventions and seeks to define the proper role and strength of communication in broader development activities.

MC60B - Caribbean Media, Communication and Society

The course aims at developing a broad knowledge of Caribbean media and communication systems and

develops the student’s knowledge of the relationship between communication and culture in the Caribbean, particularly with respect to media influences on culture.

MC670 - Graduate Seminars: Contemporary Issues in Communication for Behaviour and Social Change

The goal of this course is to illustrate the importance of communication for social and behaviour change, focusing on the application of communication models and strategies in health, social and other development fields. The seminar will serve as a forum for discussing current research in communication and change from various perspectives. It will provide a platform for students to begin planning their final year research projects. The course is designed to help students to develop an awareness of relevant current research in the field of social and behaviour change. It will also facilitate the presentation of research proposals for feedback and discussion before final approval and inform students about university regulations regarding final research projects.

MC660 - Final Research Paper

The goal of the final project, which is referred to as a Research Project/Research Paper, is to demonstrate students’ understanding of application of theory, research methods and other skills acquired in the classroom. The project will be a challenging piece of

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work that integrates concepts and skills. Approval of
project proposals is required before proceeding with
the project or research.

Department Contact Information:

The Caribbean Institute of Media and
Communication (CARIMAC)

The University of the West Indies, Mona

3 Sherlock Drive, Kingston 7,

Jamaica, West Indies.

Programme Coordinator: Dr. Robert Carr

MA Communication Studies

Programme Objectives:

- To provide a postgraduate framework for the development of research and analysis skills in communication and media
- To assist in developing the skills required to understand and engage pressing issues and current debates in the field of media and communication today
- To improve understanding of media and communication, among teachers of communication, communication or media specialists or managers, and those looking to enter the field of communication

Entry Requirements :

Applicants must have at least a second-class honours degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee.

Duration of programme:

Two years part-time

Programme Structure:

The semesters are Semester 1: September – December; Semester 2: January to May

Courses

Course Code	Course Name	No. of Credits	Course Weighting
MC 61B	Design & Methods in Communication Research	4	50% Coursework 50% Exam
MC 65B	Mass Communication Theories & Models	4	55% Coursework 45% Final Paper
MC67B	Academic Reading and Writing in the Study and Analysis of Communication	3	100% Course work
MC 63A	Communication Policy & Technology in the Caribbean	4	100% Course work
MC 64B	Socio-Cultural Issues in Caribbean Communication	4	60% Coursework 40% Exam
MC 60B	Caribbean Media, Communication and Society	4	50% Coursework 50% Exam
MC 62A	Communication and Media Management	4	50% Coursework 50% Final Paper
MC 69B	Communication and Persuasion	4	50% Coursework 50% Exam
MC 670	Graduate Seminar: Contemporary Issues in Communication and Change	1	100% Course work
MC 680	Final Research Project Paper	6	100% Course work

MC61B - Design and Methods in Communication Research

This course will enable students to critically analyze current research in the field of communication and media. In addition, students will design and execute research projects using qualitative and quantitative methods. Using Research Methods have become a popular way of measuring, estimating, describing and sometimes even explaining reality (realities). Communication professionals inevitably, will be confronted in their work with having to understand the value of these methods. They will need to recognize when their use is appropriate and they need to be able to select the most effective approach. Therefore, this course is essential for anybody working with people in a communication context. Students will learn to design and execute modest research projects by using selected quantitative and qualitative research methods.

MC65B - Mass Communication Theories and Models

This course aims to stimulate and foster critical analysis of mass communication theory. The course is intended to develop a balanced assessment of the values and functions of theorizing by placing various communication theories in historical context. Participants will be introduced to some of the major authors in this field and should be able to assess them from a Caribbean developmental perspective. Areas to be examined include media effects theories, the Political Economy Approach and

the Social-Psychological Approach.

MC67B - Academic Reading and Writing in the Study and Analysis of Communication

This course prepares students to analyse and produce writing that meets the requirements of graduate level work in analysing communication. Through continuous reading and writing exercises on issues central to understanding communication, students will improve their skills in selecting and evaluating the scholarly material used in the field of communication. During the course, students will also be introduced to the major journals in communication, including the American and European schools of communication studies. They will also learn how to use and cite bibliographic material according to the American Psychological Association format standard in communication studies as well as to integrate graphics and tables into their work for seminar and conference presentations. Each week, students will be assigned examples of academic writing in analysing communication. This course provides the graduate student with an important grounding in achieving the standards of academic writing and reading required for successful completion of course requirements for papers, as well as presentations, and the Research Paper due at the end of the programme.

MC63A - Communication Policy and Technology in the Caribbean

The main objective of this course is to enhance the knowledge of students about the foundation technologies underlying the emerging communications innovations in the Caribbean context. The course will focus on policy analysis as it relates to technology applications, international regulatory regimes and regional communications institutions. Students will be exposed to elements of policy process, concepts of policies, analysis and development, technological concepts and policy implementation.

MC64B - Socio-Cultural Issues in Caribbean Communication

This course draws upon a cultural studies theoretical framework and contemporary theories of race, class and gender to explore the concepts of race, class, gender and ethnicity in the context of Caribbean communicative practice. The course explores contemporary regional research into issues of race, gender, class and ethnicity of poetry, short-stories and plays. Additionally the course will enable students to demonstrate practical methods and strategies for “subverting” dominant representations of race, class, gender and ethnicity in Caribbean communicative practice. Course topics include: Race, Class, Gender and Ethnicity in Caribbean Experience; Race, Class, Gender and Ethnicity as “sign” in Caribbean Communication; Race, Class, Gender and Ethnicity as variables in Caribbean Media and Communication Industries;

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Researching Race, Class, Gender and Ethnicity in
Caribbean Media.

MC60B - Caribbean Media, Communication and Society

The course aims at developing a broad knowledge of Caribbean media and communication systems and develops the student's knowledge of the relationship between communication and culture in the Caribbean, particularly with respect to media influences on culture. Modules will include issues of Caribbean ideology and ideological struggles within mass media; culture within global context; effects of globalization on culture and the role of technology, and the effects of cultural penetration through the use of mass media.

MC62A - Communication and Media Management

This course is designed to equip students to understand the theoretical and practical considerations involved in the media and communication environment and the inter-play of business, technological, regulatory and audience factors that are part of the media and communication process. That is, students will gain an understanding of the political economy of the structure and operations of the mass media and communication industries, managerial decision-making and the role of leadership.

MC69B - Communication and Persuasion

This course is designed to explore aspects of communication and persuasion as another area of applied social psychology. The course involves the study of basic, effective persuasion tactics through use of the mass media and other communication channels in attitude and behaviour change. The course will explore issues related to influence from a scientific and psychological perspective. It examines several forms of this discipline, including persuasion, compliance, propaganda and mind control - and how to resist these influences. The course will also examine applied techniques used by masters of communication: commercial advertisers, experienced social change activists and political elites.

MC670 - Graduate Seminars: Contemporary Issues in Communication and Change

The goal of these seminars is designed to strengthen students' understanding of contemporary issues in communication. The seminars will serve as a forum for discussing current research in communication and change from various perspectives. The goal of the course is to debate cutting edge issues in the Caribbean context focusing on the application of communication models and strategies in health, social and other development fields. The course will provide a platform for students to begin planning their final year research projects, and will help them to develop an awareness of relevant current research in the field of communication. It will also facilitate

the presentation of research proposals for feedback and discussion before final approval and inform students about university regulations regarding final research projects and/or theses.

MC680 - Final Research Project/Paper

The goal of the final project which is referred to as a Research Project/Research Paper is to demonstrate students' understanding of the application of theory, research methods and other skills acquired in the classroom. The project will be a challenging piece of work that integrates concepts and skills. Successful completion of coursework and approval of project proposal is required before proceeding with the project or research.

Department Contact Information:

The Caribbean Institute of Media and
Communication (CARIMAC)

The University of the West Indies, Mona

3 Sherlock Drive, Kingston 7,

Jamaica, West Indies.

Programme Coordinator: Dr. Robert Carr

Entry Requirement:

Applicants must have at least a first-class honours degree from a recognized University, or other academic or professional qualifications deemed to be equivalent, by the Admissions Committee. Past and present work in communication (professional or volunteer) as well as experience in research is also highly valued by the Admissions Committee.

Areas of Research

Among the areas of interest and on-going research by CARIMAC's academic staff are:

- ◆ Media and Caribbean Culture
- ◆ Popular Music as vehicle for Commentary, Protest and Self-expression
- ◆ Telecommunications and Development
- ◆ Gender, Development and Communication
- ◆ Health Communication and Behaviour Change
- ◆ Social Change and Development Communication
- ◆ HIV/AIDS Media Coverage in the Caribbean
- ◆ Digital Media Techniques
- ◆ Intellectual Property, Ethics and Law in Communication
- ◆ Social Communication, Analysis and Planning
- ◆ Community and Emerging Alternative Media Systems
 - ◆ Media Production Processes: The Dynamics of the News Room

Seminars :

PhD candidates – three (3)

MPhil candidates – two (2)

Duration of programme:

MPhil: 2 years full-time and 5 years part-time

PhD: 5 years full-time and 7 years part-time

Programme Structure:

MPhil programme is offered 2 years full-time and 5 years part-time, while for PhD the programme is offered 7 years part-time and 5 years full-time. Candidates will be required to do core taught courses during the first year of their programme before commencing the research component.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
MC 61B	Design & Methods in Communication Research	4	50% Coursework 50% Exam
MC 65B	Mass Communication Theories & Models	4	55% Coursework 45% Final Paper

MC61B - Design and Methods in Communication Research

This course will enable students to critically analyze current research in the field of communication and media. In addition, students will design and execute research projects using qualitative and quantitative methods. Using Research Methods have become a popular way of measuring, estimating, describing and sometimes even explaining reality (realities). Communication professionals inevitably, will be confronted in their work with having to understand the value of these methods. They will need to recognize when their use is appropriate and they need to be able to select the most effective approach. Therefore, this course is essential for anybody working with people in a communication context. Students will learn to design and execute modest research projects by using selected quantitative and qualitative research methods.

MC65B - Mass Communication Theories and Models

This course aims to stimulate and foster critical analysis of mass communication theory. The course is intended to develop a balanced assessment of the values and functions of theorizing by placing various communication theories in historical context. Participants will be introduced to some of the major

authors in this field and should be able to assess them from a Caribbean developmental perspective. Areas to be examined include media effects theories, the Political Economy Approach and the Social-Psychological Approach.

Additional Information/Notes:

Candidates may be required to do additional courses recommended by their supervisor(s).

Department Contact Information:

The Caribbean Institute of Media and Communication (CARIMAC)

The University of the West Indies, Mona

3 Sherlock Drive, Kingston 7,

Jamaica, West Indies.

Department Contact Information:

The Caribbean Institute of Media and Communication (CARIMAC)

The University of the West Indies, Mona

3 Sherlock Drive, Kingston 7,

Jamaica, West Indies.

Programme Coordinator: Dr. Robert Carr

INSTITUTE OF CARIBBEAN STUDIES

Interim Director: Professor Claudette Williams, BA, Dip. Ed, MA (UWI), PhD
Stanford

The Institute of Caribbean Studies (ICS) administers programmes leading to the MPhil and PhD degrees in **Cultural Studies**. Each programme is offered on a full-time and part-time basis and requires both course work and a research component.

Entry Requirements

To be admitted to the MPhil and PhD programmes, applicants must have attained at least an Upper Second Class Honours degree or its equivalent from a tertiary level institution. In exceptional cases, the Campus Committee may accept applicants without a degree who have acquired experiential knowledge and can demonstrate competencies in the field of Cultural Studies.

All applications for the MPhil and PhD degrees must be accompanied by a research proposal. An interview will form part of the selection process.

Programme Details

MPhil and PhD candidates must take 3 compulsory courses from the following:

Compulsory .

CLTR 6000	Theory and Conceptualization of Culture
CLTR 6010	Debates in Caribbean Cultural Identity
CLTR 6030	Dynamics of Caribbean Culture
CLTR 6100	Methods of Inquiry in Cultural Studies

Electives

CLTR 6200	Language and Culture
CLTR 6230	Caribbean Popular and Creative Culture
CLTR 6250	Caribbean Cultural Diasporas

Research Component

The Cultural Studies programme engages with the global scholarship in the field while placing emphasis on Caribbean theories and praxis in areas such as :

- Fashion
- Dance
- Theatre
- Popular music
- Cultural history
- Cultural industry
- Ethnomusicology
- Religion and popular culture
- Folklife/folklore
- Festival studies
- Art and the evolution of aesthetics
- Architecture and the environment
- Sport and games
- Caribbean lifestyles and cuisine
- Cultural Tourism

In general, all students must first register for the MPhil. If, in the opinion of the supervisor and ICS staff, the evolving research project seems to be assuming the scale of a PhD dissertation, the student may apply to have the MPhil registration upgraded to PhD.

Programme Duration

The University of the West Indies

Full-time

The minimum period of enrolment for the award of the degree is **two (2)** years for the **MPhil** and **three (3)** years for the **PhD**. All full-time MPhil candidates are required to submit their theses for examination within **three (3)** years of their initial registration; and PhD candidates within **five (5)** years.

Part-time

For students who register part-time, the minimum period of enrolment for the award of the degree is **three (3)** years for the **MPhil** and **five (5)** years for the **PhD**. All part-time MPhil candidates are required to submit their thesis for examination within **five (5)** years of their initial registration; and PhD candidates within **seven (7)** years.

Supervision

Students enrolled in the MPhil and PhD programmes normally work with one or two supervisors and a two-member Advisory Committee. The ICS does not accept students for whom it is unable to provide adequate supervision. ICS students are usually supervised by UWI faculty members recruited from a wide range of departments, such as History; Language, Linguistics and Philosophy; Literatures in English; Sociology, Psychology and Social Work; Management Studies; the Caribbean Institute of Media and Communication; the Centre for Gender and Development Studies and the Department of Educational Studies.

Seminars

All students in the Cultural Studies programme are required to give two seminar presentations each academic year. Students who do not fulfil this requirement will not be awarded the degree.

Conferences

All graduate students are encouraged to present papers at local and international conferences. Funding is usually available through the Mona Campus Committee for Research & Publications and Graduate Awards to support travel and accommodation.

Departmental Awards

The Institute offers two Departmental academic awards each year to **full-time** students in the Cultural Studies programme. The Award covers tuition fees and provides a modest quarterly stipend.

For further information, contact the Institute of Caribbean Studies located on the ground floor of the New Arts Block, Faculty of Humanities and Education:

Tel: 977-1951 or 512-3228

E-mail: icsmona@uwimona.edu.jm

Website: www.mona.uwi.edu/humed/ics/

Department of HISTORY & ARCHAEOLOGY

Head: Professor WAIBINTE WARIBOKO

MISSION STATEMENT

The principal objective of the teaching programme of the Department of History and Archaeology is to provide a thorough understanding of Caribbean history, heritage and culture, as well as the broader currents of world history which have helped shape the region. Accordingly, the Department's courses focus not only on the Caribbean but also on Africa, Asia, Europe, Latin America and North America, and on the methodologies of history, archaeology, and heritage.

In fulfilling this objective, the Department fosters knowledge and understanding of history, heritage, and archaeology at the graduate and undergraduate levels and seeks to develop students' analytical skills and professionalism.

The Department conducts original scholarly research and pursues effective teaching and learning practices. Both address regional and international issues and provide frameworks for demonstrating the relevance of the past to the present.

The Department also promotes links with professional groups and institutions, as well as with the wider community.

MA. HERITAGE STUDIES PROGRAMME

Entry Requirements :

Applicants should normally possess at least a *Lower Second Class Honours* degree in History, but those with relevant qualifications in other disciplines may apply.

Seminars

Completing M.A candidates are required to present a paper either in the Staff Postgraduate seminar, or at the Social History Project Symposium held in April of each academic year.

Duration of programme:

two years part-time, & one year full time.

Programme Structure:

Students are required to pass **five (5) courses**, write a **research paper (HIST6700)** of

10-15,000 words, and undertake a **practicum**. Graduate students are *required* to attend a minimum of fifty percent (50%) of scheduled **Departmental Seminars** each year.

Five taught courses;

A practicum - students will be attached to an appropriate institution for one month. A report on this experience must be presented.

A research paper - The research paper maybe related to interests developed from the courses and other studies.

Course Code	Course Name
HIST6702	Artifacts, Museums and Archives
HIST6701	History & Heritage: Theory and Application
HIST6802	Cultural Resource Management
HIST6704	Oral History: Sources and Methods
HIST6703	Historic Landscapes and Environmental History
HIST6710	Audiovisual History

Department Contact Information:

Historyarch101@yahoo.co.uk

history@uwimona.edu.jm

Programme Coordinator: Professor Patrick Bryan

MA. HISTORY

Entry Requirements:

Applicants should possess at least a *Lower Second Class Honours* degree in History with eight **good** Bs in Level II or III History courses (or four Bs in yearlong courses under the pre-semester system).

Seminars:

M.A candidates are required to present a paper either in the Staff/graduate seminar, or at the Social History Project Symposium held in April of each academic year

Duration of programme: two years part-time, & one year full time.

Programme Structure: Students are required to read **six courses** and to write a **research paper (HIST6700)** of between 10,000 - 15,000 words. Graduate students are *required* to attend a minimum of 50 % of scheduled **Departmental Seminars** each year.

Courses

Course Code	Course Name
HIST6001	The Emergence of West Indian History
HIST6712	Theory & Method of History
HIST6705	Family History & Historical Biography
HIST6002	Historiography (with special reference to the West Indies)
HIST6301	State & society in Africa, 1500-1900
HIST6703	Historic Landscapes & Environmental History

Department Contact Information:

Historyarch101@yahoo.co.uk

history@uwimona.edu.jm

Programme Coordinator: Dr Jonathan Dalby

MPhil HISTORY

Entry Requirements (*For the Particular Programme*):

An *Upper Second or First Class degree* is required, with eight B+s in History courses or in four B+s in year-long pre-semester courses. In order to proceed from the M.A. to the MPhil, students who do not possess the normal qualifications for admission to the MPhil programme must present an 'A' grade research paper for the M.A.

Areas of Research

Caribbean Social History
Caribbean Economic History
Caribbean Cultural History
Women's History
Caribbean Migration
Labour History
History of Education in the Caribbean
Crown Colony Government
Post Emancipation Politics
Historical Archaeology

Seminars:

All students are required to make **at least two presentations** to the Departmental Seminar and or the SHP Symposium, one towards the end of the first year of research and the other when the thesis is about to be written. Seminar papers must be circulated at least *seven* working days before the scheduled seminar. Graduate students are also *required* to attend a minimum of 50% of scheduled **Departmental Seminars** each year.

Duration of programme:

Full-time students can complete the MPhil Programme in **two years**.

Programme Structure:

MPhil students will be required to read three courses (currently H60A, H60B and H67L). Departmental examinations are held at the end of each semester and students must pass (50% minimum) in order to proceed. The major component of the MPhil is the writing of an extensive research thesis not exceeding 50,000 words (**HU900**), **under a supervisory committee**. Topics may be chosen from the research areas listed or agreed by the Department. Students are required to meet with their supervisors at least once per month. The degree will be awarded after examination of the thesis and upon the recommendation of the examiners to the Board for Graduate Studies and the Senate. If the thesis is not acceptable, the candidate may be required to re-submit within a specified time or may be deemed to have failed outright.

Courses

Course Code	Course Name
HIST6001	The Emergence of West Indian History
HIST6712	Theory & Method of History
HIST6002	Historiography (with special reference to the West Indies)

Historyarch101@yahoo.co.uk

history@uwimona.edu.jm

Programme Coordinator: Head of Department & Graduate Committee

PhD HISTORY

Entry Requirements :

Admission to this programme is normally *via* the MPhil. Students registered for the MPhil. may in certain circumstances have their registrations upgraded to the Ph.D. Such students must demonstrate an ability to cope with research at the higher level and a capacity to complete in good time.

Areas of Research

Caribbean Economic History
Caribbean Cultural History
Women's History
Caribbean Migration
Labour History
History of Education in the Caribbean
Crown Colony Government
Post Emancipation Politics
Historical Archaeology

Seminars :

In the Ph.D programme, students must make *annual presentations* to the Departmental Seminars, reporting on their research. Seminar papers must be circulated at least *seven* working days before the scheduled seminar. Graduate students are also *required* to attend a minimum of 50 percent of scheduled **Departmental Seminars** each year.

Duration of programme:

Full time students can complete the Ph.D programme in **three calendar years**.

Programme Structure:

Presentation of a thesis of suitable standard and length not exceeding 80,000 words on an approved subject in not less than two calendar years after direct admission to the Ph.D. programme. The Ph.D thesis must be a new and substantial contribution to knowledge that is worthy of publication and shows clear evidence of original research. The Ph.D candidate must also take an oral examination following submission of the thesis. This examination will cover their general field of study and the subject of the thesis. A candidate for the degree, having submitted the thesis **(HU900)** and taken the oral examination, may be recommended to the Board for Graduate Studies and Senate for award of the degree, or may be required to re-submit the thesis within a specified time period and/or repeat the oral examination, or may be pronounced to have failed outright.

Department Contact Information:

Historyarch101@yahoo.co.uk

history@uwimona.edu.jm

Programme Coordinator: Head of Department & Graduate Committee

Department of Language, Linguistics & Philosophy

Head: Kathryn Shields Brodber, Ph.D.

The Department of Language, Linguistics & Philosophy offers the following graduate programmes:

- M.A. in Linguistics
- M.A. in English Language (*offered by the Jamaican Language Unit*)
- M.A. in Philosophy
- M.Phil. / Ph.D. in Linguistics
- M.Phil. / Ph. D. in Philosophy

M.A. in Linguistics

Programme Objectives:

The objective of the programme are to provide students with :

1. a solid grasp of issues in the core areas of the theories and applications of Linguistics within and without the Caribbean

Entry Requirements :

Applicants must have a Bachelors degree from a recognized University with the minimum requirement of a Lower Second Class degree. Applicants who have a limited background in Linguistics will be required to do qualifying courses before entering the graduate programme.

Course Description:

L600- Issues in Syntax and Phonology

U.W.I. graduates and non U.W.I. applicants, in order to enter the programme are expected to have done the following or its equivalent at the undergraduate level:

- LING1401 (L14A): Introduction to Language & Linguistics
- LING1001 (L10A): Introduction to Phonetics & Phonology
- LING1002 (L10B): Introduction to Morphology and Syntax
- LING2001 (L20A): Phonology
- LING2002 (L20B): Syntax
- LING2301 (L23A): The Sociology of Language
- LING2302 (L23B): Sociolinguistics
- LING3001 (L30A): Advanced Phonology
- LING3002 (L30B): Advanced Syntax
- LING3201 (L32A): Caribbean Dialectology
- LING3202 (L32B): Creole Linguistics

Courses

Course Code	Course Name	No. of Credits	Course Weighting
L600 (LING6099)	Issues in Syntax and Phonology	6	CrW=50% Exam = 50%
L610 (LING6199)	Selected Topics Caribbean Language Structure	6	Crw=50% Exam = 50%
L620 (LING6299)	Language Variation	6	CrW = 50% Exam = 50%
L640 (LING6499)	Applied Linguistics	6	CrW=50% Exam = 50%
L650 (LING6599)	Research Paper (alternative to L640)	6	CrW = 100%

The University of the West Indies

A selective survey of recent developments in phonological and syntax theory. Topics to be surveyed will be chosen from among the following:

Natural generative phonology, psychological reality in phonology, the relationship between phonology and syntax, extended standard theory, Chomsky's theories of filters and binding, relational grammar, case grammar, functional syntax and Montague grammar.

L601- Linguistics Universals and Typology

A study of selected topics in phonology, morphology, syntax and semantics. The emphasis will be cross-linguistics comparison, with data drawn from a wide range of languages. Subjects to be examined will include tonology, implicational universals in phonology, word order, relative clause, animacy, causatives, tense and aspect, definiteness, quantification and modality.

L610- Selected Topics in Caribbean Language Structure

Students will be encouraged to apply the theoretical apparatus acquired in L20A, L20B, L20E and L600 and L601 to Caribbean data. The question of variation will be down played and Caribbean languages will be viewed as ideal systems. Topics will be selected from:

- Morphophonemic alternation, phonotactic features

- Tense, aspect, modality
- Verb Serialization
- Negatives
- Passive
- Relativisation
- Topicatisation
- Morpheme classes
- Semantic deep structures

L620- Dynamics of Language Variation

The course will discuss various approaches to language variation using Caribbean language phenomena as the main illustrations. It will look at the history of variation studies, beginning briefly with linguistic geography, structural dialectology and the break with monolithic assumptions of generative grammar.

The following major areas will be covered.

- Historical comparative variation as a foundation for current variation
- Variable rules
- Quantitative methods in Sociolinguistics, correlations with non-linguistics data
- Implicational grammar
- Polylectal grammar

L630- The Structure of Caribbean English(es)

The course will focus on the very important but largely unstudied field of acrolectal speech (in continuum situation) and "educated speech" (Trinidad, Barbados). It will study processes and

criteria of language standardization and especially of the emergence of variant regional norms of standard language (American English, Canadian French, Indian English etc.) and will then look at the structure of the emerging West Indian norms. Since there is virtually no work on this later area, this part of the course will largely be of the "Workshop" type devoted to the discovery of the structure of the West Indian English.

L640- Theoretical Issues in Applied Linguistics

This course will be concerned with in-depth examination of selected topic from current research on language usage and language acquisition. Whenever possible, illustrations will be drawn from the Caribbean. Topics will include the study of language in context (e.g. Speech Act Theory, Conversational Implications, Conversational Analysis) as well as the roles of cognitive process, language function and language structure in the linguistics development of young children and issues in second language acquisition theory (e.g. processes involved, the role of particular variables such as age, first language input, effective variables). The relation between the above-mentioned subjects and recent approaches to language teaching will be discussed, with reference to teaching of English and of Foreign Languages in the Caribbean context. Relevant topics in this area will include the teaching of language as communication and the role of grammar in language teaching.

L650- Research Paper

The University of the West Indies

Department Contact Information:

The Department of Language, Linguistics and
Philosophy.

Faculty of Humanities and Education

The University of the West Indies

Mona

Jamaica, West Indies

M.A. in English Language

The objectives of the programme are to provide students with:

1. a solid grasp of the social, political and ideological issues surrounding English and its use within the Caribbean and the world.
2. a sound understanding of the major linguistic features of English, notably its phonology, syntax and discourse structures, and the ability to use data and sources within the literature to extrapolate rules of grammar, spelling, etc.
3. a strong awareness of the linguistic and social context within which English is used in the Caribbean, in particular the linguistic structures of Caribbean Creole languages and the social issues surrounding their use.

Entry Requirements (*For the Particular Programme*):

Applicants must have a Bachelors degree from a recognized University with the minimum requirement of a Lower Second Class degree.

U.W.I. graduates and non U.W.I. applicants, in order to enter the programme are expected to have done the following or its equivalent at the undergraduate level:

- L10A (LING1001)- Introduction to Phonetics and Phonology
- L10B (LING1002)- Introduction to Morphology and Syntax
- L23A (LING2301)- Sociology of Language
- L23B (LING2302)- Sociolinguistics

Courses

Course Code	Course Name	No. of Credits	Course Weighting
L10A (LING1001)	Introduction to Phonetics and Phonology	3	CrW = 40% Exam = 60%
L10B (LING1002)	Introduction to Morphology and Syntax	3	CrW = 40% Exam = 60%
L23B (LING2301)	Sociology of Language	3	CrW = 40% Exam = 60%
LG600	Advanced Academic English Language Skills	3	CrW = 100%
L63B (LING6302)	The Sociolinguistics of (West Indian) Language and Society	3	CrW = 40% Exam = 60%
L64A (LING6401)	The Grammar of English: An Extrapolatory Approach [new course]	3	CrW = 40% Exam = 60%
L64B (LING6402)	World Englishes	3	CrW = 40% Exam = 60%
L62A (LING6201)	Comparative Caribbean English-lexicon Creole	3	CrW = 40% Exam = 60%
L64F (LING6406)	The Pronunciation and Spelling of English	3	CrW = 40% Exam = 60%
L64G (LING6407)	Discourse Styles of English	3	CrW = 40% Exam = 60%
L61C (LING6103)	Principles and Methods of English Language teaching	3	CrW = 100%
L61F (LING6106)	The Content of Tertiary Level English Language Courses	3	CrW = 40% Exam = 60%

LG 600- Advanced Academic English Language Skills

This course will require intense involvement on the part of the students in activities which include expository writing with focus on research/report writing, interactive/collaborative sessions such as class presentations, peer critiquing/reviewing and group work. Students will also be afforded the opportunity to enhance their linguistics abilities by processing and evaluating texts with varying types of content and structural organization. Students will be required to maintain a portfolio in which all work/assignments will be kept.

L63B- The Sociolinguistics of (West Indian) Language and Society

Prerequisites: L10A, L10B, L23A, L23B

This course is designed to expose students to a more detailed examination and analysis of basic sociolinguistic concepts, issues and problems that are of theoretical importance and practical relevance to (West Indian) speech communities, given their diverse linguistic backgrounds. This course will address some theoretical issues in Sociolinguistics that have relevance for Caribbean communities.

L64A- The Grammar of English: An Extrapolatory Approach

Prerequisites: L10A, L10B, L23A, L23B

By the end of this course, the student should be able, with reference to any of the major syntactic structures of English, (i) to work out a rough initial rule, (ii) check and refine this against data obtained from corpora of English, notably the International Corpus of English and (iii) test its validity in relation to analyses presented in authoritative sources on the syntax of English, both those which are traditional and prescriptive and those which are modern and descriptive.

L64B- World Englishes

Prerequisites: L10A, L10B, L23A, L23B

At the end of this course, the student should be able to (i) demonstrate knowledge of the spread and distribution of English across the world, (ii) show sensitivity to issues as to what constitutes 'Standard English', 'Internationally Acceptable English', etc. (iii) be able to identify the major phonological, syntactic and lexical features which mark off the various regional standard varieties from each other, (iv) demonstrate a familiarity with the use to which the various international electronic corpora of English, notably those compiled by and available with the ICE (International Corpus of English) project, can be put in addressing the issues raised in (iii).

L62A- Comparative Caribbean English-lexical Creole

Prerequisites: L10A, L10B, L23A, L23B

At the end of the course, students should demonstrate, in relation to Caribbean English-lexicon Creole languages

1. A hands-on ability to use the entire range of sources of real language data, including language corpora, available to do comparative research on these languages,
2. A capacity to use, for comparative purposes, academic and scholarly material which describe particular languages or linguistic features
3. The ability to present simple but linguistically sound descriptions of the major features shared by these languages
4. Knowledge of the range of formal and structural similarities and differences across these languages as well as the areal, dialect cluster and/or socio-historical factors which explain these.

L64F- The Pronunciation and Spelling of English

Prerequisites: L10A, L10B, L23A, L23B

At the end of the course, the student should be able to (i) identify with reference to specific phonological features the accents of English across the world, (ii) use knowledge of English phonology and English orthographic conventions to demonstrate the details of the relationship between the two, (iii) use dictionaries and related works, inclusive of pronunciation guides, to identify the various other sources of influence on the spelling of English, notably etymology and morphology.

The University of the West Indies

L64G- Discourse Styles of English

Prerequisites: L10A, L10B, L23A, L23B

By the end of this course, students should be able to demonstrate (i) a grasp of major discourse styles of English, as viewed from different theoretical perspectives, (ii) an awareness of Caribbean English discourse styles and how these conform to and/or vary from those of other varieties of English, and (ii) an ability to research some of these using the range of actual language data currently available.

L61C- Principles and Methods of Language Teaching

Prerequisites: L10A, L10B, L23A, L23B

The aim of this course is to have students explore theoretical issues relevant to English language teaching and the principles of selected approaches to the teaching of English. The course will also allow for the exploration of concepts such as: competence and proficiency the distinction the between cognitive, academic, language proficiency (CALP)/literacy-related skills and basic interpersonal communication skill (BICS).

L61F- The Content of Tertiary Level English Language Courses

Prerequisites: L10A, L10B, L23A, L23B

At the end of this course, students should be able to (i) show an awareness of the traditions and issues involved in identifying course content for tertiary level English language courses and (ii) demonstrate the ability to make appropriate and informed choices when decisions have to be made about what constitutes the content of such courses.

Department Contact Information:

The Department of Language, Linguistics and Philosophy.

Faculty of Humanities and Education

The University of the West Indies

Mona

Jamaica, West Indies

M.A. in Philosophy

Entry Requirements:

Applicants must have a Bachelors degree from a recognized University with the minimum requirement of a Lower Second Class degree. Applicants who have a limited background in Philosophy will be required to do qualifying courses before entering the graduate programme.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
PH60A (PHIL6001)	History of Philosophy	3	CrW = 40% Exam = 60%
PH60B (PHIL6002)	Advanced Epistemology/Theories of Knowledge	3	CrW = 40% Exam = 60%
PH60C (PHIL6003)	Advanced Metaphysics	3	CrW = 40% Exam = 60%
PH60D (PHIL6004)	Advanced African Philosophy	3	CrW = 40% Exam = 60%
PH61A (PHIL6101) OR	Advanced African Diaspora Philosophy	3	CrW = 40% Exam = 60%
PH60E (PHIL6005) OR	Advanced Value Theory- Ethics I	3	CrW = 40% Exam = 60%
PH61B (PHIL6102) OR	Advanced Value Theory- Ethics II	3	CrW = 40% Exam = 60%
PH61C (PHIL6103) OR	Aesthetics	3	CrW = 40% Exam = 60%
PH60F (PHIL6006) OR	Advanced Political Philosophy	3	CrW = 40% Exam = 60%
PH61D (PHIL6104) OR	Philosophy of Science	3	CrW = 40% Exam = 60%
PH650 (PHIL6599)	Research Paper	6	CrW =100%

Course Description:

PH60A- Advanced History of Philosophy

The course provides the opportunity to study some of the central problems and some of the central thinkers of a specific period in the History of Philosophy in the broadest sense. In this regard students are encouraged to read the primary text of the periods under study. Because the specialization and interest of lecturers may vary, the lecturer for the course will determine which period will be studied. The periods include philosophies of the Ancient World – such as Asia (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy in Greece, Middle East and Africa – Christianity in the early days, Medieval Philosophy (European Dark Ages and Civilization in Asia Minor and Africa); Modern Philosophy – Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume, Rousseau, Machiavelli, Berkley, Kant, etc., and Contemporary period – Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo etc.

PH60B- Advanced Epistemology

The course is intended to provide the forum for the critical interrogation of issues in theories of knowledge. Issues to be discussed will include epistemological and meta-epistemological issues such as Why theory of knowledge? Theories of

knowledge; Sources, Types and Limits of Knowledge; Ways of Knowing. Scientific versus non Scientific Knowledge. Gendered Epistemologies; Naturalized Epistemology; Epistemology without a knowing Subject; Phenomenology of Knowledge; Sociology of Knowledge; Knowledge and Belief; Truth and Knowledge; Sceptical Epistemology; Contending Epistemologies; Knowledge in the various Disciplines – Natural Science, Social Sciences, Humanities, etc.

PH60C- Advanced Metaphysics

Issues to be explored will include: Nature, subject matter and limits of Metaphysics; Controversies surrounding the validity of metaphysical knowledge – Positivism, Neo-positivism and Renaissance of Metaphysics; Aristotle and Metaphysics; Collingwood and Metaphysics; McTarggart and Twentieth Century Metaphysics; The future of Metaphysics; Variations in the Themes of Metaphysics – Foundations of the various Intellectual Disciplines. Participants will understand Metaphysical Theories; the Value of Metaphysics; Quantum Mechanics; Relativity and Post-relativity; Emerging Metaphysics and Vanishing Epistemologies; Realism and Idealism; Particulars and Universals; Causation, Time and Space; Other Minds and Other Worlds; The concepts of Ultimate Reality, Being and Non-being. Paradoxes of being and nothingness.

PH60E- Advanced Value Theory

This is an advanced course in ethics and ethical theory. It will involve looking critically at Ethics and Traditions. It will involve careful discourse of Ethical Theories and Issues either through a detailed study of some major writers in ethical theory (such as Plato, Aristotle, Neitzche, Kant) or by way of a systematic examination of some critical issues in ethics (such as amorism, ethics of truth, power, colonialism, slavery, peace and violence, hunger, race, affirmative action, gender and abortion, animal rights and welfarism). In this regard, the course provides a forum for the discussion of issues as the nature and status of ethical claims: fact value dichotomy the naturalistic fallacy, objectivity and subjectivity controversy in ethics, emotivism. Also attention will be directed at the subject of morality and the self in society, exploring issues such as amorism, egoism and altruism. Opportunities will also be provided for interrogating the issue of ends of action and practical reason. What are conflicts of values and moral psychology?

PH60F-Advanced Social & Political Philosophy

This course provides a forum for an examination of philosophical theories underlining political organization. To this end, critical social and political issues of justice, distributive justice and power, rights, freedom, slavery, colonialism, individualism, legitimacy, ideology, alienation, rape, sexual harassment, pornography, racism and racialism, the new globalism, multicultural politics and the public good will be discussed.

The University of the West Indies

We will also examine current conceptual, ontological, epistemological, and methodological issues in philosophy of social science; critically subjecting to philosophical analysis the nature of generalizations and prediction in the social sciences; the place of reasons versus causes, interpretation and meaning of social phenomena. We will also carefully examine such concepts and issues as intentionality, explanation of action, reductionism, supervenience, individualism versus holism, objectivity, realism, subjectivism, objectivism, relativism, facts vs. values, feminism, postmodernism, sociology of philosophy and knowledge. This course will examine the age of ideology and examine the post-ideology age; as well as the place of education in socio-political engineering, while enabling students to understand the arguments for indoctrination versus coercion in political arena. Special attention will be paid to the contemporary African Diaspora existentialist political philosophy, especially as articulated by Fanon, Rodney, Charles Mills, Gordon R. Lewis, Paget Henry and others.

PH650- Research Paper (Yearlong)

Each student must complete an M. A. Dissertation/Research Paper, which **shall not exceed 20,000 words** and be successfully examined before they are awarded the degree of M. A. in Philosophy. It is expected that each student will submit a Proposal to the Department at the beginning of their Second Semester on the Programme (for Full Time Students and Third Semester for Part Time Students) and have it discussed and approved by a Supervisor before the end of the Second Semester. This is to ensure that students who pass the Examinations are facilitated to complete the programme within the stipulated time frame.

Department Contact Information:

The Department of Language, Linguistics and Philosophy.
Faculty of Humanities and Education
The University of the West Indies
Mona
Jamaica, West Indies

M.Phil. / Ph.D. in Linguistics

The objectives of the programme are to provide students with:

1. a solid grasp of issues in the core areas of the theories and applications of Linguistics within and without the Caribbean
2. the instruments to develop student research in an area of Linguistic theory or application in relation to the Caribbean

Entry Requirements :

Entrants into this programme would be expected as a Departmental requirement to do three (3) of the taught courses designated for the M.A. programme.

Areas of Research

The research interests within the Department include Creole languages, African Linguistics, sociolinguistics, discourse analysis, language planning, applied linguistics, syntax and phonology.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
L600 (LING6099)	Issues in Syntax and Phonology	6	CrW=50% Exam = 50%
L610 (LING6199)	Selected Topics Caribbean Language Structure	6	Crw=50% Exam = 50%
L620 (LING6299)	Language Variation	6	CrW = 50% Exam = 50%
L640 (LING6499)	Applied Linguistics	6	CrW=50% Exam = 50%

Course Description:

L600- Issues in Syntax and Phonology

A selective survey of recent developments in phonological and syntax theory. Topics to be surveyed will be chosen from among the following:

Natural generative phonology, psychological reality in phonology, the relationship between phonology and syntax, extended standard theory, Chomsky's theories of filters and binding, relational grammar, case grammar, functional syntax and Montague grammar.

L601- Linguistics Universals and Typology

A study of selected topics in phonology, morphology, syntax and semantics. The emphasis will be cross-linguistics comparison, with data drawn from a wide range of languages. Subjects to be examined will include tonology, implicational universals in phonology, word order, relative clause, animacy, causatives, tense and aspect, definiteness, quantification and modality.

L610- Selected Topics in Caribbean Language Structure

Students will be encouraged to apply the theoretical apparatus acquired in L20A, L20B, L20E and L600 and L601 to Caribbean data. The question of variation will be down played and Caribbean languages will be view as ideal systems. Topics will be selected from:

- Morphophonemic alternation, phonotactic features
- Tense, aspect, modality
- Verb Serialization
- Negatives
- Passive
- Relativisation
- Topicalisation
- Morpheme classes
- Semantic deep structures

L620- Dynamics of Language Variation

The course will discuss various approaches to language variation using Caribbean language phenomena as the main illustrations. It will look at the history of variation studies, beginning briefly with linguistic geography, structural dialectology and the break with monolithic assumptions of generative grammar.

The following major areas will be covered.

- Historical comparative variation as a foundation for current variation
- Variable rules
- Quantitative methods in Sociolinguistics, correlations with non-linguistics data

- Implicational grammar
- Polylectal grammar

L630- The Structure of Caribbean English(es)

The course will focus on the very important but largely unstudied field of acrolectal speech (in continuum situation) and "educated speech" (Trinidad, Barbados). It will study processes and criteria of language standardization and especially of the emergence of variant regional norms of standard language (American English, Canadian French, Indian English etc.) and will then look at the structure of the emerging West Indian norms. Since there is virtually no work on this later area, this part of the course will largely be of the "Workshop" type devoted to the discovery of the structure of the West Indian English.

L640- Theoretical Issues in Applied Linguistics

This course will be concerned with in-depth examination of selected topic from current research on language usage and language acquisition. Whenever possible, illustrations will be drawn from the Caribbean. Topics will include the study of language in context (e.g. Speech Act Theory, Conversational Implications, Conversational Analysis) as well as the roles of cognitive process, language function and language structure in the linguistics

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development of young children and issues in second
language acquisition theory (e.g. processes involved ,
the role of particular variables such as age, first
language input, effective variables). The relation
between the above-mentioned subjects and recent
approaches to language teaching will be discussed,
with reference to teaching of English and of Foreign
Languages in the Caribbean context. Relevant topics
in this area will include the teaching of language as
communication and the role of grammar in language
teaching.

Department Contact Information:

The Department of Language, Linguistics and
Philosophy.
Faculty of Humanities and Education
The University of the West Indies
Mona
Jamaica, West Indies

M.Phil./PhD in Philosophy

Entry Requirements :

Entrants into this programme would be expected as a Departmental requirement to do three (3) of the taught courses designated for the M.A. programme.

Areas of Research

The research interests within the Department include Ethics, Knowledge, Philosophy of Science and Metaphysics/Religion

Courses

Course Code	Course Name	No. of Credits	Course Weighting
PH60A (PHIL6001)	History of Philosophy	3	CrW = 40% Exam = 60%
PH60B (PHIL6002)	Advanced Epistemology/Theories of Knowledge	3	CrW = 40% Exam = 60%
PH60C (PHIL6003)	Advanced Metaphysics	3	CrW = 40% Exam = 60%
PH60D (PHIL6004)	Advanced African Philosophy	3	CrW = 40% Exam = 60%
PH61A (PHIL6101) OR	Advanced African Diaspora Philosophy	3	CrW = 40% Exam = 60%
PH60E (PHIL6005) OR	Advanced Value Theory- Ethics I	3	CrW = 40% Exam = 60%
PH61B (PHIL6102) OR	Advanced Value Theory- Ethics II	3	CrW = 40% Exam = 60%
PH61C (PHIL6103) OR	Aesthetics	3	CrW = 40% Exam = 60%
PH60F (PHIL6006) OR	Advanced Political Philosophy	3	CrW = 40% Exam = 60%
PH61D (PHIL6104) OR	Philosophy of Science	3	CrW = 40% Exam = 60%

PH60A- Advanced History of Philosophy

The course provides the opportunity to study some of the central problems and some of the central thinkers of a specific period in the History of Philosophy in the broadest sense. In this regard students are encouraged to read the primary text of the periods under study. Because the specialization and interest of lecturers may vary, the lecturer for the course will determine which period will be studied. The periods include philosophies of the Ancient World – such as Asia (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy in Greece, Middle East and Africa – Christianity in the early days, Medieval Philosophy (European Dark Ages and Civilization in Asia Minor and Africa); Modern Philosophy – Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume, Rousseau, Machiavelli, Berkley, Kant, etc., and Contemporary period – Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo etc.

PH60B- Advanced Epistemology

The course is intended to provide the forum for the critical interrogation of issues in theories of knowledge. Issues to be discussed will include epistemological and meta-epistemological issues such as Why theory of knowledge? Theories of

knowledge; Sources, Types and Limits of Knowledge; Ways of Knowing. Scientific versus non Scientific Knowledge. Gendered Epistemologies; Naturalized Epistemology; Epistemology without a knowing Subject; Phenomenology of Knowledge; Sociology of Knowledge; Knowledge and Belief; Truth and Knowledge; Sceptical Epistemology; Contending Epistemologies; Knowledge in the various Disciplines – Natural Science, Social Sciences, Humanities, etc.

PH60C- Advanced Metaphysics

Issues to be explored will include: Nature, subject matter and limits of Metaphysics; Controversies surrounding the validity of metaphysical knowledge – Positivism, Neo-positivism and Renaissance of Metaphysics; Aristotle and Metaphysics; Collingwood and Metaphysics; McTarggart and Twentieth Century Metaphysics; The future of Metaphysics; Variations in the Themes of Metaphysics – Foundations of the various Intellectual Disciplines. Participants will understand Metaphysical Theories; the Value of Metaphysics; Quantum Mechanics; Relativity and Post-relativity; Emerging Metaphysics and Vanishing Epistemologies; Realism and Idealism; Particulars and Universals; Causation, Time and Space; Other Minds and Other Worlds; The concepts of Ultimate Reality, Being and Non-being. Paradoxes of being and nothingness.

PH60E- Advanced Value Theory

This is an advanced course in ethics and ethical theory. It will involve looking critically at Ethics and Traditions. It will involve careful discourse of Ethical Theories and Issues either through a detailed study of some major writers in ethical theory (such as Plato, Aristotle, Neitzche, Kant) or by way of a systematic examination of some critical issues in ethics (such as amoralism, ethics of truth, power, colonialism, slavery, peace and violence, hunger, race, affirmative action, gender and abortion, animal rights and welfarism). In this regard, the course provides a forum for the discussion of issues as the nature and status of ethical claims: fact value dichotomy the naturalistic fallacy, objectivity and subjectivity controversy in ethics, emotivism. Also attention will be directed at the subject of morality and the self in society, exploring issues such as amoralism, egoism and altruism. Opportunities will also be provided for interrogating the issue of ends of action and practical reason. What are conflicts of values and moral psychology?

PH60F-Advanced Social & Political Philosophy

This course provides a forum for an examination of philosophical theories underlining political organization. To this end, critical social and political issues of justice, distributive justice and power, rights, freedom, slavery, colonialism,

The University of the West Indies
individualism, legitimacy, ideology, alienation,
rape, sexual harassment, pornography, racism
and racialism, the new globalism, multicultural
politics and the public good will be discussed.
We will also examine current conceptual,
ontological, epistemological, and methodological
issues in philosophy of social science; critically
subjecting to philosophical analysis the nature of
generalizations and prediction in the social
sciences; the place of reasons versus causes,
interpretation and meaning of social
phenomena. We will also carefully examine such
concepts and issues as intentionality,
explanation of action, reductionism,
supervenience, individualism versus holism,
objectivity, realism, subjectivism, objectivism,
relativism, facts vs. values, feminism,
postmodernism, sociology of philosophy and
knowledge. This course will examine the age of
ideology and examine the post-ideology age; as
well as the place of education in socio-political
engineering, while enabling students to
understand the arguments for indoctrination
versus coercion in political arena. Special
attention will be paid to the contemporary
African Diaspora existentialist political

philosophy, especially as articulated by Fanon,
Rodney, Charles Mills, Gordon R. Lewis, Paget
Henry and others.

Department Contact Information:

The Department of Language, Linguistics and
Philosophy.
Faculty of Humanities and Education
The University of the West Indies
Mona
Jamaica, West Indies

Department of Literatures in English

Head: Dr Anthea Morrison

Department of Literatures in English offers the following Graduate programmes:

- MA in Literatures in English
- MPhil in Literatures in English (By research - a thesis of up to 40,00 words - and 3 taught semester courses)
- PhD in Literatures in English (By research – a thesis of up to 100,000 words)

M.A. in Literatures in English

The objectives of the programme are as follows:

To provide students with an understanding of twentieth century literary theory and of the application of the theories studied to the analysis of literary texts.

1. To offer a range of specialized courses in literature, which presently include courses on the literature of the Caribbean, Africa and the African diaspora, women's writing, Shakespeare criticism and comparative literature.
2. To initiate the candidates into the research and writing practices necessary for literary scholarship.

Entry Requirements (For the MA):

- (a) Candidates must satisfy normal University and Faculty Regulations governing admission to Higher Degree Studies.
- (b) Candidates must have at least a Lower second class degree, passes not lower than B in at least eight courses in English in Level II and Level III

of the BA programme. Please note that satisfaction of these criteria is not a guarantee of admission.

- (c) Candidates who do not satisfy (b) above may be allowed to take qualifying examinations.

Duration of programme:

The programme may be completed in fifteen (15) months by full-time students, and twenty-four (24) months by part-time students.

Programme Structure:

Year 1/Years 1-2

Candidates for the MA are required to complete six taught postgraduate courses, three per semester in the case of full-time students.

The following course is compulsory:

- LITS 6001 (E60A) – Twentieth Century Literary Theory

In addition, it is recommended that all students doing postgraduate studies in Literatures in English register for the course LITS 6026 (E60Z) - Research and Writing for Publication, which will be compulsory for new students as of the academic year 2010-2011.

Of the six courses required, a maximum of two may be taken, as electives, in any of the following disciplines in the Faculty of Humanities and Education:

- Cultural Studies
- Education
- History and Archaeology
- Linguistics
- Philosophy

Year 2

The University of the West Indies

Candidates are required to complete a 10-credit Research paper of 10-15,000 words.

Courses (Core)

Course Code	Course Name	No. of Credits
LITS 6001 (E60A)	Twentieth Century Literary Theory	4
LITS 6026 (E60Z)	Research and Writing for Publication (compulsory for students beginning in 2010-2011)	4

Courses (Electives)

Course Code	Course Name	No. of Credits
LITS 6026 (E60Z)	Research and Writing for Publication	4
LITS 6105 (E61E)	Postcolonial Literatures and Theories I	4
LITS 6203 (E62C)	Women, Poetry and Gender	4

Course Description

LITS 6001 (E60A) Twentieth Century Literary Theory

This course examines the development and range of literary theory in the 20th century, with consideration of the nature and function of theory, and the ways in which theories define themselves in relation and contradistinction to other theories. There will be close attention to a selection of topics from the following: New Criticism, Marxist theory, Structuralism, Northrop Frye, Mikhail Bakhtin, Deconstruction, New Historicism, Feminist theory, African-American theory, Postcolonial theory, Caribbean theory.

LITS 6026 (E60Z) Research and Writing for Publication

The purpose of this course is to provide students with information and skills to ensure a basic and necessary competence in both general and subject-specific research practice, and a sound foundation in the documentation and writing practices necessary for literary scholarship. The course will seek to meet those needs, and will be compulsory for all new graduate students.

LITS 6105 (E61E) Postcolonial Literatures and Theories I

This course will discuss selected postcolonial authors and theorists. Imaginative and theoretical works will be read alongside each other as way of shedding light on Diana Brydon and Helen Tiffin's claim that postcolonial literatures represent "decolonising" fictions. Using Brydon and Tiffin's theory text, *Decolonising Fictions*, as a model of comparative analysis, this course will test the counter-discursive assumptions of postcolonial theory. The course will highlight the issue of hegemony as a primary concept in postcolonial studies and interrogate the hegemonies of race, culture, gender and sexuality from works chosen from three different postcolonial sites. Essentially, this course seeks to answer the question: what are the strengths or weaknesses of conceiving of postcolonial literatures as a field of comparative study and as ideologically driven by counter-discursive impulses?

LITS 6203 (E62C) Women, Poetry and Gender

This course undertakes a reading of the work of women poets in an era when gender, race, and cultural issues have converged to create the discourse within which women poets must function. The work of individual poets will be considered in relation to the formal theoretical issues raised by this

discourse and by the on-going attempts by women writers to shape the medium of poetry to their specific purposes.

Additional Information/Notes:

The Department will admit new MPhil and PhD students for the academic year 2009-2010, but no new MA students will be admitted into the programme for this year. Continuing MA students **will complete their courses and/or Research Paper.**

Department Contact Information:

Phone: (876) 927-2217

Fax: (876) 970-4232

E-mail: litsengmona@gmail.com

Programme Coordinator: Dr Victor Chang

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Head: Marie-José Nzengou-Tayo, CAPES (Haiti), BA, MA (Besançon), Ph. D. (Lille III), D.E.A (Antilles-Guyane), *Palme académique* (Chev.).

Departmental Preamble:

The Department accepts postgraduate students to read for M.A., M.Phil, and Ph.D. degrees in Spanish or French. The M.A. is a degree by course work and a research project. The M.Phil. and Ph.D. are degrees by thesis only. The following areas are available for thesis research:

French

- French-Lexicon Creole Language Studies
- The French Language in the Caribbean
- Modern Language Teaching in a Creole-speaking region
- Caribbean Literature in French with special reference to the poetry and prose of Haiti, Martinique and Guadeloupe.
- African Literature in French

Spanish

- 20th Century Spanish Novel
- Spanish Caribbean Literature
- Central American Literature
- Selected Spanish American authors
- Comparative study of Caribbean Literatures in Spanish, French and English.
- Women writers from the French Caribbean and Francophone West Africa

M.Phil and Ph.D. candidates are required to take 9 credits of taught Graduate courses offered by the Department of Literatures in English.

MA in Translation Studies

Specializations/Options (*If Applicable*):

- **French Major, Spanish Minor**
- **Spanish Major, French Minor**

Programme Objectives:

The objective of the programme is:

- **to prepare qualified professionals to meet the translation needs in Jamaica and the region**

Entry Requirements :

Applicants must have a Bachelors degree from a recognized university with at least Upper Second Class Honours

French Major, Spanish Minor

The University of the West Indies
A University Degree in French and Spanish with a minimum of B+ in French Language and B in Spanish at Level III or equivalent qualification.

Spanish Major, French Minor

A University Degree in Spanish and French, with a minimum of B+in Spanish Language and B in French at Level III or equivalent qualification

Duration of programme:

4 semesters Part-Time plus seven months for research paper.

Programme Structure:

The M.A. in Translation Studies is offered as two-year part-time programme.

French Major, Spanish Minor	Spanish Major, French Minor
<div>1. ECON10 Introduction to Macro Economics</div> <div>2. GOVT26 International and Regional Organizations</div> <div>3. FREN6501 General Translation</div>	<div>1. ECON10 Introduction to Macro-Economics</div> <div>2. GOVT26 International and Regional Organizations.</div> <div>3. SPAN6501 General Translation</div>
<div>Year 1 Semester 2</div> <div><div>1. FREN6020 - Theories of Translation.</div><div>2. FREN6605 - Economic Translation</div><div>3. FREN6403 - Literary Translation</div></div> <div>Year 2 semester 1</div> <div><div>1. FREN6704 – Terminology and Documentary Research</div><div>2. FREN6107 - Institutional Translation</div></div> <div>Year 2 Semester 2</div> <div><div>1. FREN6213 - Research Methods in Translation</div><div>2. FREN6601- Legal/Technical Translation.</div></div>	<div>Year 1 semester 2</div> <div><div>1. SPAN6020 - Theories of Translation.</div><div>2. SPAN6605 - Economic Translation</div><div>3. SPAN6403 - Literary Translation</div></div> <div>Year 2 Semester 1</div> <div><div>1. SPAN6704 – Terminology and Documentary Research</div><div>2. SPAN6107 - Institutional Translation</div></div> <div>Year 2 semester 2</div> <div><div>1. SPAN6213 - Research Methods in Translation</div><div>3. SPAN6804 – Legal /Technical Translation.</div></div>
<div>Year 3 Up to March 31.</div> <div>1. Research paper</div>	

Courses

Course Code	Course Name	No. of Credits	Course Weighting
FREN6020 SPAN6020	Theories of Translation	3	60% exam 40% Course work
FREN6213 SPAN6213	Research Methods in Translation	3	60% exam 40% Course work
FREN6704 SPAN6704	Terminology and Documentary Research	3	60% exam 40% Course work
FREN6501 SPAN6501	General Translation	3	70% exam 30% Course work
FREN6107 SPAN6107	Institutional Translation	3	70% exam 30% Course work
FREN6403 SPAN6403	Literary Translation	3	70% exam 30% Course work
FREN6605 SPAN6605	Economic Translation	3	70% exam 30% Course work
FREN6601 SPAN6804	Legal/Technical Translation	3	70% exam 30% Course work

Additional Information/Notes:

RESEARCH PAPER (F/S670)

The research paper of about 10,000 words will be written on a subject chosen by the candidate in consultation with the supervisor. The research paper is to be submitted by March 31 of the year following the candidates completion of the course work.

Evaluation

- Theory courses will be assessed by an in-course test (40%) and an end-of-semester exam (60%)
- Practical courses will be assessed by an in-course test (30%) and an end-of-semester exam (70%)
- To be awarded the M.A. in Translation Studies the candidate must be successful in all courses and the research paper. Failure is limited to three courses which may be repeated only once.
- Candidates who fail more than 3 courses will normally be required to withdraw.
- A successful candidate whose average mark in the courses examined, and the research paper, does not fall below 70% shall be awarded an M.A. with distinction.

Department Contact Information:

The Department of Modern Languages & Literatures
Faculty of Humanities and Education

The University of the West Indies
Mona
Jamaica, West Indies

School of Education

Director: Professor Zellynne Jennings-Craig

The School of Education strives for excellence in the preparation of professional educators, managers of educational institutions and leaders of the process for the transformation of education systems through the delivery of a range of high quality graduate degree programmes which are responsive to students' interests and to market demands locally and internationally. Our courses and programmes are systematically reviewed and revised in order to enhance relevance and responsiveness. We use innovative teaching strategies and new technology – advanced learning modalities and support systems to create stimulating, healthy, intellectual and student-centred learning environments that foster growth in scholarship, professionalism and expertise.

Master of Education

Specializations/Options:

Curriculum Development

Educational Administration^{##}

Educational Measurement^{##}

Educational Psychology

Geography/Social Studies

Language Education

*Leadership in Early Childhood Development[#]

*Literacy Studies

Mathematics Education

Modern Language (Spanish) Education

Primary Education

Science Education

Teacher Education^{##}

[#] Offered via the online modality **ONLY**

^{##} Offered face-to-face and online.

Programme Objectives:

CURRICULUM DEVELOPMENT

This programme targets professionals involved in curriculum development at the national, institutional and classroom levels. It is designed to enable participants to explore issues relevant to curriculum development, implementation, institutionalisation and evaluation with a view to developing skills in curriculum analysis and decision-making at various levels. Participants should be able to further their understanding of the curriculum innovation and change process with reference to significant curriculum reforms at the local, regional and international levels. Some courses are offered both on-line and face to face.

EDUCATIONAL ADMINISTRATION

The programme in Educational Administration is designed to enable persons who undertake

The University of the West Indies

school management to understand the nature of organizations and of leadership, the administrative processes necessary for the effective management of the physical plant, financial resources, staff and students, the factors influencing educational planning and the management of curriculum and instruction. Administrative theories are explored and discussed as the basis for practice and research relevant to the Jamaican and Caribbean context is reviewed.

Target Group

The M.Ed. in Educational Administration is designed to meet the needs of school leaders such as:

- Principals
- Vice-principals
- Senior Teachers
- Education Officers
- Training/staff development officers

EDUCATIONAL MEASUREMENT

Within the Caribbean, there is a dearth of properly trained Educational Measurement specialists to satisfy institutional needs of programmes being implemented nationally and regionally. This programme is designed to respond to these needs.

Aims and Objectives of the Programme

The programme is designed to prepare participants who will be able to:

- design instruments that satisfy the technical requirements of educational and psychological measurement;
- conduct data analysis and prepare relevant reports on the quality of educational and psychological tests;
- advise on various types of tests, items and question that are appropriate for the intended purpose;
- apply the skills of educational and psychological measurement to monitor development and change in the education sector;
- design and conduct research in the field of educational and

psychological measurement and prepare relevant reports to guide decision making or to add to the understanding of educational phenomena.

GEOGRAPHY/SOCIAL STUDIES EDUCATION

LANGUAGE EDUCATION

LEADERSHIP IN EARLY CHILDHOOD DEVELOPMENT

Empirical evidence points to the severely limited capacity at the leadership level of Early Childhood development systems in the Caribbean region. Consequently, the Master in Education Leadership in Early Childhood Development (MELECD) is a web-based programme specifically designed for professionals in the Early Childhood development Sector throughout the Caribbean, especially potential participants in the non-campus territories. Participants in other parts of the world should also find this programme quite useful.

Target Group

- Day Care Supervisors
- Pre-School Directors/Nurses
- Social Workers
- Teachers
- E.C. Education Officers
- Training/Staff Development Officers
- Community Leaders

LITERACY STUDIES

The Master of Education in Literacy Studies is designed to assist literacy professionals-classroom teachers, teacher trainers, curriculum developers and

The University of the West Indies supervisors—to acquire the higher levels of knowledge and skills to make contributions to literacy development in the region. Emphasis is placed on the content and process of best literacy practices and the theory to inform these practices in the context of particular professional roles.

Aims

This programme prepares professionals to:

- Become familiar with best literacy practices and current research
- Develop the expertise to lead literacy related projects and other forms of support that enhance literacy development
- Develop framework for literacy instruction and assessment in the context of particular settings
- Take leadership roles in developing and supporting literacy programmes at different levels of the educational system
- View children's literacy development in such a way that assessing children's achievement and planning instruction mutually influence each other in everyday classroom activities

MATHEMATICS EDUCATION

MODERN LANGUAGE (SPANISH) EDUCATION

PRIMARY EDUCATION

SCIENCE EDUCATION

TEACHER EDUCATION

THE MASTER OF ARTS IN HIGHER EDUCATION – STUDENT PERSONNEL ADMINISTRATION

This programme aims at preparing student services personnel administrators and practitioners to function effectively as transformative educators. The philosophical

basis of the Masters programme is that out-of-classroom programmes, services and policies are developed based on related student learning and development theories, to support in a seamless manner, the institution's distinct education mission and the behavioural, cultural and social goals it has for its graduates.

Target Group

The Masters of Arts in Higher Education – Student Personnel Administration is designed to meet the needs of

- Incumbent student personnel administrators requiring formal academic qualification
- Students seeking careers in university/college student services and administration.

Entry Requirements :

A first degree at or above the Lower Second Honours Level; or a grade point average equivalent to a **B** or above **AND** professional qualification in teaching such as a postgraduate diploma or certificate or an approved equivalent.

Duration of programme:

2 years and 1 semester

Programme Structure:

Candidates are required to complete eight* or nine taught courses and a research project.

*Literacy Studies Specialists and those candidates reading for the M.Ed. in Leadership in Early Childhood Development are required to do eight courses along with the research paper.

M.Phil./ Ph.D.

(Areas of Research)

Curriculum Development

Educational Administration

Educational Psychology

Language Education

Literacy Studies

Mathematics Education

Modern Language (Spanish) Education

Science Education

Teacher Education

Seminars :

At least one

The Master of Philosophy

This is a research degree and may be terminal, but is also the normal route to the Ph.D. programme. Candidates will be given the opportunity to demonstrate knowledge of research methodology and a capacity for independent research. The criteria for transfer to the Ph.D. are specified in the Higher Degrees Manual, and are

based on research done at UWI, and written work presented at departmental seminars.

Notwithstanding the fact that the M.Phil. Programme does not normally require courses, it may include a Research Methods and/or other qualifying courses. In addition, the candidate is encouraged to give an oral presentation of the research proposal before embarking on the research.

The Doctoral Programme

The PhD degree is awarded solely on the basis of a thesis that should be a record of independent research into an original problem, showing an original approach to a problem or an original approach to a problem previously studied. An oral examination of the dissertation is required.

Before being allowed to register for the PhD, the candidate must independently prepare a research proposal and participate in the graduate level seminars. Aspects of this participation include presentations by the student, indicating an understanding of the relevant bodies of knowledge relating to the research area. If the proposal is judged by the Faculty Sub-Committee as acceptable, a recommendation for the registration of the candidate will be made to the Board for Graduate Studies.

Candidates are required to register every year until the thesis examination is completed. Candidates are responsible for keeping in touch with their supervisors, and maintaining a satisfactory rate of progress. Candidates who fail to do so will be recommended for removal from the register of graduate students.

IMPORTANT NOTE

The candidate is reminded that he/she must assume responsibility for seeing that all requirements are met. A thesis/project may be rejected through failure to observe University regulations in the **Thesis Guide**: A guide for the preparation of theses and research papers.

When the candidate and the supervisor(s) are satisfied that the thesis/project is nearing completion, at least three (3) months before final completion, application should be made for examination.

Curriculum Development (Core Courses)

Course Code	Course Name	No. of Credits
ED60Q	Philosophical, Psychological and Sociological Foundations of Curriculum	3
ED60R	Principles of Curriculum Development, Implementation and Evaluation	3
ED60Z	Curriculum Evaluation	3

Educational Administration (Core Courses)

Course Code	Course Name	No. of Credits
ED63A	Introduction to Educational Administration	3
ED63B	School Personnel Management	3
ED63D	Educational Leadership	3
ED63E	Educational Planning and Management	3
ED63H	Educational Supervision	3

Educational Measurement (Core Courses)

Course Code	Course Name	No. of Credits
ED67W/ EDEM6723	Educational & Psychological Measurement	3
ED67P/EDM E6716	Issues in Internal Assessment	3
ED67Z/EDRS 6726	Quantitative Research Methods	3
ED67F/ EDEM6706	Advanced Educational & Psychological Measurement	3

Educational Psychology (Core Courses)

Course Code	Course Name	No. of Credits
ED60J	Cognition and Learning	3
ED60K	Human Growth and Development	3
ED60L	Social Psychology and its Implications for Education	3
ED60M	Measurement of Psychological and Educational Constructs	3
ED67K	New Directions in Educational Testing	3

Geography/Social Studies Education (Core Courses)

Course Code	Course Name	No. of Credits
ED66A	Education and Citizenship	3
ED66B	Geography Education	3
ED66C	Urban Place and Education	3
ED66D	The Social Theoretical Foundations of Geography and Social Studies	3
ED66E	Social and Cultural Geography	3
ED66F	Rural, Settlements, Society and Education	3
ED66G	Social Studies Education	3

Language Education (Core Courses)

Course Code	Course Name	No. of Credits
ED61D	Language and Cognitive Processes	3
ED61E	Language Teaching and Learning in a Creole-Speaking Environment	3
ED61F	The Teaching of Writing	3
ED61G	The Teaching of Literature at the Primary Level	3
ED61H	The Teaching of Literature at the Secondary Level	3
ED61I	Literature and Education for Sustainable Development	3
ED61J	Children and Narrative	3

Leadership in Early Childhood Development (Core Courses)

Course Code	Course Name	No. of Credits
ED60B	Issues and Trends in Early Childhood Development in the Caribbean	3
ED60E	Programme Management	3
ED68D	Early Childhood Development in Caribbean Context	3
ED68E	Team Leadership, Interpersonal Skill & Communication	3
ED68G/EDEC 6807	Strategic Management	3

Literacy Studies (Core Courses)

Course Code	Course Name	No. of Credits
ED66K	Assessment of Literacy Performance	3
ED66L	Advanced Research Seminar in Literacy	3
ED66M	The Teaching of Writing as Literacy Development II	3

Mathematics Education (Core Courses)

Course Code	Course Name	No. of Credits
ED62A	Mathematics Thinking and Learning	3
ED62B	Mathematics Curriculum	3
ED62C	Selected Topics in Mathematics Education	3
ED62D	Research in Mathematics	3
ED62E	Selected Topics in Advanced Mathematics	3
ED62F	Technology and the Teaching & Learning of Mathematics	3

Modern Language Education (Core Courses)

Course Code	Course Name	No. of Credits
ED65A	The Foreign Language Curriculum	3
ED65B	Early Foreign Language Learning (EFILL)	3
ED65D	Trends, Issues and Research in Modern/ World Language Education	4

Primary Education (Core Courses)

Course Code	Course Name	No. of Credits
ED61F	The Teaching of Writing	3
ED61G	The Teaching of Literature at the Primary Level	3
ED68A	Literacy Theory, Policy and Practice at the Primary Level	3
ED68B	Language Arts and Literacy Across the Primary Curriculum	3

Science Education (Core Courses)

Course Code	Course Name	No. of Credits
ED64A	Trends in Curriculum Development in Science	3
ED64B	Learning and Teaching in Science	3
ED64C	Measurement and Assessment in Science	3
ED64D	Environmental Education	3
ED64E	Issues, Readings and Research in Science Education	3
ED64F	Teaching Methodologies in Chemistry for the Post-Secondary Level	4

Teacher Education (Core Courses)

Course Code	Course Name	No. of Credits
ED60J	Cognition and Learning	3
ED60P	Adult Learning Methods and Teaching Strategies	3
ED60S	Teaching at the Primary and Secondary Levels	3
ED60T	Inside Classrooms	3
ED62A	Mathematical Thinking and Learning	3
ED60Y	Theory and Practice of Teacher Education	3
ED67D	Research Policy and Practice in Teacher Education	3
ED60U/ED TE6021	Supervision & Students' Development	3

MASTER OF ARTS IN HIGHER EDUCATION: STUDENT PERSONNEL ADMINISTRATION (Core Courses)

Course Code	Course Name	No. of Credits
ED69A/EDRS6901	Issues and Trends in Higher Education	3
ED69B/EDFA6902	Comparative Higher Education	3
ED69C/EDTK6903	Technology in Higher Education	4
ED69D	Action Research for Higher Education	3
ED63K/EDEA6311	Introduction to University and College Student Development Theories	4
ED63L/EDEA6312	Interpersonal Skills for Student Personnel Administrators	3
ED63M/EDEA6313	Managing Career Development and Planning	4
ED63N/EDEA6314	Managing Student Personnel Units and Facilities – Core Competencies and Techniques	4
ED63P/ EDEA6316	Research-based Internship	6
ED63Q/EDEA6315	Organization and Administration of Student Personnel in Caribbean Higher Educational Institutions	3

Programme Structure:

Candidates are required to complete eight* or nine taught courses and a research project.

*Literacy Studies Specialists and those candidates reading for the M.Ed. in Leadership in Early Childhood Development are required to do eight courses along with the research paper.

Electives (Electives)

Course Code	Course Name	No. of Credits
ED60V	Fundamentals of Data Analysis	3
ED60N	Research Methods	3
ED60P	Adult Learning Methods and Teaching Strategies	3
ED60U	Measurement and Evaluation 2: Test Theory	3
ED60W	Introduction to Qualitative Research	3
ED60X	Qualitative Research in Education	3
ED63G	Administration of Technical Vocational Programmes	3
ED64D	Environmental Education	3
ED67A	Learning Disabilities	3
ED67B	Special Topics in Adaptive Instruction Research	3
ED67E	An Advanced Course in Psychological and Educational Testing: Test Construction I	3
ED67F	An Advanced Course in Psychological and Educational Testing: Test Construction II	3
ED67G	Seminar in Educational Research	3
ED67J	Seminar on Issues in the Caribbean	3
ED70A	History Education: The Teaching of History	3
ED67H	Critical Studies in Philosophy of Education	3

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**(ED60Q/ EDCU6017) PHILOSOPHICAL,
PSYCHOLOGICAL AND SOCIOLOGICAL
FOUNDATIONS OF CURRICULUM**

CREDITS: 3
DURATION: 39 HOURS
LENGTH OF COURSE: 1 SEMESTER

PREREQUISITE: ED20M INTRODUCTION TO
CURRICULUM STUDIES OR Equivalent course.

Course Description:

This course is designed for professionals working at various levels of the educational system. It will expose participants to philosophical, psychological and sociological theories, principles and ideas relevant to the curriculum field and will therefore provide a conceptual framework within which to analyze curriculum theory and practice at the national, institutional and classroom levels.

**PRINCIPLES OF CURRICULUM DEVELOPMENT,
IMPLEMENTATION AND EVALUATION**

COURSE CODE: ED60R
CREDITS: 3
DURATION: 39HRS
LENGTH OF COURSE: 1 SEMESTER

PREREQUISITE: ED60Q: PHILOSOPHICAL,
PSYCHOLOGICAL AND SOCIOLOGICAL FOUNDATIONS
OF CURRICULUM

Rationale

This course is targeted at professionals involved in curriculum development at the national, institutional and classroom levels. It is designed to enable participants to explore issues relevant to curriculum development, implementation, institutionalisation and evaluation with a view to developing a framework that can be used for curriculum analysis and decision-making at various levels. Participants should be able to further their understanding of the curriculum innovation and change process with reference to significant curriculum reforms at the local, regional and international levels.

CURRICULUM EVALUATION

Course Code: ED60Z
CREDITS: 3
DURATION: 39HRS
LENGTH OF COURSE: 1 SEMESTER

The course is designed to develop an understanding of the curriculum evaluation process, alternative approaches to curriculum evaluation and the practical issues involved in conducting an evaluation of a school curriculum or a programme evaluation. This course also provides an opportunity for participants to critically examine evaluation studies using alternative approaches with a view to informing their own experiences.

Educational Administration

**INTRODUCTION TO EDUCATIONAL
ADMINISTRATION**

SCHOOL PERSONNEL MANAGEMENT

COURSE CODE: ED63A
DURATION: 39 HOURS -1 SEMESTER
CREDITS: 3

Rationale

The administration of the education system needs innovative approaches in order to make a difference. Criticisms and concerns are raised both inside and outside of the education system regarding the management of schools and the other areas of the education system. Issues related to productivity, effectiveness and the overall performance of the education system have become priority focus. The training of principals, vice principals, department heads and the others who play a significant role in the management of education system must bear relevance to the needs of the system. The course will provide the competencies to prepare administrators of the education who has to manage in the age of transformation. Emphasis will be placed on the practical needs of the administrator, but the theoretical underpinnings which guide action will be the cornerstone of the course.

COURSE CODE: ED63B

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DURATION: 39 HOURS -1 SEMESTER

CREDITS: 3

Rationale:

The management of human resources is probably the most important tasks in any organization, for whether the purpose is to produce goods or services such productivity is made possible through the human elements.

Many organization have a separate Human Resource (Personnel) department with an assigned manager who is responsible for its personnel functions, but in the school, the principal assumes the important role of Human Resource or Manager. The success of any school programme depends to a large extent, on the efficiency of the principal in selecting and deploying, developing and supervising human resources so as to maximize achievement of the goals of the school.

This module on personnel management (Human Resources Management/Personnel) introduces you to the various personnel roles in the school, and the skills and techniques employed in the performance of such roles.

EDUCATIONAL LEADERSHIP

COURSE CODE: ED63D

DURATION: 39 HOURS -1 SEMESTER

CREDITS: 3

Rationale:

Educational institutions today are forced to change programmes in order to prepare workers for an international economy and citizens for a turbulent and pluralistic culture. Educational leaders therefore

need to keep abreast of the changing demands of society and develop the knowledge and skills necessary to effectively guide their organization towards meeting these demands.

This course is designed to assist participants in acquiring an in depth understanding of the nature, scope and purpose of leadership as it relates to educational administration and to acquire skills for effective leadership.

EDUCATIONAL PLANNING AND MANAGEMENT

COURSE CODE: ED63E

DURATION: 39 HOURS -1 SEMESTER

CREDITS: 3

Rationale:

This is an introductory course in the area of Educational Planning aimed at enabling participants to develop an understanding of the functions, principles, processes and strategies of educational planning.

In the context of developing countries where resources are scarce, those who manage educational systems and organizations can benefit greatly from the study of this course as they seek to deal with some of the dilemmas that confront them.

EDUCATIONAL SUPERVISION

COURSE CODE: ED63H

DURATION: 39 HOURS -1 SEMESTER

CREDITS: 3

Rationale:

Supervision and administration are correlative, complementary and mutually shared functions in the management of educational systems. It is inconceivable that a specialization in Educational Administration could be considered exclusive of supervision. Further, in our school systems the Educational Officer, the Principal, the Vice Principal, Department Head among others perform the role of supervisor. As supervisory leaders these individuals must be educated and trained so that they can better coordinate and facilitate the work of teachers in their efforts to improve the learning of pupils and the work of the school.

Educational Psychology

COGNITION AND LEARNING

COURSE CODE: ED60J

DURATION: 39 Hours - 1 Semester

CREDITS: 3

Rationale:

The nature of thinking and learning and the creation of meaning have been central concerns of educators for many years, generating a number of theories and considerable research work. Those responsible for structuring and determining learning experiences should not only be well informed about the processes of cognition and concept learning, but should also have a lively interest in contemporary research in this field and the applicability of both theory and research findings to the practical teaching situation.

For teachers to be effective in the classroom they need to have knowledge of concept teaching and learning, as every subject matter is built around concepts. Concepts

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also serve to organize the experiences of the learners,
as well as order how they reflect on these experiences.

COURSE TITLE: Human Growth and
Development
COURSE CODE: ED60K
DURATION: 39 Hours - 1 Semester
CREDITS: 3

Rationale:

Knowledge of human growth and development is of great importance to educators, parents and the individuals themselves. While an understanding of growth and development up to early adulthood can enhance one's understanding of the school aged child, an appreciation of development beyond the school years sheds light on the adult learner and on oneself. How humans develop a sense of self, their personality and their value system all impinge on the individual in the learning situation.

SOCIAL PSYCHOLOGY AND ITS IMPLICATIONS FOR EDUCATION

COURSE CODE: ED60L
DURATION: 39 Hours - 1 Semester
CREDITS: 3

Rationale:

Over the last three decades, there have been several transformations in the social context in which children and young adults grow and develop. While such changes have brought opportunities for the individual's personal growth and increased choices in terms of life-goals, they have also caused stresses of their own.

Individuals preparing students for life in the 21st century, ought to be familiar with these ongoing changes and their psychological effects.

This course is designed to sensitize participants to the social influences and issues which impact on psychological development and the likely implications for education.

Measurement of Psychological and Educational Constructs

COURSE CODE: ED60M/EDPS6014
DURATION: 1 Semester
CREDITS: 3

Description

This course covers the fundamentals of educational and psychological research with an emphasis on constructs and how to measure them. The goal of this course is to provide students with the necessary knowledge so they can make informed and critical evaluations of assessment methods used in the field of psychology and education. Students will be shown how to examine these measurements for validity and reliability. Additionally, they will be given the fundamental of constructing their own simple self-report measuring instruments of psychological and educational constructs, such as beliefs, attitudes, values, behaviours, learning and skills.

Geography/Social Studies

EDUCATION AND CITIZENSHIP

COURSE CODE: ED66A

LENGTH OF COURSE: ONE SEMESTER
NUMBER OF CREDITS: 3
DURATION: 39 HOURS

PRE-REQUISITES: NONE

Description of Course

This is one of the elective courses in the M.Ed. in Teacher Education Programme. It is designed for teachers, college lecturers and other administrators in Education. The course consists of five themes:

1. Historical development of citizenship education
2. Schools as social organizations for character building
3. New thrust for citizenship education
4. The active citizen
5. Planning for citizenship education in the curriculum
 - i. The formal citizenship curriculum
 - ii. The informal citizenship curriculum
6. Challenges in planning and implementation

GEORGAPHY EDUCATION

COURSE CODE: ED 66B
CREDITS: 3
SEMESTER: 1
DURATION: 39 HOURS - 1 Semester

Prerequisite: 1st degree in Geography or Undergraduate courses in Social Studies/Geography.

Rationale:

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Geography as a school subject in the Commonwealth Caribbean is taught by both Geography and Social Studies teachers. Social Studies teachers, college lecturers and educators have to be equipped with geographical knowledge and skills to advance Geography, particularly, at the lower levels of the Secondary school. The dearth of geography teachers in schools and the need for training in Geography Education in the teachers' colleges have fostered the need for programmes to train the teacher trainees. Thus the course is designed for teacher educators, education officers responsible for supervision of teachers of geography and other educational practitioners working at various levels of the educational establishment in the discipline of geography. The overall purpose is to assist in fostering a new awakening in geographical ideas and to stimulate a 'renaissance' in geographical education, teaching and learning in the Commonwealth Caribbean. The course will assist participants to scrutinise their understanding of underpinning theories in geography. It aims to foster and develop the ability to formulate policies. It seeks also to advance Geography as a school subject and as an academic discipline in the Commonwealth Caribbean through research in geography education. It will encourage participants to remedy a shortage of appropriate geography texts for schools by developing skills in evaluating and writing geography text books.

URBAN PLACE AND EDUCATION

COURSE CODE: ED66C
CREDITS: 3
DURATION: 39 HOURS - 1 SEMESTER
SEMESTER: II

Prerequisite: A first degree in geography, social studies, sociology or any related discipline in education or the social sciences

Rationale

This course is designed for professionals: teachers, college lecturers and administrators working in the education system of Jamaica and the wider Caribbean. It aims to provide participants with in-depth knowledge, both theoretical and practical, of the urban environment. The study or knowledge of urban places is an important aspect of Geography and Social Studies at both the CSEC and CAPE levels of the Caribbean Examination Council (CXC). Knowledge of urban places is also important in both the primary and secondary schools' curriculum. Urban places, cities and towns, have greatly but silently influenced social, economic and educational developments of countries. However, not much emphasis is placed on this geographic, spatial and demographic phenomenon. This course will enable participants to better understand the urban environment. It also examines the role urban places have had on social life and on the advancement, practice and development of education.

THE SOCIAL THEORETICAL FOUNDATIONS OF GEOGRAPHY AND SOCIAL STUDIES

COURSE CODE: ED66 D
CREDITS: 3
SEMESTER: 2
DURATION: 39 HOURS - 1 Semester

PREREQUISITE: Geography/Social Studies/Geology 1st degree

Rationale

The course aims to provide practitioners: administrators, teachers and college lecturers of Geography and/or Social Studies Education with the background of theoretical perspectives which underpin their respective disciplines and shape social thinking. Both Geography and Social Studies have borrowed substantially from Social Theory to develop their own theoretical base. The course examines the eclectic nature of both disciplines and expounds on some common areas borrowed from classical as well as contemporary social theory. It particularly considers the upsurge and development of feminist theory in both Geography and Social Studies.

SOCIAL AND CULTURAL GEOGRAPHY

COURSE CODE: ED66E
CREDITS: 3
DURATION: 39 HOURS - 1 Semester
SEMESTER: II

PREREQUISITE: 1st degree in Geography or Social Studies

Rationale

A gap exists in Education for the teaching of Social and Cultural geography at the Higher Education level. Geography at this level in the Caribbean is still steeped in positivism. This course which is designed for teachers, administrators and college lecturers aims to provide a more humanistic approach to the study of geography in a Caribbean context. It aims to make the study of geography more relevant to the Jamaican/Caribbean social and cultural experiences. It examines areas of social and public concern and

The University of the West Indies explores some of the new directions which have occurred in human geography. It adopts alternative theorisation of culture from one limited to text and artefacts to one more amenable to social life. It addresses sensitive issues, ever present in Jamaican and the wider Caribbean society, such as colour, ethnicity, race, crime, poverty. It examines the cultural in a Caribbean context drawing on the new dimensions of culture developed by Stuart Hall.

RURAL SETTLEMENTS, SOCIETY AND EDUCATION

COURSE CODE: ED 66F

CREDITS: 3

SEMESTER: II

DURATION: 39 HOURS - 1 Semester

Rationale

Rural settlements dominate much of the world despite the increase of the urban population. The majority of the world's population still lives in rural areas with the land and rural life continuing to be important to the culture of the society. In the developing or Third World much of the world's land is used for agricultural activities. Jamaica and many of the other countries in the wider Caribbean are essentially rural with agriculture still forming an important part of the economy. Yet the study of the countryside is one of the neglected areas of social, geographical and educational studies. The course aims to bring the study of the rural to the fore. It will enable educational practitioners to ponder the importance of rural areas to social, economic and educational development. It aims to enhance knowledge of the rural both from a contemporary and historical perspective. Examination is made of the continuity and dominance of the rural. Although

emphasis is placed on the Caribbean, the course also places rurality in a global context. The course is both theoretical and practical.

SOCIAL STUDIES EDUCATION

COURSE CODE: ED 66G

CREDITS: 3

SEMESTER: 1

DURATION: 39 HOURS - 1 Semester

PREREQUISITE: 1st degree in Social Studies/Geography

Rationale

Social Studies in a Commonwealth Caribbean context has gone through several changes since its introduction into the educational system in the 1950's. Controversy surrounds its very existence. This course provides a forum for crucial issues to be explored, discussed and debated. The course, by its very nature, reinforces the importance of Social Studies as a school subject as well as an academic discipline in the Commonwealth Caribbean. It advances and develops a platform for Social Studies continuing growth and development in the Commonwealth Caribbean. The course which is designed for educational practitioners: teachers, college lecturers and administrators in Social Studies will provide a base where ideas could be developed and theory and practice explored. The course will examine new areas of content, methodologies, and resources being incorporated into Social Studies to reflect present day experiences of a global world and the realities of living in the 21st century. The course will be theoretical, practical and topical.

Language Education

THE TEACHING OF LITERATURE AT THE PRIMARY LEVEL

COURSE CODE: ED61G

DURATION: 39 HOURS – 1 SEMESTER

CREDIT: 3

Course Description:

An in-depth examination of the literature written for children with a particular emphasis on West Indian literature. An overview of literary theory as it applies to children's literature will lead to an exploration of reader-response theory as practiced in the primary school. Research related to children's literature and activities to promote the use of such literature to further cross-curricular aims will be considered.

THE TEACHING OF LITERATURE AT THE SECONDARY LEVEL

Course Code: ED61 H

Duration: 39 hours

Credits: 3 credits

Length of course: 1 Semester

Rationale

This course will enable teachers to impart an appreciation of literature to students, to develop an insight into novel approaches to the teaching of different literary genres and to foster in-depth and relevant research in the teaching of literature at the secondary level.

Leadership in Early Childhood Development

**ISSUES AND TRENDS IN EARLY CHILDHOOD
DEVELOPMENT IN THE CARIBBEAN**

COURSE CODE: ED60B
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3

Rationale

In the Caribbean context, early childhood professionals at the Masters' degree level frequently work in senior administrative positions providing leaderships in a designated programming area such as managing a day-care centre, training staff or implementing parent programmes. Leadership responsibilities in the ECD field require a broad base of knowledge and skills to effectively support growth and development of ECD systems. Such skills might include project or programme development and implementation, monitoring and assessment of personnel and of programmes, budgeting and financial management, training and human resource development, curriculum development, teaching, advocacy, among others. To hone these skills, the ECD leader must keep abreast of related current issues, trends and developments as these emerge in the fields of early childhood development and leadership. The purpose of this course is to increase the Masters' degree students' knowledge and understanding of the critical issues and influences at the local, regional and international levels, that impact their performance as leaders in child development early childhood programming and implementation and other related areas in the field. Emphasis is placed on new and emerging research

especially from the Caribbean and implications for practice in local and regional contexts.

PROGRAMME MANAGEMENT

COURSE CODE: ED60E
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3

Rationale

Many of the persons who operate in Early Childhood leadership positions graduate to the position because of experience at the field level – caregiver, teacher, nurse and the like – or because they have received advanced training in one of the technical areas related to Early Childhood Development. They have not been exposed to and, for the most part, have limited, unstructured knowledge of the basic concepts and skills required to function as an effective and efficient programme manager.

This course is intended to introduce them to the range of applicable concepts and skills and to provide an opportunity to apply these concepts and skills to practical solutions.

**EARLY CHILDHOOD DEVELOPMENT IN THE
CARIBBEAN CONTEXT**

COURSE CODE: ED68D
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3

Rationale

Recent research has highlighted the importance of child development to social and economic

development of countries. For developing countries, including Caribbean nations, promotion of child development at all levels of society is integral to future development. Promotion of child development requires sound knowledge of theoretical perspectives and the impact that theory, knowledge and practice have made internationally. Promotion of child development in the Caribbean region, however, also requires detailed knowledge of the Caribbean, its culture, its people and their lives and the impact of these on the development of Caribbean children. This course provides future early childhood leaders with the knowledge and skills required to promote and advocate for child development in the Caribbean region.

**TEAM LEADERSHIP, INTERPERSONAL SKILLS AND
COMMUNICATION**

COURSE CODE: ED68E
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3

Course Rationale and Description

The Master of Education, Leadership in Early Childhood development (MELECD) Programme is one component of a capacity building strategy to strengthen the leadership base of the Early Childhood Development (ECD) sector within the Caribbean region. The need for leadership and management training for the ECD sector has been established for some time now. How to meet the challenges of making an effective transition from practising educator or caregiver to institutional leadership can no longer be left to individuals called upon to assume positions of leadership. Increasing attention to the need for effective leadership of the education and day care sectors has converged with

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growing agreement on the critical importance of the early childhood period in providing the foundation for all subsequent levels of the developmental process. The convergence of these two trends means that leadership of the Early Childhood Development Sector is an acknowledged priority. This course in interpersonal skills, communication and advocacy in which leaders will be required to mobilize internal and external resources and engage them in the team approach to the management of the sector.

STRATEGIC MANAGEMENT

COURSE CODE: ED68G/EDEC6807
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3

Rationale

Many practitioners in Early Childhood leadership positions have not been exposed to and for the most part have limited knowledge of management principles and practice, especially in the area of strategic management and structured leadership. This area is especially important given that the Early Childhood sector is an emerging sector, whose eventual fate within the Caribbean socio-economic framework will be determined by the extent to which to which it can be appropriately positioned in these early years.

Literacy Studies

ASSESSMENT OF LITERACY PERFORMANCE

COURSE CODE: ED66K
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3

Pre-requisites: ED26E or equivalent

Description of Course

This course examines different framework for assessing literacy and develops a particular framework with the view of guiding participants to integrate literacy assessment and instruction. Given the diversity in the classrooms, different methodologies will be used to assess individuals and small groups. In addition, the course will critically explore Language Arts curricular and national literacy assessment programmes, which are currently being used in Jamaican schools.

Overall, the experience will provide guidance towards developing participants' skill and confidence to manage assessment-based literacy classrooms and assessment issues beyond the classroom.

Rationale:

This course will facilitate Language Arts/Literacy educators, at different levels of the education system, who have not done advance training in the assessment of literacy. These educators need to have a firm grounding of theories, principles and strategies for integrating instruction and assessment of literacy.

Advanced Research Seminar in Literacy

COURSE CODE: ED66L
DURATION: 39 HOURS - 1 SEMESTER
CREDITS: 3
Pre-requisites: ED60N

Description of Course

The literature on supervising research projects and theses in education (eg. Brause and Mayher, 1991) shows that students greatly benefit from support and individual attention. This course is designed to provide adequate time skill development and for supporting individual and collaborative student projects. It is expected to serve as a culminating course, which prepares students for conducting a carefully designed research project.

Rationale:

This course is designed to guide students towards the final project in their areas of specialization – Literacy Studies. Students ought to be given the type of support that will help them to produce quality work in minimum time.

The Teaching of Writing as Literacy Development II

COURSE CODE: ED66M
DURATION: 39 HOURS – 1 SEMESTER
CREDITS: 3
Pre-requisites: ED26E or equivalent

Rationale:

This course is designed for classroom teachers, teacher trainers and curriculum developers who have leading roles in literacy development. It focuses on theory, research and practice relevant to the teaching of writing. Much emphasis is placed on reading writing connections and it is expected that this emphasis will propel participants to use literacy genres as models in the development of their students' writing skills.

The writing strand of literacy was usually given little attention but it has now become very important for

The University of the West Indies literacy professionals to investigate how writing develops and to develop ways of teaching writing effectively. This course explores distinguished research on the development of writing and the teaching and assessment of writing, which will deepen the participants' understanding and enrich their practices. An important aspect of this course is that participants will get the opportunity to practice in a clinical setting.

Mathematics Education

MATHEMATICAL THINKING AND LEARNING

COURSE CODE: ED62A
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3

Prerequisites: None

Rationale:

Mathematics offers distinctive modes of thought and as such an understanding of the nature of mathematical thinking is central to an understanding of how children learn mathematics. In order to be effective in their respective roles, teachers and teacher educators need to be familiar with classroom practices that provide learners with exciting and meaningful learning experiences that engage the learners in mathematical thinking and facilitate the development of mathematical understanding.

THE MATHEMATICS CURRICULUM

COURSE CODE: ED62B
DURATION: 39 Hours

SEMESTER: 1
CREDITS: 3

Prerequisites: ED62A Mathematical Thinking and Learning

Rationale:

The need for new approaches to curriculum and instruction in Mathematics has become increasingly clear over the last two decades. The Principles and Standards of School Mathematics (2000) emanating from the United States of America, the United Kingdom's National Curriculum: and South Africa's Curriculum 2005, are but three of the international initiatives which have emphasized more student-centred and inquiry based learning in Mathematics. In Jamaica, the Revised Primary Curriculum and the Reform of Secondary Education (ROSE) Mathematics Curriculum, Grades 7-9, are also initiatives which demonstrate recognition of the need for change in the way mathematics is both perceived and taught. The impact on society of various technologies, and in particular the calculator and the computer, has also created a need for mathematics curricula to respond so that their benefit to the overall mathematical development of learners is realized.

In the midst of these reforms, the mathematics educator needs to be aware of the forces that shape and guide curriculum reform, be cognizant of the issues which facilitate or impede the school change process with respect to the mathematics curriculum and must also be able to apply those understandings to the process of curriculum selection or adoption and implementation.

SELECTED TOPICS IN MATHEMATICS EDUCATION

COURSE CODE: ED62C
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3
Prerequisites: ED62A Mathematical Thinking and Learning
ED62B The Mathematics Curriculum

Curriculum

Rationale:

For mathematics educators to be truly effective, it is important that they become critically aware of the issues which surround the teaching and learning of the subject, so that these insights may be used to inform their own practice and the practice of others in the case of teacher educators.

This course is designed so that opportunities are given for participants to address topics of significance and interest to them. The flexible nature of the course will allow participants to study specially selected topics, in depth. In so doing, the course enables students to keep abreast with some of the (sometimes) rapid movement in thinking with respect to philosophical, psychological, sociological and/or pedagogical aspects of the topics considered.

RESEARCH IN MATHEMATICS EDUCATION

COURSE CODE: ED62D
DURATION: 39 Hours
SEMESTER: 1
CREDITS: 3

Prerequisites: ED60N Research Methods

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ED62A Mathematical

Thinking and Learning

ED62B The Mathematics

Curriculum

Rationale:

The process of continuous research in Mathematics Education is central to our understanding of how children learn mathematics. Teachers and Teacher Educators should be familiar with the various techniques and methodologies that facilitate original research in Mathematics Education and should also be equipped to utilize research findings to enhance their teaching. This course is therefore designed to allow teachers to review substantially the current research literature in Mathematics Education.

TECHNOLOGY AND THE TEACHING AND LEARNING OF MATHEMATICS

COURSE CODE: ED62F

DURATION: 39 Hours

SEMESTER: 2

CREDITS: 3

Rationale:

The availability of increasingly powerful calculators and the ever increasing influence of and access to computers are providing both challenges and exciting opportunities for mathematics education. While aids to computation have long been accepted, the power of the calculator raises issues about the skills which are needed by citizens, employees and students at the start of the 21st century. The more recent graphical calculator is now an integral part of many A-level programmes and in some countries there are

signs of them being used at the pre-CXC stage.

Clarity of thinking about the role of calculators and the implications of their use need to precede the development of clear policies to guide teachers and to inform students, parents and others.

Computers offer many possible contributions for the mathematical education of students. Primarily they are a tool for exploring mathematics. With the power to calculate and display which they offer, together with the potential for student control, they can stimulate and challenge thinking. Computers can be used as a teaching aid and increasingly comprehensive software resources allow students to work with minimal input from teachers. However, it is too easy to be seduced by the technology without a thorough examination of the implications of the technology for the curriculum, for the students and for the teacher.

Interest in this field throughout the world has generated a considerable amount of development and research. It is important to consider the issues in a Caribbean context, while benefiting from the experience and lessons learned elsewhere. It is vital that there are professionals in the region who have relevant skills and who are able to take an informed and critical stance towards developments in this fast changing field.

Modern Language (Spanish) Education

THE FOREIGN LANGUAGE CURRICULUM

COURSE CODE: ED65A

CREDITS: 3

DURATION: 39 HOURS

SEMESTER: 1

Rationale

It is important that foreign language educators who obtain training at the graduate level be equipped to make informed decisions concerning second language curricula as well as methodology. They should be able to apply the theoretical knowledge they have acquired to course design and to the evaluation and selection of course materials.

This course highlights the increasing importance of foreign language study in education and aims to identify essential ways of effectively managing the foreign language programme. Critical study of the professional literature will provide the necessary knowledge base.

The course has as its aim to equip foreign language educators with the necessary skills to carry out the objectives mentioned above. It also examines principles and issues in second language teaching methodology, factors affecting second language learning and approaches to language assessment.

EARLY FOREIGN LANGUAGE LEARNING (EFL)

COURSE CODE: ED65B

SEMESTER: 2

DURATION: 39 HOURS

Rationale

Given the stated intention of the Jamaican government and governments in other CARICOM countries, to introduce the teaching of Spanish in primary schools, foreign language educators who obtain training at the graduate level should be

The University of the West Indies equipped to contribute to this endeavour. These educators should be knowledgeable about the theoretical aspects of early foreign language learning and have as well, knowledge of the practical aspects of implementing such a programme.

This course is designed to engage participants in the study of selected aspects of EFLL, to stimulate their interest in the field and to equip them to contribute to the implementation of foreign language study at the primary levels of the education system.

TRENDS, ISSUES AND RESEARCH IN MODERN/WORLD LANGUAGE EDUCATION

COURSE CODE: ED65D/EDML6504
CREDITS: 4
DURATION: 52 HOURS
SEMESTER: 1

Rationale

The purpose of this course is to make participants aware of research that has been undertaken into modern language teaching and learning, both internationally and locally. The course will also sensitise participants to the issues that affect modern language education and the current trends that hold sway in this discipline. Participants will lead seminars on topics they have selected and will independently use the Internet and library facilities to access the required information. It is expected that the research activities and the knowledge acquired will motivate participants to pursue further research into areas of interest.

Primary Education

LITERACY THEORY, POLICY & PRACTICE AT THE PRIMARY LEVEL

COURSE CODE: ED68A
DURATION: 39 HOURS (one semester)
CREDITS: 3

Overview

This course focuses on literacy perspectives and theory, literacy processes and effective instruction within those processes and the literacy/reading curriculum. Three dimensions of literacy are considered: a) theoretical perspectives on the reading process, b) national policies influencing literacy programmes, and c) the teaching of literacy. There is a particular emphasis on pedagogy and research on literacy in Jamaica.

LANGUAGE ARTS AND LITERACY ACROSS THE PRIMARY CURRICULUM

COURSE CODE: ED68B
DURATION: 39 HOURS (one semester)
CREDITS: 3

Overview

In this course we will explore the relationship between language and learning with the goal of developing teaching practices that involve students with diverse linguistic backgrounds in using language as both a symbolic system and a tool for understanding and construction meaning about a topic of study in a meaningful context. As well, we will explore how language/literacy may take on different forms and functions in different social contexts or academic disciplines where students engage in reading and writing. These socially influenced ways of using language (reading, writing, talking) reflect valued ways of knowing within a given academic discipline or school subject. The kinds of reading and writing activities that the classroom teacher provides the students communicates to them a clear message about the type and quality of thinking that is valued and that they are encouraged to practice.

Our inquiry will provide insight into how to develop supportive instructional practices designed to meet the needs of readers and writers and which will enable students to develop positive identities in connection with reading and writing.

ED61G See course description under Language Education course listing above

Science Education

Trends in Curriculum Development in Science Education

COURSE CODE: ED64A
CREDITS: 3
DURATION: 39 hours
SEMETER: 1

Rationale

Prior to the "golden-age" of the worldwide science curriculum reform, which started in the USA and Britain in the late 1950s and continued till the early 1970s, secondary science education in the western world emphasized knowledge acquisition. On the other hand, most of the secondary science curricula developed during this reform period - and up till today - also prioritized conceptual learning of abstract system of scientific knowledge cushioned with laboratory/science process skills.

About the end of the 1960s, there was increasing evidence that many secondary science students had a bad image of science. Moreover, partly, because of its social, esoteric and academic flavours, many students were not doing well in science and were turning away from the subject.

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In order to make science more relevant to societal needs and encourage more students to study it, attempts have been made since the 1970s to introduce science curricula targeted on social concerns into schools in many parts of the world. The efforts being made have led to a movement towards "science for all" curriculum, a re-emphasis of integration and interdisciplinarity in science teaching, science, technology and society (STS) curricula, as well as a focus on the issues of values in science education. One of the dominant goals of the STS curricula is the development of critical thinking skills in students to enable them to engage in decision-making process in school and out-of-school activities. Despite the lessons learnt from the gaps in the science curriculum reform efforts of the 1960s, there are still recurrent dilemmas amidst the current/new directions in science education.

As in other parts of the world, efforts are being made in the Caribbean to make science education relevant to societal needs. Hence, science teachers in the region - especially the teacher trainers - need to be conversant with and knowledgeable about the major global trends and dilemmas in science education and how these have impacted science curriculum development in the Caribbean.

Learning and Teaching in Science

COURSE CODE: ED64B
CREDITS: 3
DURATION: 39 hours
SEMESTER: 2

Rationale

Research in recent years has demonstrated the connections between the philosophies of science, learning theories and teaching methodologies. The central importance of the scientist in the creation of scientific theories has been widely recognized. There has also been an adoption of cognitive perspectives in many educational research programmes concerning learning and the importance of the learner in the teaching of science has been highlighted.

There is now also widespread international interest in the possible uses of the history and philosophy of science in science teaching in order to promote greater appreciation of the nature of science, improve comprehension of science concepts and to demonstrate the cultural and humanistic aspects of science amongst other aims. Some appreciation of these trends is evidenced by the introduction of aspects of the history of physics in the Caribbean Examinations Council (CXC) physics syllabus (although there is anecdotal evidence that its worth is not accepted by many teachers).

MEASUREMENT AND ASSESSMENT IN SCIENCE EDUCATION

COURSE CODE: ED64C
DURATION: 39 Hours
CREDITS: 3

Rationale

Kempa (1986) points out that examinations and assessments serve a range of different functions.

These may include the:

- evaluation of the attainment of students at the end of a course of study
- diagnosis of student's learning difficulties

- monitoring student progress, including SBA
- estimation of student's aptitudes
- selection of students for further education
- maintenance of educational standards

Examinations and assessment thus exert a considerable influence on both the content and methodology of the teaching/learning experiences in the classroom.

Regionally the Caribbean Examinations Council has opted for criterion referenced modes of assessment, profiles and a range of examination formats including school based assessment in most subjects. These examinations are significant as they are used to evaluate students' performance at the end of a course of study and are used for selection to higher education.

More recently, a body of research into the issue of assessment for learning has taken on substantial prominence. Assessment for learning is now considered to be critical to classroom practice as it focuses on using assessment as a tool for helping students to learn and enabling teachers to more closely monitor students' progress in the classroom. Research in this area points to the fact that significant learning gains can be made by students when the principles of assessment for learning strategies are incorporated into classroom practice.

Science educators in the region need to be aware of the trends of assessment in science education, to understand the bases for reliable and valid assessment and to be able to relate such issues to classroom strategies and methodologies and prepare students for high-stakes examinations.

ENVIRONMENTAL EDUCATION

COURSE CODE: ED64D
CREDITS: 3
DURATION: 39 Hours - 1 SEMESTER
PRE-REQUISITES: NONE

Description of the Course

This is one of the specialist courses in the M. Ed. Science Education Programme and can be taken as an elective by students in any other M. Ed. Programme since environmental education has cross-disciplinary application.

The course consists of the following themes:

Definitions, history and development of Environmental Education (EE)
Theory and research in EE
The Jamaican environment
Structure and practice in EE
Teaching and learning in EE

Rationale for the Course

At a very pragmatic level, the combination of a limited and fragile marine ecosystem, and the heavy resource demand of our main means of livelihood – tourism, agriculture, fishing, mining – make it particularly important that the people of the region become committed to the care and protection of the resource base.

The intention of Environmental Education (EE) is to revolutionize the human concept of development

and growth through the cultivation of an ethic that regards the environment as a charge to be cared and protected, even as human beings seek to satisfy their need for food, shelter, clothing, economic and recreational and intellectual advancement.

Fostering such an ethic can only be accomplished through education, since value systems cannot be imposed but have to evolve from within. This puts a special onus on all teachers, but especially on education administrators and those who have to prepare other teachers for spreading the tenets of environmental education by fostering knowledge, skills, attitudes and values required for environmental responsibility.

ISSUES, READINGS AND RESEARCH IN SCIENCE EDUCATION

COURSE CODE: ED64E
DURATION: 52 Hours - 1 Semester
CREDITS: 4
PREQUISITES: ED60N or ED60X

Rationale:

The purpose of this course is to expose participants to research related to the teaching and learning of science in order that they develop critical awareness and a comprehensive understanding of the research being conducted in science education and the issues that arise from these research efforts. This exposure to research done regionally and internationally will help participants to develop an awareness of the gaps in science education research. Participants should therefore be able to identify suitable areas of interest and need for further research and they contemplate the M.Ed. research project.

The course is designed so that participants will draw from knowledge obtained in previous courses in research methodologies to analyze and critically appraise research being examined. There will be some amount of flexibility to allow participants to address issues that are of interest to them.

Teacher Education

INSIDE CLASSROOMS

COURSE CODE: ED60T
DURATION: 39 HOURS
LENGTH OF COURSE: 1 SEMESTER
CREDIT: 2

Description of Course

This course is designed to get experienced teachers reacquainted with classrooms from new and different perspectives, and to allow them to develop new concepts for examining and understanding classrooms as places for teaching and learning. Participants will discuss these concepts, gaining insight into the teacher's and students' perspectives, the complexities of classroom life, and features of learning oriented classrooms. The course is organized around three main topics/issues/questions related to teaching and creating learning oriented classroom. These are:

What meaning does teaching have for teachers?
What are some current theoretical perspectives on teaching and learning?
How do we create good classroom environments?

Participants will be expected to draw on and share their experiences of teaching and of being a teacher/teacher educator and to draw on their theoretical knowledge related to teaching, learning and curriculum. The course draws on various accounts of and theoretical perspectives on teaching, each of which places teaching in a social/cultural and historical perspective.

This is not a course on how to teach, on alternative teaching methods, on learning theories or on principles of teaching, though the origins and effects of all these may form part of the inquiry. Participants will be expected to draw on and share their experiences of teaching and of being a teacher / teacher educator and to draw on their theoretical knowledge related to teaching, learning and curriculum. Collaborative learning will be an important part of the course.

Theory and Practice of Teacher Education

COURSE CODE: ED60Y
DURATION: 39 hours
CREDIT: 3

Description of Course

This is one of three required courses in The M.Ed in Teacher Education Programme - a programme designed for teachers colleges lecturers and other teachers at the tertiary level. The course is organized around four topics/issues/questions in teacher education. These are:

1. What makes for effectiveness in teaching (what do we prepare teachers to do?)

2. How do teachers learn to teach to teach?
3. How should you prepare teachers? (what should be included in the curriculum of teacher education)
4. How do teachers develop and maintain expertise in teaching (how do we maintain teaching quality after teachers have graduated from initial teacher education)

Participants will be expected to draw on and share their experiences of teaching and of being a teacher/teacher educator and to draw on their theoretical knowledge related to teaching, learning and curriculum. They will also compare existing programmes with what can be implied from theory and research. Collaborative learning will be a strategy used in the course.

Rationale for the course

This course is intended for teachers' college lecturers who typically have not received preparation for their role as teacher educators. The course is offered on the assumption that college lecturers ought to be guided by theories, research or principles which can inform their practice or shape their ideals.

ADULT LEARNING METHODS AND TEACHING STRATEGIES

COURSE CODE: ED 60P
DURATION: 39 HOURS
LENGTH OF COURSE: 1 SEMESTER
CREDIT: 3

Rationale:

The current directions in the demand for education derive primarily from the impact of globalization, of access to the sophistications of an ever-developing technology, and of the call for sustainable development. They require the preparation of educators who can be effective in the less traditional settings of the educational enterprise. Further, the educational enterprise of these times is required to target a wide range of clients.

This course is designed to help participants examine from the perspective of their own context, the current definitions of the newer clients, relevant concepts of learning, and the principles of engaging the learning process and mechanism in the needed development of these newer clients.

Course description:

The Course is described in terms of the answers it explores in the following areas of focus:

- ◆ Clients of the modern educational enterprise – possible definitions, dimensions relevant to the definitions/ descriptions, relevance and implications of cultural differences and variations to the definitions.
- ◆ Process of learning and attendant mechanism – the nature and function of learning and routes in learning.
- ◆ The clients, the process of learning, and the educational enterprise in the context of globalization, technological development, and sustainable development, local, regional and international expressions of these interactions.

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- ♦ Strategies and approaches as routes to meeting the demands of the interactions – principles of structure and selection, assessment of achievement, and information from ‘best practice’.

ELECTIVES

LITERATURE AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

COURSE CODE: ED61I
CREDITS: 3
DURATION: 39 HOURS

Pre-requisites: None [A background in Literature would be useful]

Rationale

Given the urgency and necessity for students to become more aware of our social, ecological and economic inter-dependence and to develop attitudes and values needed to sustain our world, this course helps students engage critically with sustainable development issues. It also provides an opportunity for students to reflect on and clarify for themselves

the concept of ‘sustainability’ as various definitions of sustainable development are examined. The course, itself a model for integrating sustainable development issues into major disciplines, allows students to understand how ESD may be introduced across the curriculum.

Moreover, literature with its emphasis on the study of human behaviour in various contexts and on ethics/morals gives students a window for examining ways in which their lives contribute to a sustainable world. Additionally, the course provides a basis for students’ critical reflection on and development of an ethics of environment, economic and social responsibility for their individual and professional lives.

INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION

COURSE CODEED60W/EDRS6023DURATION:
39 Hours - 1 SEMESTER

CREDITS: 3

Pre-requisite: None

Rationale for Course

Students in the M.Ed. program are required to conduct research on some aspect of education or schooling. Since students have a wide range of research interests and research goals and may wish to conduct their research in a variety of settings, it is important that they be equipped with the methods appropriate for their research goals and topic. This course presents an introduction to research methods within the qualitative research paradigm. It is a pre-requisite to the course *Qualitative Research Methods in Education*.

Course Description

This course introduces students to the theory and methods of conducting qualitative research in schools and other educational settings. Qualitative research includes a variety of approaches such as ethnography, case study, life history, grounded theory, phenomenology. Students will also be introduced to Action Research. This course will introduce students to the assumptions underlying research methods and the research techniques used in the qualitative tradition. It will equip students to design, implement and report on a small scale qualitative research project.

EXAMINATION

All coursework assignments must be handed in within the deadlines approved by the Faculty Sub-Committee on Graduate Studies. Extensions may be granted in exceptional circumstances subject to the clause below.

All coursework assignments, must be submitted before the first day of the written, invigilated examinations.

The grading scheme is as follows:

Grade A	-	70%	to	100%	Distinction
Grade B+	-	60%	to	69%	Pass
Grade B-		50%	to	59%	Pass
Below		50%			Fail

In order to be successful in a course in which coursework is required, a candidate is required at the first attempt to earn a passing grade (B) on the coursework, and also in the written papers.

Candidates failing to get a B grade in only one part of the examination, EITHER coursework OR the written papers, need only repeat at the second attempt the portion of the examination failed.

In all courses with a coursework component, final grades will be arrived at as follows:

The average obtained on coursework will count as 40 percent of the final mark, and the written papers as 60 percent, unless otherwise approved by the Board for Graduate Studies.

Candidates registered in a course to be examined by coursework and/or written papers may not withdraw from the course later than the date specified except by special permission from the Board of Graduate Studies. Candidates who are absent

Additional Information/Notes

from any part of the examination, or who fail to submit coursework by the deadline without written permission from the Examination Co-ordinator, will be recorded as failed.

No candidate will be permitted to repeat the examination in any one course on more than one occasion.

Coursework is internally examined by two (2) examiners. The end of semester examinations, theses and projects are marked both internally and externally. To be successful in a course, you are required to pass both the coursework and end of semester examinations.

A candidate who fails 50 percent or more than 50 percent of the courses taken during the academic year or who fails a course twice will be asked to withdraw from the Master's programme.

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MASTER OF ARTS IN TEACHING (M.A.T.)

STRUCTURE OF PROGRAMME

1.0 Rationale for the Master of Arts in Teaching (M.A.T.)

In the upper levels of the secondary school system as well as in post-secondary, tertiary level and higher education institutions there are many teachers/lecturers who hold first degrees, and in some instances, higher education credentials but have no professional training for teaching. In the non-formal and private education sectors there are also many graduates involved in the training of adults and are desirous of formal training to increase their efficiency and effectiveness in programme delivery.

Designed to suit the varying needs for training in the formal, non-formal and private education sectors, this programme has three tracks.

TRACK 1

For the training of teachers who will prepare students at the secondary level for CAPE and Advanced level examinations. Often this includes persons who are entering teaching for the first time.

TRACK 2

For the preparation of teachers in post-secondary institutions, Teachers Colleges and Universities.

TRACK 3

This caters to persons who are desirous of obtaining a general teaching qualification. These persons should normally have responsibilities for training in their places. Candidates must be employed in an institution that will facilitate an internship.

The programme is based on the premise that all teaching and training activities are designed to bring about change and that teachers and trainers should therefore be able to function as effective agents of change empowered with skills for self-evaluation and transformation.

2.0 Qualifications for Admission

To be eligible for admissions, applicants must:

i. have a first class or a second class degree (at least lower second or its equivalent) from an approved university.

OR

have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First degree as in (i).

Satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses.

Candidates with a first degree and a Minor in Education may apply for this programme and may seek exemptions and credit.

3.0 Aims

The programme is designed to prepare participants who will be able to:

Prepare students for CSEC, CAPE and Advanced Level examinations in an area of specialisation. Prepare trained teachers for all levels of the school System.

Employ appropriate methodologies for teaching post-secondary and tertiary level students, as well as those in Higher Education.

Deliver general training programmes to suit the needs of a varied clientele.

4.0 Length of programme

The M.A.T. is a flexible delivery programme offered by part time and full time study.

Full Time

This programme shall normally extend over a minimum of four semesters.

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A full time student shall normally register for not more than sixteen and not less than twelve credits per semester.

Part Time

This programme shall normally extend over a minimum of four semesters, and two summers and a maximum of twelve semesters.

A part time student shall normally register for a minimum of six credits and a maximum of nine credits per semester.

The programme in either case begins in June.

The programme is designed so that on successful completion of PART 1, participants who wish to terminate may be awarded a Postgraduate Diploma in Education. For those who proceed further, successful completion of PART 2 will lead to the award of the Master of Arts in Teaching.

Candidates may apply for the following:

The MAT Part 1 by full time study. Candidates are advised to check the website of the Ministry of Education to see if any scholarships are available.

- ii. The MAT by full time or part time study.
- iii. The MAT Part 2 by full time or part time study. Applicants must already have the Postgraduate Diploma in Education and have satisfied the conditions in 6.1.

All part time programmes are self-financed.

Candidates must state the track for which they are applying and the area of the specialisation.

5.0 Programme Content

The programme normally consists of a minimum of forty six credits and prepares candidates for both general teaching and studies which focus on one area of specialisation with credits distributed as follows:

A. Theory of Education

- a) A minimum of sixteen (16) credits in the Foundations of Education and Educational Theory, including research methodology;
- b) A minimum of eighteen (18) credits in a professional specialisation or general area.

B. Practice of Education (Internship (3 credits)

C. Research into Teaching (9 credits) comprising:

- a) Enquiry into teaching (3 credits)
- b) Research Project in Teaching (6 credits)

A professional option may specify a required combination of courses in the Theory of Education.

6.0 Programme Structure

Programme Structure (Part time): Track 1 (T1), Track 2 (T2), Track3 (T3) Leading to Award of Postgraduate Diploma in Education

	Courses	Credits
Summer (1)	EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (T1)	3
	ED60P/EDAE6016Adult Learning Methods and Teaching Strategies (T2,T3)	3
	EDPH5001: Overview of the Foundations of Education (T1)	4
	ED67J/EDPH6710: Seminar on Issues in Caribbean Education (T2/3)	4

Semester

1	2 Courses in Area of Specialisation (T1,T2) Or 2General courses (T3)	6
2	2 courses in Area of specialisation (T1, T2) or 2 General courses (T3) EDTL5001 Internship EDTL5002 Enquiry into Teaching	6 3 3
	Total	25

Programme Structure (part time): Track 1(T1), Track 2 (T2), Track 3 (T3)
Leading to award of MA Teaching

	Courses	Credits
Summer 2	ED69A/EDRS6901: Action Research in Higher Education OR ED60N EDRS6014: Research Methods # (T1,T2,T3)	¾
	ED69C/EDFA/6903: Trends and Issues in Higher Education (T1,T2,T3)	3

1	1 Course in Area of Specialisation (T1,T2) Or 1 General course (T3) EDME6022: The Assessment of Teaching and Learning (T1,T2,T3)	3 3
2	1 Course in Area of Specialisation (T1,T2) Or 1 General course (T3) EDTL6002 Research Project in Teaching (T1,T2,T3)	3 6
	Total	21/22

6.1 Specialisations offered for Tracks 1 & 2 are:

- Language Education
- Science Education
- History Education
- Mathematics Education
- Computer Science / Information Technology
- Modern Foreign Language (Spanish)

All specialisations may not be available every year.

- 6.2 On successful completion of 25 credits as stipulated in (6), a candidate may opt to terminate with the award of the Post Graduate Diploma in Education. To proceed to the M.A in Teaching, a candidate must normally have attained at least a B+ average.
- 6.3 Candidates with a first degree and a Minor in Education with no course below a B grade will be granted exemption and credit for three courses (9 credits). Candidates must provide proof of grades received and apply for exemption. To qualify for the award of the Post Graduate Diploma in Education, they will need to do the Internship and Enquiry into Teaching, Principles and Methods in Teaching in the Secondary School, Seminar on issues in education and one (1) course in the area of specialisation (a total of 16 credits).
- 6.4 Candidates who have successfully completed the M.A. in Teaching are eligible for consideration for entry to the MPhil/PhD degree. They may be required to do up to an additional nine (9) credits, depending on the area of specialisation chosen.

HISTORY EDUCATION

The History Education specialisation is designed to provide professional training for

practising pre-trained graduate teachers or graduates desirous of entering the teaching profession. The programme provides participants with a core of experience in the theory and practice of education with special courses catering to the training needs of teachers of history. It is expected that the programme will stimulate the desire to acquire further knowledge and skills in the discipline on an ongoing basis.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1—Specialisation (6 credits)

ED59E/EDHE5905: Understanding the Process of Historical Inquiry (3 credits)

ED59G/EDHE5907: Learning to Teach History in the Secondary School (3 credits)

Semester 2—Specialisation (9 credits)

ED59F/EDHE5906: Curriculum Development in History (3 credits)

ED59L/EDHE5912: Selecting Methods and Resources for Instruction in Caribbean and World History (3 credits)

ED59P/EDTL5001: Internship (3 credits)

Summer 2 (3 credits)

EDTL5002: Enquiry into Teaching (3 credits)

MATHEMATICS EDUCATION

Mathematics is a subject which is generally regarded as being very important within the curriculum both for its significance in gaining entry to employment and further/higher education and for its use in other school subjects. Regrettably it is a

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subject in which students consistently perform poorly in national examinations. This is a real challenge for those entering teaching, who are amongst the relatively successful students in the subject. A vision of the subject's power and beauty together with its utility provides a strong starting point for thinking about teaching mathematics to students in school. We shall look at the ideas and practice of others, we will share our thinking and experience and work to develop our own understanding of teaching and of course, our skills in the classroom.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1—Specialisation (6 credits)

ED52M/EDME5213: Understanding How Children Learn Mathematics (3 credits).

ED52N/EDME5214: Investigating the Nature of Mathematics (3 credits).

Semester 2—Specialisation (9 credits)

ED52E/EDME5205: Teaching Mathematics in Grades 10-13 (3 credits).

ED52Q/EDME5217: The Teaching of Mathematics (3 credits).

ED52P/EDTL5001: Internship (3 credits)

Summer 2 (3 credits)

ED52S/EDTL5002: Enquiry into Teaching (3 credits)

LANGUAGE EDUCATION: ENGLISH

We live in a dynamic language environment where many different voices can be heard. Language issues are constantly and hotly debated. We note, however, the dissatisfaction

with examination results at all levels. There is a need for dynamic teachers of English who can respond creatively to the challenges of the moment. This option is for those who either want to embark on a career in English teaching or who, after some teaching experience, are ready to reflect on what they can further offer in the classroom. We concentrate on secondary English teaching, which ranges from Grade 7/Form 1 to the CSEC level. Some of the content which forms the knowledge base of the courses can be used for CAPE teaching.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits).

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1—Specialisation (6 credits)

ED51F/EDLA5106: Language Use Content of the Teaching of English (3 credits).

ED51C/EDLA5103: Literature Content & Pedagogy at the Secondary and Post-Secondary Levels (3 credits).

Semester 2—Specialisation (9 credits)

ED51J/EDLA5110: Writing in the Secondary School (3 credits).

OR

ED51I/EDLA5109: Key Factors in English Language Curriculum in the Caribbean (6 credits—Year Long).

(It is recommended that candidates do both courses)

ED51P/EDTL5001: Internship (3 credits)

Summer 2: (3 credits)

LANGUAGE EDUCATION: MODERN FOREIGN LANGUAGES

Contemporary views on modern foreign-language education reflect a focus on the acquisition of language for the purpose of **communication**, thus overshadowing the once popular traditional approach which emphasized **knowledge about** the language. Fundamentally, a living language, such as the modern foreign language, is perceived primarily as a means by which persons **use** the language to exchange ideas and feelings among themselves, thereby opening a gateway to opportunities and activities which otherwise would have remained closed. The growing importance of the foreign language as a means of communication can be linked to the shrinking of the globe through social, economic and political interactions which necessitate competence in more than one's natural language.

The communication goal invites us to examine in our study the nature of language and how it is acquired in its natural setting, to find clues which may assist us in our re-conceptualization and re-formulation of foreign-language classroom teaching and learning. Foreign-language pedagogy is a very fertile field. It encourages the active contribution of the classroom teacher to its further development through the exploration of the literature, critical thinking, practice and reflection.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1—Specialisation (6 credits)

ED55D/EDML5504: Theories & Skills in Modern Language Teaching (3 credits).

ED55J/EDML5510: Teaching the CSEC Spanish Syllabus (3 credits).

Semester 2—Specialisation (9 credits)

ED55K/EDML5509: Technologies in Foreign Language Education (3 credits).

ED55M/EDML5513: Culture in Modern Language Teaching/ Learning (3 credits).

ED55P/EDTL5001: Internship (3 credits).

Summer 2 (3 credits)

ED55S/EDTL5002: Enquiry into Teaching (3 credits)

SCIENCE EDUCATION

The science education component of the Diploma in Education programme is designed to help teachers to reflect on improving in their classroom practices. There is much evidence to suggest that as we reflect on what we do as science teachers, we will become better at teaching science. In this regard a number of courses spanning the pedagogical and the epistemological issues of science teaching are offered.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits).

Semester 1—Specialisation (6 credits)

ED54J/EDSC5410: The Sociology of Science Teaching (3 credits)

ED54E/EDSC5405: Psychology of Science Teaching (3 credits)

Semester 2—Specialisation (9 credits)

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ED54C/EDSC5403: Curriculum Development in Science (3 credits)

ED54K/EDSC5411: History of Science & Science Teaching. (3 credits)

ED54P/EDTL5001: Internship (3 credits)

Summer 2

ED54S/EDTL5002: Enquiry into Teaching (3 credits)

INFORMATION TECHNOLOGY

No. of Credits: 25

Rationale

The programme is designed for graduates who have earned a non-education Bachelors' of Science degree in Computer Science or Computer studies and who have been teaching at the CXC and CAPE levels as pre-trained graduates.

The main purpose of the programme is to provide teacher training for the candidates entering the programme. The graduates of this programme will be equipped to train students to succeed at the Caribbean Examination Council's Technical, General Proficiency and CAPE level examinations. It will also equip them to become instructional leaders in the field of Information Technology.

Aims

- To increase the number of competent Information Technology teachers in education sector.
- To develop in the candidates a sound knowledge base of the theories of teaching and learning.

- To provide these candidates with an opportunity to undertake research related to the information technology environment.

- To help the candidates to understand their roles in the education of children in the information age.

Summer 1 (7 credits)

ED50Z/EDTL5000: Principles and Methods of Teaching and Assessment in Secondary Schools (3 credits)

ED50X/EDPH5001: Overview of Foundations of Education (4 credits)

Semester 1—Specialisation (6 credits)

ED58Y/EDIT5003: Coursework Assessment in Information Technology Programmes (3 credits).

ED58Z/EDIT5004: Approaches to Teaching and Learning Information Technology (3 credits).

Semester 2—Specialisation (9 credits)

ED58W/EDIT5823: Networks and Education (3 credits).

ED58X/EDIT5824: Information Technology in Education (3 credits)

ED50P/EDTL5001: Internship (3 credits)

Summer 2, (3 credits)

ED50S/EDTL5002: Enquiry into Teaching

Part 2 - Leading to the Award of Master of Arts in Teaching

Courses**Summer 2 (7 credits)**

ED69A/EDRS6901: Action Research in Higher Education (4 credits)

OR

ED60N/ EDRS6014: Research Methods (T1, T2, T3) (3 credits)

ED69C/EDFA6903: Trends and Issues in Higher Education (T1, T2, T3) (3 credits)

Semester 1

1 Course in Area of Specialisation (T1, T2) (3 credits)

Or

1 General course (T3)

EDME6022: The Assessment of Teaching and Learning (T1, T2, T3) (3 credits)

Semester 2

1 Course in Area of Specialisation (T1, T2) (3 credits)

Or

1 General course (T3)

EDTL6002: Research Project in Teaching (T1, T2, T3) (3 credits)

Courses in Areas of Specialisation leading to the Award of the Master of Arts in Teaching - Part 2

Language Education: English

Credits

ED61K/EDLA6111

Approaches to Language Learning

4

and Teaching in a Creole Context

AND

ED61H/EDLA6108

Secondary level

The Teaching of Literature at the

3

OR

ED61F/EDLA6106

Teaching of Writing

3

Language Education: Modern Foreign Language**TWO of the following:**

ED65A/EDML6501

The Foreign Language Curriculum

3

ED65B/EDML6502

Early Foreign Language Learning

3

ED65D/EDML6504

Trends, Issues and Research in Modern/
World Language Education

4

Science Education

ED64E/EDSC6405

Issues, Readings and Research in Science
Education

4

ED64C/EDSC6403

AND ONE of the following:
Measurement and Assessment in Science
Education

3

ED64B/EDSC6402

Learning and Teaching in Science

3

ED64A/EDSC6401

Trends in Curriculum Development in
Education

3

Mathematics Education

ED62A/EDME6201

Mathematical Thinking and Learning

3

ED62B/EDME6202

Mathematics Curriculum

3

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Information Technology

EDIT 6001	Courseware Design	3
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EDIT6002	Implications of IT in Education	3
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History Education

EDHE6901	Issues in and approaches to the	
	Teaching of History	3

ED66A/EDSS6608:	Education and Citizenship	3
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CONTENT OF COURSES

Title: Principles and Methods of Teaching and Assessment in Secondary Schools
Code: EDTL 5000
Level: 6
Credits: 3

This course examines general principles in teaching and explores a variety of methods appropriate for use with children of varying levels of ability at the secondary level. It also provides an introduction to the assessment of learning at the secondary level.

Title: Overview of the Foundations of Education
Code: EDPH5001
Level: 6
Credits: 4

This course examines the philosophical, psychological and sociological foundations of education.

Title: The Assessment of Teaching and Learning
Code: EDTL 6022
Level: 6
Credits: 3

This course develops skills in the construction of tests and the use of various assessment techniques appropriate for different disciplines. It also examines different approaches to the assessment of teaching.

Title: Adult Learning Methods and Teaching Strategies
Code: ED60P/EDAE6016
Level: 6

Credits: 3
This course examines appropriate methods, strategies and processes for use in the teaching of adolescents and adults. It includes the development of skills in incorporating the use of technology in teaching.

Title: Action Research in Higher Education
Code: ED69A/EDRS6901

Level: 6
Credits: 4
This course provides an introduction to research undertaken by practitioners to solve problems in their own local practical problems with a view to improving their practice.

Title: Trends and Issues in Higher Education
Code: ED69C/EDFA6903
Level: 6
Credits: 3

This course explores the dynamic interplay of forces which shape education at the tertiary level as well as the various institutions and organisations which

influence decision-making and moral, ethical and quality issues which face tertiary level institutions globally.

Title: Seminar on Issues in Caribbean Education
Code: ED67J/EDPH6710
Level: 6
Credits: 4

This course provides an opportunity for students to study selected major issues in education. Emphasis will be on theoretical understanding. The course will cover areas including the following:

- inclusive education
- children at risk
- gender and education
- globalization and education
- HIV/AIDS and its impact on education
- conflict resolution

COURSES IN AREA OF SPECIALISATION

A total of 18 credits in an area of specialisation will be done. Twelve (12) credits will be required for the diploma phase and the remaining 6 credits for those who wish to proceed to the M.A in Teaching. The courses will focus on methods of teaching appropriate for the area of specialisation. It will also focus on the use of appropriate assessment techniques and the integration of technology in teaching and learning.

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Title: Internship

Code: EDTL 5001

Level: 6

Credits: 3

This course is flexibly designed to cater to the training needs of students who enter with no teaching experience at all and to those who may have been teaching for several years without formal training. Depending on the training need, modalities employed will include conducting workshops for trainees, evaluation of a learning intervention developed by the student, to a master teacher/trainee apprentice model involving internship in an educational/training institution. Participants in Track 1 will be required to be observed over 10-12 weeks in a secondary school and those in tracks 2 and 3 will be observed over the same period in an educational/training institution. In all cases periodic demonstration of teaching ability will be required, so that continuous placement in an institution may not be necessary.

Title: Enquiry into teaching

Code: EDTL5002

Level: 6

Credits: 3

This is an outgrowth of the internship, and is reflective in nature. It provides an opportunity for the teacher to reflect on his/her actions, to examine critically strongly held beliefs, assumptions and ideas about teaching and learning and to deliberate the learners' perspectives on the teaching/learning experience. This process of reflection and self evaluation empowers the teacher to take responsibility for improving his/her practice as well as to enhance theoretical understanding. A variety of ways of representing the experience is encouraged; for example in the form of a reflective journal, a log or portfolio with video, or a written study.

Title: Research Project in Teaching

Code: EDRS 6001

Level: 6

Credits: 6

Participants will be required to conduct a systematic enquiry into some aspect of teaching which demonstrates knowledge of the literature related to the problem or aspect and an ability to analyse and critically comment on the literature. Action research or an experiment in teaching which includes an assessment of the effectiveness of the method, technique or programme are encouraged, but participants may also do survey research, case studies and evaluation of curricula. The maximum

length of the Research Project is 18,000 words, (approx. 75 pages).

POSTGRADUATE DIPLOMA IN EDUCATIONAL ADMINISTRATION

Rationale

The current thrust across the Caribbean is to transform the education system and raise achievement at all levels. The upgrading of teachers has been one part of that process. Another important area in the transformation process is the quality of leadership in schools. It requires attention to the effective management and leadership for school improvement. This has been confirmed by the Task Force in Jamaica (2004) which also identified school improvement through effective leadership as a major component. The competence of principals, vice principals, and other types and levels of administrators must therefore be upgraded in order to respond to the new needs of the system. In addition, new administrators must be trained in accordance with the requirements of the transformed education system.

The Ministry of Education in Jamaica has requested this programme for training its secondary school principals. Other Ministries of Education in the Caribbean are seeking a programme like this as a key mechanism to train their principals.

Overview of Programme

It is designed as an introduction to the world of Educational Administration for those who are embarking on the professional route of school management without the necessary theoretical and practical support. This programme is designed to equip school administrators with the knowledge, skills and dispositions to meet the challenges of the Caribbean, and particularly, the Jamaican education system

Programme Requirements

The programme requires eight courses of three credits each to include a Practicum and a research project. This diploma allows for easy transfer to the Educational Administration specialisation of the Master of Education.

AIMS AND OBJECTIVES OF THE PROGRAMME

The underlying assumption of the programme is that the effectiveness of any organization is dependent on the quality of its management team and that training is essential for quality.

The aims of the programme include the following:

1. To enhance the current thrust to transform the education system in Jamaica, by providing quality leadership to lead the transformation;
2. To widen the vision and experience of administrators in order that they can better understand their management and leadership roles in improving school performance;
3. To provide a theoretical and philosophical framework for the practice of effective administration;
4. To develop competencies consistent with participants' administrative roles and acquire knowledge and understanding relevant to the local, regional and global environment;
5. To bring a critical focus to a study of the legal and professional framework of relevant educational systems;
6. To provide the opportunity to undertake research relating directly to their own professional working environment.

Qualifications for Admission

1. To be eligible for admission, applicants must: (i) have a first class or a second class degree (at least lower second **or** its equivalent) from an approved university;
OR
2. have a Diploma or Certificate from an approved university which is deemed to be equivalent to a First Degree as in (i);

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- 3. satisfy whatever special Faculty requirements may exist for entry to certain specialisations and courses;
OR
- 4. have a Certificate in Training in School Leadership from the UWI. Candidates in (iv) will be given exemption and credit for four (iv) courses
- 5. Candidates in (iv) will be given exemption and credit for four (4) courses

Mode of Delivery

The programme will be offered face-to-face in the first instance on the Mona Campus with the possibility for delivery on the Western Campus. After the first cycle, the programme may be considered for online delivery where at least one of the courses has already been piloted. The Main Library of the Mona Campus and the Documentation Centre of the School of Education, Mona have sufficient resources to support this programme as they have supported it in the past.

COURSES OF STUDY AND FACULTY

Programme Structure and Content

The programme takes account of the re-structuring of the post-graduate diploma, now delivered through the Master of Arts in

Teaching (MAT) programme. The four (4) sections will be Specialisation, Core Education, Practicum and Study.

The programme outline is as follows:

Professional Courses [including one (1)]	compulsory	12 credits
Core Education Courses		6 credits
Study		3 credits

Practicum	3 credits
Total	24 credits

Three (3) Professional Courses must be completed:

EDEA5313: Leadership for School Improvement	3 credits
EDEA5302: Legal and Professional Competencies for Educational Administration	3 credits
EDEA5311: Human, Facilities and Financial Management in Schools	3 credits
EDEA5310: Organisational Behaviour in Elucidation	3 credits
EDEA5317: Educational Supervision and Evaluation	3 credits

Core Education (2) may be chosen from:

EDCU5013: Curriculum Theory, Planning and Development	3 credits
EDTK5005: Integrating Information and Communication Technology in Education	3 credits
EDPH5005: Issues in Jamaican Education	3 credits

Compulsory courses are:

EDEA5316: Practicum	3 credits
EDEA5305: Action Research in Educational Administration	3 credits
EDEA5319: Study	3 credits

FULL-TIME

PROGRAMME SEQUENCE

Semester I

Twelve credits must be completed:

EDEA5313: Leadership for School Improvement *3 credits*

EDEA5305: Action Research in Educational Administration *3 credits*

EDEA5311: Human, Facilities and Financial Management
in Schools *3 credits*

EDPH 5005 Issues in Jamaican Education *3 credits*

Semester II

Twelve credits must be completed

EDCU5013: Curriculum Theory, Planning and Development (3 Credits)

EDEA5302: Legal and Professional Competencies for Educational Administration
(3 credits)

EDEA5316: Practicum (3 credits)

EDEA5319: Study (3 credits)

PART-TIME

PROGRAMME SEQUENCE

Year I

Semester I

Six credits must be completed

EDEA5313: Leadership for School Improvement *3 credits*

EDEA5317: Educational Supervision and Evaluation *3 credits*

EDEA5311: Human, Facilities and Financial Management

in Schools

3 credits

Semester II

Six credits must be completed

EDTK5005: Integrating Information and Communication

Technology in Education *3 credits*

EDEA5302: Legal and Professional Competencies for
Educational Administrators *3 credits*

EDEA5310: Organisational Behaviour in Education *3 credits*

Summer

Six credits must be completed

EDCU5013: Curriculum Theory, Planning and Development *3 credits*

EDPH5005: Issues in Jamaican Education *3 credits*

EDEA5305: Action Research in Educational Administration *3 credits*

Year 2

Semester I

Six credits must be completed

EDEA5316: Practicum *3 credits*

EDEA5319: Study *3 credits*

COURSE DESCRIPTIONS

EDEA5302: Legal and Professional Competencies for Educational Administration

This course is designed to prepare administrators to act with due consideration for the legal, regulatory and professional requirements needed to function in the school and education system. Special attention will be paid to the code of regulations and cases that have been addressed by different levels of the court system.

EDEA5313: Leadership for School Improvement

This course is designed to assist principals in developing the skills that relate to effective leadership, and to enable them to participate in shared decision-making. It should help them to sustain a system of high collegiality and sharing within their school environment.

EDEA5311: Human, Financial and Facilities Management

This course is designed to assist principals in developing competencies which relate to placement, induction, mentoring, staff development and appraisal. It is also intended to enable participants to develop skills related to the management of school personnel, finance, equipment and facilities.

EDEA5310: Organisational Behaviour in Education

This course is designed to assist school administrators in developing the necessary skills, experience and learning opportunities related to understanding and managing behaviour in organisations. Schools are complex organisations which function like any private entity. It therefore requires that administrators are given the tools to manage these organisations in order to achieve both efficiency and effectiveness.

EDEA5317: Educational Evaluation and Supervision

One of the central functions of the school is to impart to the learner knowledge, skills and attitude that are required for effective living in society. Evaluation provides feedback regarding teaching and learning, because throughout the teaching process, students are evaluated to find out how well they have attained the objectives of instruction, and teachers are informed concerning how far instructional programmes used have aided in achieving instructional goals.

This course is designed to assist principals in playing the supervisory role through adoption of the collegial model of supervision. It should also help them to identify aspects of good supervision and to understand that supervision is critical to leadership and management.

EDEA5305: Action Research in Educational Administration

The purpose of the course is to equip students with the competencies to conduct research which is pertinent to solving the immediate problems faced in teaching and learning, administration and other aspects of schooling.

EDCU5013: Curriculum Theory, Planning and Development

Through the curriculum, educational goals and objectives can be realized but this depends on the teachers' interpretations of curriculum and the extent to which they understand and use principles which guide curriculum decision-making. Teachers have to interpret curriculum guides or CXC syllabuses and adapt the national curriculum to suit their unique situations. To be most effective they need the support of their principals. This course is designed to enhance the knowledge of principals in curriculum theory and planning and improve their skills in curriculum development with a view to enabling them to provide the quality of leadership in curriculum needed to give their teachers a greater sense of empowerment and a more rational approach to teaching.

EDTK5005: Integrating Information and Communication Technology in Education

The purpose of the course is to provide students and administrators with the training to acquire ICT skills that will enable them to integrate application tools into teaching and administration. In addition, the

The University of the West Indies students will be able to use computer skills to manage classroom administrative activities such as frequent communication with students and parents, report writing, calculation of students' grades, analysis of student scores and organisation of teaching. Administrators will be able to apply use of the tools to their planning, accounting and development processes.

EDPH5005: Issues in Jamaican Education

The target group for this course is principals of secondary schools and other school administrators. The course seeks to enable them to explore issues related to teaching and learning in secondary schools as well as management issues. These issues cannot be explored from the perspective of a single discipline but requires an inter-disciplinary approach to explore them fully. Consequently this course draws on educational philosophy, psychology and sociology. The course is responsive to the fact that social, political, economic and other changes in society will give rise to new issues from time to time, and focuses on key issues which have significance for the roles and responsibilities of secondary school principals. It seeks to develop the participants' understanding of the dynamic interplay of forces

which affect their policies and practices and enables them to appreciate the critical role they play in shaping the professional lives of their staff as well as the lives of the citizens of tomorrow.

EDEA5316: Practicum

The Practicum entails a study of the organization and administration of either an effective private sector organisation or an effective school, in order to obtain ideas, which can be implemented to improve identified aspects of the participants' schools.

EDEA5319: Study

The purpose of the study is to provide students with an opportunity to conduct research that is pertinent to the education and the school system. This study may be derived from the practicum or it may be based on any other school-related problem, the study of which is likely to make a difference to the school or classroom situation. An administrative approach or solution is expected. The students will be able to combine the techniques and methodology learned in the research course with their own experience as educators to conduct the investigation into specific problems faced in the classroom, school and education system.

United Theological College of the West Indies

Coordinator: **Rev. Dr. Hyacinth I. Boothe**, BA, BD *Tor*, PhD, St.
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The Faculty of Humanities and Education, through the United Theological College of the West Indies, offers programmes leading to the MA, MPhil and PhD degree in Theology.

Entry Requirements:

MA Theology – A bachelor's degree from a recognized university with at least a lower second class honours.

MPhil Theology – A bachelor's degree from a recognized University with at least an upper second class honours.

PhD Theology – MPhil degree from a recognized University.

For Research Degrees:

MPhil and PhD students are required to take nine credits of course work from the courses offered for the MA Theology programme.

Seminars

Approximately 24 seminars are held annually. Students are required to be present at at least half of these seminars.

Duration of Programme:

MA Theology: Full-Time – One Year

Part-Time – Two Years

MPhil Theology: Full-Time – Two Years

Part- Time – Three Years

PhD Theology: Five Years

Programme Structure:

	Preliminary to entering programme	Year 1	Year 2	Year 3 and Following
MA Theology Full-time - 2 Semesters and not more than 3 Part-Time – 6 Semesters	Qualifying courses (Where Necessary) To be admitted fully to programme	<ul style="list-style-type: none">• Complete Taught courses (2 semesters 18 credits)• Attend bi-monthly seminars• Normally complete a research methods course in Semester 1	<ul style="list-style-type: none">• Proceed to research paper• One presentation at the graduate bi-monthly seminars	
MPhil Theology	Qualifying courses (Where necessary) to be admitted fully to programme	<ul style="list-style-type: none">• Complete 9 credits of taught courses• Submit thesis proposal	<ul style="list-style-type: none">• Proceed with research for thesis• Two presentation at the Graduate bi-monthly seminars	

Programme Structure Contd.

	Preliminary to entering programme	Year 1	Year 2	Year 3 and following
PhD Theology NB. The MPhil is the normal route to the PhD	Students who have not done Theology will have to do 24 credits of qualifying courses as recommended by the graduate sub-Committee	<ul style="list-style-type: none">• Complete one additional course is required (to 9 credits of taught courses in MPhil)• Prepare to sit examination for one modern language (French, Spanish or German).	<ul style="list-style-type: none">• Three Presentations at the Graduate bi-monthly seminars	NB Full Time students- Minimum of 3 years and a maximum of 5 years for completion. Part-Time A Maximum of 7 years for completion
		<ul style="list-style-type: none">• Submit Thesis Proposal		

Courses

Course Code	Course Name	No. of Credits	Course Weighting
T61A	The Critical Study of the O.T.	3	60/40
T61B	The Critical Study of the N. T.	3	60/40
T61C	Biblical Seminar	3	
T61D	Biblical Hermeneutics	3	60/40
T62A,B	History of the Church in the W. I.	3	60/40
T63A	Methodological Issues in Christian Theology	3	60/40
T63B	Doctrine of God	3	60/40
T63 C, D	African Religious Influence in the Caribbean	3	60/40
T63E	Contemporary Trends in Christian Theology	3	60/40
T63F	Christian Theology in the Caribbean	3	60/40
T64 A, B	Christian Worship and Religious Experience	3	60/40
T64 H, I	Pastoral Counselling	3	60/40

Additional Information

TAUGHT PROGRAMME: MASTER OF ARTS

1. Admission Regulations and Qualifications

- All applications for graduate study in Theology must go before the University Board for Higher Degrees through the Faculty Sub-Committee.
- Candidates must satisfy normal University and Faculty regulations governing admission to graduate studies. In deciding whether or not to recommend a candidate for admission to the MA programme, the theological college may take into consideration both the quality and scope of the person's academic history and his or her non-academic experience.
- Candidates must have attained the BA degree in theology with at least Lower Second Class Honours from UWI or its equivalent from an approved institution.
- Candidates must normally have completed at least 24 credits in second and third level undergraduate courses in theology at or above a grade of B.
- An applicant may be
 - admitted without a Qualifying Examination,
 - required to pass a Qualifying Examination before being fully registered for postgraduate studies,
 - refused admission.

- f. The nature of the Qualifying Examination shall be determined by the Theological College but shall be subject to approval by the Faculty Sub-Committee on Higher Degrees.
- g. A candidate who has not passed the Qualifying Examination at or above a grade of B will not normally be admitted to the MA Programme or allowed to re-sit the Examination.
- h. Students admitted to the MA programme in theology must pay their tuition fees at UTCWI and their affiliation fees at UWI.

2. Programme of Study

- a. The duration of the programme of study shall be at least two semesters and not more than three semesters for full-time students. No student shall be registered as 'full-time' who spends an average of more than 12 hours per week in paid employment.
- b. The duration of the programme of study for part-time students shall normally be six semesters. Permission to do the programme in four semesters may be granted by special request.
- c. The Theological College shall propose to the Faculty Sub-Committee for Higher Degrees a Supervisor or Supervisors of experience appropriate to the proposed field of study of each candidate.
- d. Each candidate shall be required to complete 18 credits from the prescribed areas of study, selecting one area of specialization. Of the

six courses, at least one and not more than two shall be done outside the area of specialization. The standard assessment will be one semester paper of 3,500 to 4,000 words, for 40% of the course grade, plus a two-hour final examination, for 60%. To pass a course students must attain a mark of at least 50% in both the coursework and the examination. In some cases, up to two graduate courses may be taken in other UWI departments, as long as not more than two courses in total are taken from outside of the student's area of specialization.

- e. In addition, each candidate shall prepare a research paper of 15,000 to 20,000 words which relates to his or her area of specialization. Students writing their research papers are required to consult with their Supervisor(s) in person, at intervals to be specified by the Supervisor(s), but normally at least once a month. The research paper in the area of specialization is to be completed within three semesters of beginning the programme for full-time students and within six semesters of beginning the programme for part-time students.
- f. A pass mark of 50% or above in each course and the research paper is required for the award of the degree.
- g. Courses will normally meet for 24 contact hours in a semester.

Courses may be developed and taught in other formats, such as reading courses, courses in intensive modules, or distance-taught courses.

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- h. All candidates are required to participate actively in postgraduate seminars.
- i. Candidates who fail two or more courses in one academic year shall be required to withdraw.

3. Areas of Study

The areas from which a student may choose a specialization are:

A. Bible

Old Testament

New Testament

B. Historical and Ecumenical Studies

C. Theology, Philosophy and Ethics

D. Christian Formation

Religious Education

Christian Worship

Spirituality

Pastoral Care and Counseling

RESEARCH DEGREE: MASTER OF PHILOSOPHY

1. *Candidates for admission to the MPhil programme in theology must have attained a BA Theology degree with at least Upper Second Class Honours, or an equivalent degree from an approved institution.*
2. *Candidates who do not possess this qualification may be allowed to do qualifying courses in theology as a means of gaining admission.*

3. *A candidate who is registered for the MA degree may apply after a period of one semester for transfer of registration to the MPhil, subject to the approval of the Department.*
4. *Candidates for the MPhil degree will specify when applying which area of study will be her or his focus. The areas of study are: Bible (Old Testament or New Testament); Historical and Ecumenical Studies; Theology, Philosophy and Ethics; Christian Formation (Religious Education, Christian Worship, Spirituality, or Pastoral Care and Counseling).*
5. *Candidates who are focusing on the Bible will normally be required to have completed two semesters of Hebrew (for Old Testament) or Greek (for New Testament). Students who have not completed these language requirements before entering the MPhil programme may be allowed to do them concurrently with their MPhil coursework.*
6. *Students in the MPhil programme will be required to complete nine credits of coursework (a one-semester course counts for three credits). The Department may require a student to do specific courses in the chosen area of research.*
7. *The major component of the MPhil is the writing of an extensive research thesis (40,000 – 50,000 words), working with a Supervisor and Committee of Advisors. Students are required to meet with their Supervisors at least once per month.*
8. *All students are required to make at least two presentations to the departmental seminar, one by the end of the first year of research and the other when the thesis is about to be written. Students are also required to attend a minimum of half of scheduled departmental seminars each year.*

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9. *MPhil students may register for full-time or part-time studies. Any student who spends an average of twelve or more hours a week in paid employment must register for part-time studies.*

10. *The time limitation for completion of the programme for a full-time MPhil student is a minimum of two years and a maximum of three years. For a part-time student the maximum is five years.*

11. *Students admitted to the MPhil programme in theology must pay their tuition fees at UTCWI and their affiliation fees at UWI.*

RESEARCH DEGREE: DOCTOR OF PHILOSOPHY

1. *Candidates for this programme are carefully selected and admitted on the basis of academic strength, a high sense of purpose, and maturity.*

2. *The PhD thesis should be approximately 80,000 words in length. It must be judged to be the result of original research, to be a contribution to knowledge, and to be worthy of publication. The award of a PhD degree also requires that a candidate defend his or her thesis at a public oral examination.*

3. *The normal path to the PhD is to register for the MPhil in the first instance. A candidate who is registered for the MPhil degree may apply at the end of the first year, or within three years, for entrance into the PhD programme. Applicants must have completed all Departmental coursework requirements by this time and must defend their proposal to enter PhD work before a faculty assessment committee. This transfer from the MPhil to the PhD does not require the submission of a separate MPhil thesis.*

4. *An alternative route to the PhD is that those who have submitted MPhil theses that are judged to be outstanding may be recommended by the University Examiners to have their registration status upgraded to that of the PhD.*

5. *Others who hold approved graduate degrees (including the MA Theology from UTCWI/UWI) may apply directly for admission to the PhD programme. In such cases the work for the degree must have included a research component of at least 25% of the total credit rating, and the applicant must have achieved at least a B+ average or its equivalent. In this case the special departmental requirements listed below in #6 and #7 will apply.*

6. *To be considered for entrance to the PhD programme in theology, the candidate must demonstrate reading proficiency in one relevant modern language other than English. In addition, where the major focus is in the area of the Bible a competence in Hebrew (for Old Testament concentration) or Greek (for New Testament concentration) must be demonstrated through a departmental examination.*

7. *Candidates for the PhD are also required to complete one additional course (three credits) related to the topic of research.*

8. *The doctoral thesis must meet the approval of a Committee of Advisors to be appointed by the Department. The oral defense of the thesis will be in the presence of this Committee of Advisors. The thesis must also meet the approval of an external examiner.*

9. *The PhD candidate must make a presentation at the Departmental Seminar on his or her research three times during the length of the programme. All PhD candidates are required to attend at least half of the Departmental Seminars.*

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10. PhD students may register for full-time or part-time studies. Any student who spends an average of twelve or more hours a week in paid employment must register for part-time studies.

11. For full-time PhD students the time limitation for completion of the research thesis is a minimum of three years and a maximum of five years. For part-time PhD students the time limitation is a maximum of seven years.

12. Students admitted to the PhD programme in theology must pay their tuition fees at UTCWI and their affiliation fees at UWI.

The above regulations are to be used along with the fuller regulations for Graduate Studies and Research of the University of the West Indies, Mona Campus.

Department Contact information

The United Theological College of the WI
Golding Avenue
Kingston 7

Programme Coordinator:

Rev. Dr. Hyacinth Boothe

Faculty of Medical Sciences



Professor Archibald McDonald, Dean

The University of the West Indies

Department of Basic Medical Sciences

Head: Dr. Wayne McLaughlin

M Phil, Ph D in Biochemistry, Molecular Biology

Programme Objectives:

To train competent and problem-solving researchers for industry, biomedical sciences and academia

Entry Requirements (*For the Particular Programme*):

B Sc. Degree with at least an Upper Second Class Honours or equivalent from a recognized university.

Areas of Research

Biochemistry: Human, Plant

Human Molecular Biology

Molecular Plant Pathology

Molecular Entomology

Industrial and Environmental Microbiology

Molecular Microbiology

Molecular Genetics

Post Harvest Biochemistry

Use of Natural Products in the treatment of Diabetes

Yam: Biochemistry and Biotechnology

Seminars

At least 1 Departmental seminar/year

Duration of programme:

3 – 5 years part time/2 - 3 years full time for M Phil Degrees.

5 – 7 years part time/3 – 5 years full time for Ph D Degrees.

Course (core)

Course Code	Course Name	No. of Credits
BC60B	Understanding Research	9

BC60B – Understanding Research

Course Description: This course is designed to introduce new graduate students to the main elements of the research process, many of which are taken for granted. The course will ground the students in concepts such as research methodology (especially in developing and proving hypotheses), reviewing literature, and presentation of material, statistical analyses to determine significance, professional research ethics, biochemical calculations and separation techniques. The course will also introduce the students to bioinformatics

Department Contact Information: 876 927 2290, 935 8794, 977 4342 (Tel), 876 977 7852 (Fax)

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DEPARTMENT OF MEDICINE

Professor E. Barton (Head) - BSc, MBBS, DM

DOCTOR OF MEDICINE (MD)

The following regulations shall apply to the degree of **Doctor of Medicine (MD)**.

Entry Requirements

The following candidates are eligible to apply for registration for the MD degree:

Graduates in Medicine of the UWI or of a University Medical School approved by the University of the West Indies of at least two years standing, and who are fully registered as medical practitioners in the territory or territories in which the research project will be carried out.

A candidate who is not a graduate of the University of the West Indies must hold or have an Academic post in the Faculty of Medical Sciences of the University of the West Indies, or must have engaged in (I) scientific work directly relevant to his/her profession, or (II) in the practice of Medicine or Surgery in Institutions or Teaching Hospitals approved by the University of the West Indies.

Assessment by thesis shall be as prescribed by the appropriate regulations of the University of the West Indies for Doctoral Theses.

Course of Study

The MD shall be awarded on the basis of examination or thesis.

The candidate will be required the scope of his/her research project with a senior member of the Faculty appointed as his Supervisor. It is expected that this will

occur at an early his Supervisor. It is expected this will occur at an early stage and preferably before embarking on the project.

The thesis must embody a critical account of the results of personal observation or original research in any branch of knowledge related to the curriculum for the Degree of Bachelor of Medicine and Bachelor of Surgery, and should normally be submitted within five (5) years, but not less than three years, of approval of the research proposal.

Submission of the thesis to the university must be as prescribed by the regulations of the University of the West Indies for Doctoral thesis and must be accompanied by a declaration that the work has been carried out solely or in the cases where the candidate has been a member of a research group, which has been conducted predominantly by the candidate. In the latter instance, work, which has not been carried out by the candidate must be identified in the thesis.

DEPARTMENT OF SURGERY, RADIOLOGY, ANAESTHESIA AND INTENSIVE CARE

Head: Professor Ivor Crandon, CD, FRCSED

The department offers the following programmes leading to the Doctor of Medicine in:

- ◆ Surgery
- ◆ Radiology
- ◆ Anaesthesia and Intensive Care
- ◆ Emergency Medicine

DM SURGERY

The Department Of Surgery offers full-time degree courses leading to the awarding of a Doctor of Medicine [DM (Surg.)] degree. Degrees are offered in General Surgery, Otorhinolaryngology, Cardiothoracic Surgery, Orthopaedic Surgery, Urology, Neurosurgery, Paediatric Surgery and Ophthalmology. Training periods range from five to six years. All programmes aim at providing exit qualifications for graduates to practice independently and at Consultant level. Since its inception in 1972, there have been 100 graduates in Surgery up to December 2008. Graduates are scattered throughout the Americas from Trinidad and Tobago to the United States of America, with 95% currently practicing in the region.

REQUIREMENTS

The applicants should be graduates in Medicine from a Medical School or University recognized by the UWI and be fully registered to practise in the

Caribbean. Preference will be given to those who excel in the surgical fields during their undergraduate training. Time spent in gaining post-internship experience in Emergency Medicine, along with ATLS and ACLS certification, will be of benefit to candidates seeking entry into surgical programmes.

COURSE CONTENT

The courses are divided into two parts. The programmes have a common two-year Part 1 training period spent in rotations of three months each in various surgical disciplines. During this period there are structured teaching in Applied Anatomy, Physiology and Pathology along with Principles of Surgery in general. At the end of this training period there will be a written and oral examination in each of the four disciplines

Following successful completion of the Part 1 examination, candidates proceed into the second part of the training. This is spent exclusively in the chosen speciality using six-month rotations. The penultimate year is available for elective rotations in any approved institution. In this part of the course the candidate is required to prepare a Casebook with commentaries or a research project before presenting for the final examination. To graduate, the candidate should have successfully completed the training period with respect operative experience, have satisfactory assessments, submitted and obtained acceptance of the casebook, and be successful in the written and oral Part II examinations.

DM RADIOLOGY

The department offers a four-year full-time course leading to the DM Radiology. This programme aims at training, for the University of the West

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Indies territories, medical graduates to a level appropriate for Consultant posts in Diagnostic Radiology.

REQUIREMENTS

The applicants should be graduates in Medicine of a University or Medical School recognised by the University of the West Indies and fully registered in the territory or territories, in which training will take place.

It is recommended that one year be completed in a clinical discipline following registration before commencing the course.

COURSE CONTENT

The course includes training in the complete diagnostic field of present day medicine and includes the following core areas:

Plain Radiography

Fluoroscopy

Ultrasound

Computed Tomography (CT)

Magnetic Resonance Imaging (MRI)

There is training in the following, but are not considered core curriculum:

Paediatric Imaging

Nuclear Medicine

Breast Imaging

Interventional procedures

Following the first year's programme the Part 1 examination is taken which contains training in Physics, Anatomy, Techniques, Radiation Protection and Radiation Biology.

The second, third and fourth years consist of regular rotations through the core areas. These rotations are done in the X-Ray department of the University Hospital of the West Indies. Rotations in Paediatric Imaging are done at the Bustamante Hospital for Children.

An elective year is optional and is encouraged for the third year of the course. This is usually spent at a University Centre in North America or United Kingdom enabling the student to be exposed to developments in the field, some of which are not available in the West Indies.

The final (fourth) year is spent at the University Hospital of the West Indies following the successful completion of which the final DM examination is taken.

DM ANAESTHESIA AND INTENSIVE CARE

A four-year graduate degree programme is offered for a registered medical practitioner to achieve the Doctor of Medicine in Anaesthesia and Intensive Care. The four years of training may be pursued at the UHWI or at one or more of the other approved hospitals. If stationed at another hospital at least six months of training must be done at the UHWI.

The Department of Anaesthesia and Intensive Care, at the University Hospital of the West Indies (UHWI) offers anaesthetic services to all the surgical specialities, - these include General Surgery, Urology, Otorhinolaryngology,

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Orthopaedic Surgery, Obstetrics and Gynaecology, Ophthalmology, Plastic Surgery, Paediatric Surgery, Cardiothoracic Surgery and Neurosurgery.

The Department is also responsible for the administration and medical management of two multidisciplinary Intensive Care Units and offers a chronic pain service. The trainees in this Department thus acquire a wide range of knowledge and practice in Anaesthesia, Critical Care and Chronic Pain Management.

REQUIREMENTS

The applicants should be graduates in Medicine of a Medical School or University recognised by the UWI and be fully registered to practise in the Caribbean.

COURSE CONTENT

The programme is intended to graduate candidates who are capable of assuming independent consultant anaesthesia and intensive care responsibilities including teaching and research. The course is divided into two parts and each part must be successfully completed before the candidate is awarded the degree.

Part I consists of the first twenty four (24) months of anaesthetic training. The candidate is evaluated on his/her basic knowledge and safety in anaesthetic practices with emphasis on sound knowledge of basic sciences. After satisfactory completion of Part I requirements and successful examinations, the candidate enters Part II of the course. This lasts for a further two years, one of which is an elective period that may be pursued internationally. All trainees will be involved in ongoing research in the field

and a research project must be completed as partial fulfilment of the degree requirements. Final examinations occur at the end of the two-year period.

Throughout the course, the candidate is encouraged to participate in teaching activities, presentations and the planning of seminars/conferences. Emphasis is placed on the responsibilities of professional life, medical ethics and the law and health care management. Expansion of the scope of practise of the Department now includes a Pre-anaesthetic Assessment Clinic, an epidural service and a Chronic Pain Service. Future plans will provide increased exposure in areas of Ambulatory Anaesthesia, and Acute Pain Management.

DM EMERGENCY MEDICINE

The programme offered is a four-year degree programme leading to the Doctor of Medicine Emergency Medicine. The programme is intended to graduate candidates who are capable of assuming consultant Emergency Medicine responsibilities including teaching and research.

REQUIREMENTS

The applicants should be graduates in Medicine from a Medical school or University recognized by the UWI and be fully registered to practise in the Caribbean.

COURSE CONTENT

The four years of training involve rotations, which may be pursued at the University Hospital or at other approved hospitals. If stationed at another hospital however, then three months of each year must be spent in the Emergency Department at the University Hospital of the West Indies.

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Six months of each year are spent in emergency room rotations. The other six months are spent rotating through relevant subspecialty areas including anaesthesia, child health, internal medicine, surgery, orthopaedics, radiology, ophthalmology, obstetrics and gynaecology, family medicine and psychiatry. Other than Anaesthesia which is done as early as possible in the first year there will be flexibility in the sequence of rotations in the other disciplines. It is recommended that a minimum of three months and a maximum of six months be spent in a recognized A&E department outside of the Caribbean during the 3rd or 4th year of training.

The four years of training involve rotations, which may be pursued at the University Hospital or at other approved hospitals. If stationed at another hospital however, then three months of each year must be spent in the Emergency Department at the University Hospital of the West Indies.

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Year 1	Year 2	Year 3	Year 4
A&E (6) Anaesthetics (3) Paediatrics (3)	A&E (6) Medicine (3) Surgery (3)	A&E (6) Orthopaedics/Radiology (3) Psych/O&G (3)	Family medicine/ophthalmology (3) Elective (3) A&E (6)

The candidate will be eligible to sit the DM part 1 after two years and the DM part 2 after a further two years.

In addition, a casebook/research project must be prepared over the four-year residency period and this will be defended at the time of the final examination. This casebook/research project must be submitted six months before final exams.

At the end of the fourth year, to fulfil requirements for the D.M. in Emergency Medicine, the candidate must obtain a passing grade in written, clinical and oral examinations.

MSc. Sports Medicine

This modular training programme is designed to provide fundamental skills in sports medicine and exercise physiology. The course details the management of injuries, the prevention of injuries, the use of exercise in controlling chronic diseases and provides the doctor with the expertise to impart nutritional, psychological and

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pharmacological guidance to athletes. It prepares **doctors** to become team physicians as well as to organize medical facilities for large events.

Programme Objectives:

- Application of applied anatomical knowledge to understand injury and recovery
- Understanding of the physiological changes due to exercise and apply this to athletes and non-athletes.
- Ability to diagnose, investigate and treat common sporting injuries
- Ability to monitor rehabilitation of injuries
- Appreciation of biomechanics of walking, running and some sports with understanding of how this leads to injury.
- Appreciate differences in athletes of different ages, gender, or condition (eg. pregnancy).
- Appreciation of nutrition pathways and energy systems of exercise.
- Enhance recovery through nutritional principles e.g. enhancement of muscle glycogen
- Thorough understanding of effects of dehydration and its prevention
- Ability to formulate exercise prescriptions for patients with medical conditions e.g. cardiac and rheumatoid patients
- Ability to formulate exercise programmes for fitness and sports
- Understanding of prohibitive drugs and techniques and World Anti-doping Agency Regulations.
- Application of sports psychology and its role for individuals and teams
- Demonstrate understanding in research methods and biostatistics culminating in a research project.

Entry Requirements Entry Requirements

Registered medical practitioners with two years professional experience.

Application

Two Referee Forms

Registration License

Transcript

Duration of programme: 2 years minimum

Programme Structure:

The design is of distance teaching through weekly topics consisting of 14 week each semester produced on DVD. The weekly tasks would include reading material through photocopied articles, web based links for other articles, and Videos/CD Rom didactic lectures. Questions designed to emphasis the main points of the week will be provided in the package and answers will be provided at weeks 6 and 13. Approximately four hours will be required to complete a week's work. There would be teleconferences on weeks 7 and 14. At the end of the semester, there will be a three hour written examination, conducted in the doctor's own country, supervised by a mutually agreed upon invigilator.

Courses

Course Code	Course Name	No. of Credits
SPSF6001	Upper Body Injury	3
SPSF6002	Lower Body Injury	3
SPSF6003	Applied Sports Medicine	3
SPSF6004	Exercise Physiology (Medical Application of Exercise)	3
SPSF6005	Sports Physiology	3
SPSF6006	Sports Science	3
SPSF6007	Sports Nutrition/Biomechanics	4
SPSF6009	Sports Psychology/Pharmacology	4
SPSF6011	Research Methods/Biostatistics	3
SPSF6012	Research Projects	3
SPSF6013	Practicum I	2
SPSF6014	Practicum II	2

1. Upper Body Injuries (SPSF 6001)

- Functional anatomy of head, neck, trunk and upper limb
- Common sporting injuries of this region: mechanism and pathogenesis
- Investigation and management of these injuries

2. Lower Body Injuries (SPSF 6002)

- Functional anatomy of abdomen, pelvis and lower limbs
- Common sporting injuries of this region: mechanism and pathogenesis
- Investigation and management of these injuries

3. Applied Sports Medicine (SPSF6003)

- Investigations of sports injuries
- Prevention of sports injuries
- Rehabilitation
- Paediatric sports medicine
- Team doctor and events coordinator including legal aspects
- Advances in sports enhancement; genetics

4. Exercise Physiology (Medical Application of Exercise) (SPSF6004)

- Exercise physiology of cardiovascular system
- Fitness testing
- ECG and stress testing
- Benefits of exercise in chronic conditions e.g. diabetes, hypertension
- Pregnancy and exercise

5. Sports Physiology (SPSF6005)

- Exercise and respiratory function including exercise induced asthma
- Temperature regulation
- Adaptations to different climates; underwater, high altitude
- Sleep physiology, and traveling adjustments

6. Sports Science (SPSF6006)

- Muscle anatomy, physiology and function
- Training mechanisms for strength and endurance
- Factors comprising fitness testing
- Endocrine aspects of exercise

7. Sports Nutrition/Biomechanics (SPSF6007)

- Fluid requirements and dehydration
- Fluid regimes and sports drinks
- Energy requirements and sources
- Nutritional components in sports enhancement

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- Eating disorders
- Biomechanics of walking and running including gait analysis
- Biomechanics of throwing
- Sports specific biomechanics: swimming, cricket bowling, cycling
- Shoes and orthotics

8. Sports Psychology/Pharmacology (SPSF6009)

- Psychology of the successful athlete
- Performance enhancing techniques; goal setting, imagery
- Anxiety disorders
- Team dynamics
- Psychology in recovery from injuries
- Pharmacokinetics
- Athletes on prescribed medications
- Performance enhancement drugs
- WADA anti-doping regulations and lists
- The doctors bag

9. Research Methods and Biostatistics (SPSF6011)

- Medical epidemiology
- Questionnaires
- Basic statistics
- Application of statistical software e.g. SPSS
- Preparation for research project

10. Research Project (SPSF6012)

- Formulation of research project and guidance through its execution and writing

11. Practicum I (SPSF6013)

- To be held at Mona campus (one week)

- Examination techniques, group discussions and practical points on upper limb and thorax.

12. Practicum II (SPSF6014)

- To be held at Mona campus (one week)
- Examination techniques, group discussions and practical points on lower limb and back.

Department Contact Information: MSc. Sports Medicine
Faculty of Medical Sciences
UWI, Mona
Telephone: 927-1620 ext 3051 or 977-6714

Programme Coordinator: Dr. Akshai Mansingh

Department of Community Health & Psychiatry

Head: Professor Denise Eldemire-Shearer

The Department of Community Health and Psychiatry offers the following graduate programs:

- MSc in Family Medicine
- DM in Family Medicine
- MSc in Clinical Psychology
- MSc in Cultural Therapy
- DM in Psychiatry
- Master of Public Health (MPH)
- Master of Public Health/Health Promotion (MPH/HP)
- MPhil/PhD in Public Health
- Doctorate in Public Health (DrPH)

Master of Public Health (MPH)

Programme Objectives:

To equip persons with the essential skills to assess and manage the health of communities and to advance and promote public health

Primary Objectives:

- To provide persons with fundamental and critical skills for assessing community health problems and responding to public health challenges
- To enable persons to use and apply principles, methods and analytic techniques of public health and allied disciplines for the improvement of population health and well-being
- To enable persons to plan and manage public health programmes, develop and implement solutions to the public health problems, particularly within the context and settings of the Caribbean region

Entry Requirements

To be admitted to the prescribed course of study for the degree of Master of Public Health (MPH) candidates must:

- ◆ be registered medical practitioners, dental surgeons, or veterinary surgeons, with at least three years professional experience preferably in Public Health after successfully completing the final examination in their discipline; or
- ◆ be graduates of an approved university with at least three years of relevant practical experience; or
- ◆ hold an approved technical or professional qualification awarded by an approved body and approved by this university and have had at least five years relevant practical experience; or
- ◆ have, in the opinion of the University, other qualifications of special relevance to the course and in the opinion of the University, have had at least five years of relevant practical experience.

Applicants will be required to submit a written application and may in some instances be required to attend an interview to be eligible for selection to the programme

Duration of programme:

This degree is offered over twelve months and includes both classroom and field activities.

Programme Structure:

The award of the Master of Public Health Degree is based on satisfactory completion of:

1. Coursework
2. Written and oral examinations
3. Research project
4. Field Placement

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Courses (Core)

Course Code	Course Name	No. of Credits
PUBH 6001	Research Methods I	2
PUBH 6002	Research Methods II: Project Report	6
PUBH 6101	Biostatistics I	3
PUBH 6201	Epidemiology I: Core Concepts	2
PUBH 6202	Epidemiology II: Methodological Issues	2
PUBH 6301	Family Health I	3
PUBH 6302	Family Health II	2
PUBH 6401	Management I: Core Concepts	3
PUBH 6402	Management II: Policy, Planning and Programs	3
PUBH 6403	Management III: Financial Management	2
PUBH 6404	Management IV: Health Economics	2
PUBH 6501	Primary Health Care	2
PUBH 6601	Environmental Health	2
PUBH 6602	Disaster Management	2
PUBH 6901	Health Education I: Core concepts and principles	2
PUBH 6003	Qualitative Research	2

Courses (Electives)

Course Code	Course Name	No. of Credits
PUBH 6203	Epidemiology III: Infectious Disease Epidemiology	2
PUBH 6204	Epidemiology IV: Non-Communicable Disease Epidemiology	2
PUBH 6701	Community Mental Health	2
PUBH 6603	Occupational Health	2
PUBH 6905	Health Education & Health Promotion Program Administration	2
PUBH 6906	Communication	2

DESCRIPTION OF COURSES/MODULES:

❑ **PUBH 6001 (HE60A) Research Methodology (2 credits)**

Covers principles involved in the writing of a research proposal, design of investigations, methods of data collection and report writing. This is followed by an application of principles in planning and conducting a research project that is examined externally as part of the examination process. Research projects of students in the Health Education and Health Promotion track must have a Health Promotion slant and include qualitative methods.

❑ **PUBH 6002 (HE60B) Project Report (6 credits)**

All students are expected to apply the principles of biostatistics, epidemiology and research methods in planning and conducting research on a topic of public health relevance. Both qualitative and quantitative measures are expected in this research. Research projects of students in the Health Education and Health Promotion track must in addition to the foregoing, have a Health Promotion slant.

❑ **PUBH 6201 (HE61A) Biostatistics (3 credits)**

This course introduces students to the field of statistics and its application in public health. It will cover data analysis using descriptive, inferential and hypothesis-testing techniques. The use of the computer in data analysis will be an important feature of this course.

❑ **PUBH 6201 (HE62A) Epidemiology I (2 credits)**

Introduces methods of epidemiology with special reference to disease entities and conditions found in the Caribbean. Principles, uses and methods of epidemiology; host-agent-environment relationships, measures of disease frequency, investigation of outbreaks, disease surveillance, aspects of community health analysis, rates and ratios, introductory demography are addressed in this course.

❑ **PUBH 6202 (HE62B) Epidemiology II (2 credits)**

Details methodological issues in epidemiology including measurements, rates, risk, study designs and statistical methods and their value in the prediction and management of illnesses and diseases.

❑ **PUBH 6203 (HE62C) Infectious Epidemiology (2 credits)**

Describes and outlines principles of prevention and control of communicable diseases with special emphasis on diseases of particular significance to the Caribbean. Disease control programmes and associated problems are analyzed and their impact assessed and debated.

❑ **PUBH 6204 (HE62D) Chronic Disease Epidemiology (2 credits)**

Provides overview of major non-communicable and chronic diseases prevalent in the Caribbean. Related

risk factors and methodologies, compliance problems, nutrition and other issues and their implications for Health Education and Health Promotion are discussed. Delineates approaches for chronic non-communicable disease reduction and control.

❑ **PUBH 6301(HE63A) Family Health I (3 credits)**

Focuses on the concepts, content and approaches to the provision of health care services for families throughout the life cycle. Discussions though centered around Caribbean issues are pertinent to global situations. There is a focus on the application of those principles to real families in the community through case studies and working with families 'at risk'

❑ **PUBH 6302 (HE63B) Family Health II (2 credits)**

Reinforces the concepts, content and approaches to the provision of health care services for families throughout the life cycle as covered in Family I. Contemporary issues affecting the family including violence and rape are dealt with, not only from a theory based perspective but course participants access and utilize state and community agencies to improve the health and welfare of the families with which they work. Capacity and asset building skills for empowerment are taught.

❑ **PUBH 6401 (HE64A) Health Management I (3 credits)**

The University of the West Indies

Involves didactic exploration and critique of the health management process including general and social systems theory, health service structure and function (national and international) and the major steps in the planning process.

❑ **PUBH 6402 (HE64B) Management II (3 credits)**

Builds on concepts covered in Health Management I by delving into issues relating to policy, planning and health sector reform. Participants critically analyze the health care systems and significant attention is given to how to operationalize health care systems.

❑ **PUBH 6403 (HE64C) Management III (2 credits)**

Emphasis is placed on the development of skills and the practical application of Financial Management concerns in government, government accounting system, strategic planning process within the government of Jamaica and the Financial Cycle of Control (Budgeting).

❑ **PUBH 6404 (HE64D) Health Economics (2 credits)**

Introduces the key concepts, methods, applications and issues in health economics. Emphasis is on the use and application of the tools and techniques of health economics to planning, policy-making implementation and evaluation of programmes in the health sector.

❑ **PUBH 6501 (HE65A) Primary Health Care (2 credits)**

Reviews and discusses Alma Ata, from a health sector perspective. Examines the contribution of non-health sectors, health service structure and functions, community participation, intersectoral coordination, international health regulations, natural and international health agencies to primary health care. Analyses of the primary health care approach to the promotion and maintenance of health and development are included.

❑ **PUBH 6601 (HE66A) Environmental Health (2 credits)**

Provides a general overview of environmental health, its scope and practice. Emphasis is placed on the interrelationship between man and his environment and the resulting impact on health. The vast dimensions of the environment including air, land and water and related issues including physical, biological and chemical agents known to be harmful to health are included.

❑ **PUBH 6701 (HE67A) Community Mental Health (2 credits)**

This course covers the concepts and principles related to mental health, the organization and delivery of relevant services and the principles underlying choice of service models in the Caribbean. The emphasis/philosophy in this course is on seeing Community Mental Health as an integrated component of public health services.

❑ **PUBH 6602 (HE68A) Disaster Management (2 credits)**

Highlights the importance of disaster management and its relevance to public health in the Caribbean. The course describes the essential elements for consideration in disaster

management and mitigation. The challenges and approaches inherent in pre-disaster, intra-disaster and post-disaster phases and the role of the public health team in all phases are discussed. The course also includes site visits to disaster areas and agencies involved in disaster management.

❑ **PUBH 6603 (HE68B) Occupational Health (2 credits)**

The definitions and principles of occupational health and the range and classification of OH hazards and how to manage and prevent these are detailed. Visits to specific sites adds a practical dimension to the content covered.

❑ **PUBH 6901 (HE 69A) Health Education I (2 credits)**

Explores the philosophies, goals and principles on which health education and health promotion are founded and the relevance of the health promotion approach to Caribbean Public Health. The promotion of individual responsibility and community participation are also covered.

❑ **PUBH 6902 (HE69B) Health Education II (2 credits)**

Provides a guide to planning implementing and evaluating health education and health promotion programmes in a variety of settings. The value and

The University of the West Indies
use of theories and models in planning and
implementing interventions are integral features of
this course.

❑ **PUBH 6903 (HE69C) Advanced Health
Education (3credits)**

This is a basic course for health education and
promotion specialists. This course explores the
philosophies, goals and principles on which health
education and health promotion are founded. It
further provides a context for practicing health
education, focusing on the range of responsibilities,
ethical guidelines and introduces theories and
models relating to individual and community
behaviour change.

❑ **PUBH 6904 (HE69D) Issues in Health
Education and Health Promotion (2
credits)**

Examines current trends in the field and implications
for further development and action. Topical issues
are discussed and these include but are not limited to
issues relating to chronic disease, mental health,
dental health and ageing.

❑ **PUBH 6905 (HE69E) Health Education
and Health Promotion Programme
Administration (2 credits)**

Analyzes resources, needs, use and organization of
those resources to match health education and
health promotion needs at all levels. This includes
approaches to forge partnerships, build networks
and general collaboration at all levels.

❑ **PUBH 6903 (HE69F) Qualitative Research
Processes (2 credits)**

Describes and discusses various methods of
qualitative research. Emphasis is placed on the
development of skills and the practical application
of such methods of research to health education,
health promotion and public health.

❑ **PUBH 6906 (HE69G) Communication (2
credits)**

Focuses on the principles and practices involved
in effective communication for mobilizing
individual and community action for health. The
use of integrated marketing communication
(including social marketing) as a strategy for
promoting health is covered.

Department Contact Information:

Department of Community Health and Psychiatry

1 Gibraltar Camp Way

University of the West Indies

Mona, Kingston 7, Jamaica

Email: claudette.sinclair@uwimona.edu.jm

Phone: 1-876-512-3637; 1-876-927-1752

Fax: 1-876-977-6346

Programme Coordinator:

Dr. Kenneth James

Dr. Janet LaGrenade

Master of Public Health in Health Education/Health Promotion (MPH-HE/HP)

Programme Objectives:

To equip persons with the essential skills to assess and manage the health of communities and to advance and promote public health

Primary Objectives:

- The Master of Public Health (MPH) in Health Education and Health Promotion curriculum aims to facilitate personal and professional development in the field of health education and health promotion for persons whose career-base is in health, education, and other relevant disciplines; enabling them to manage health education and promotion programmes in any setting.
- Demonstrate knowledge and understanding of the principles and practices of health education/health promotion.
- Plan, implement, manage and evaluate education and health promotion programmes in any setting.
- Develop health communication strategies and resources.

Entry Requirements

To be admitted to the prescribed course of study for the degree of Master of Public Health (MPH) in Health Education and Health Promotion candidates must:

- ♦ be registered medical practitioners, dental surgeons, or veterinary surgeons, with at least three years professional experience preferably in Public Health after successfully completing the final examination in their discipline; or
- ♦ be graduates of an approved university with at least three years of relevant practical experience; or

- ♦ hold an approved technical or professional qualification awarded by an approved body and approved by this university and have had at least five years relevant practical experience; or
- ♦ have, in the opinion of the University, other qualifications of special relevance to the course and in the opinion of the University, have had at least five years of relevant practical experience.

Applicants will be required to submit an application and may be required to attend an interview to be eligible for selection to the programme.

Duration of programme:

This degree is offered over fifteen months and this includes twelve (12) months of classroom activities and three (3) months internship.

Programme Structure:

The award of the Master of Public Health Degree is based on satisfactory completion of:

1. Coursework
2. Written and oral examinations
3. Research project
4. Internship

Courses (Core)

Course Code	Course Name	No. of Credits
PUBH 6001	Research Methods I	2
PUBH 6002	Research Methods II: Project Report	6
PUBH 6101	Biostatistics I	3
PUBH 6201	Epidemiology I: Core Concepts	2
PUBH 6202	Epidemiology II: Methodological Issues	2
PUBH 6301	Family Health I	3
PUBH 6302	Family Health II	2
PUBH 6401	Management I: Core Concepts	3
PUBH 6402	Management II: Policy, Planning and Programs	3
PUBH 6403	Management III: Financial Management	2
PUBH 6404	Management IV: Health Economics	2
PUBH 6501	Primary Health Care	2
PUBH 6601	Environmental Health	2
PUBH 6602	Disaster Management	2
PUBH 6901	Health Education I: Core concepts and principles	2
PUBH 6003	Qualitative Research	2
PUBH 6905	Health Education & Health Promotion Program Administration	2
PUBH 6906	Communication	2

Courses (Electives)

Course Code	Course Name	No. of Credits
PUBH 6203	Epidemiology III: Infectious Disease Epidemiology	2
PUBH 6204	Epidemiology IV: Non-Communicable Disease Epidemiology	2
PUBH 6701	Community Mental Health	2
PUBH 6603	Occupational Health	2

DESCRIPTION OF COURSES/MODULES:

❑ **PUBH 6001 (HE60A) Research Methodology (2 credits)**

Covers principles involved in the writing of a research proposal, design of investigations, methods of data collection and report writing. This is followed by an application of principles in planning and conducting a research project that is examined externally as part of the examination process. Research projects of students in the Health Education and Health Promotion track must have a Health Promotion slant and include qualitative methods.

❑ **PUBH 6002 (HE60B) Project Report (6 credits)**

All students are expected to apply the principles of biostatistics, epidemiology and research methods in planning and conducting research on a topic of public health relevance. Both qualitative and quantitative measures are expected in this research. Research projects of students in the Health Education and Health Promotion track must in addition to the foregoing, have a Health Promotion slant.

❑ **PUBH 6201 (HE61A) Biostatistics (2 credits)**

This course introduces students to the field of statistics and its application in public health. It will cover data analysis using descriptive, inferential and hypothesis-testing techniques. The use of the computer in data analysis will be an important feature of this course.

❑ **PUBH 6201 (HE62A) Epidemiology I (2 credits)**

Introduces methods of epidemiology with special reference to disease entities and conditions found in the Caribbean. Principles, uses and methods of epidemiology; host-agent-environment relationships, measures of disease frequency, investigation of outbreaks, disease surveillance, aspects of community health analysis, rates and ratios, introductory demography are addressed in this course.

❑ **PUBH 6202 (HE62B) Epidemiology II (2 credits)**

Details methodological issues in epidemiology including measurements, rates, risk, study designs and statistical methods and their value in the prediction and management of illnesses and diseases.

❑ **PUBH 6203 (HE62C) Infectious Epidemiology (2 credits)**

Describes and outlines principles of prevention and control of communicable diseases with special emphasis on diseases of particular significance to the Caribbean. Disease control programmes and associated problems are analyzed and their impact assessed and debated.

❑ **PUBH 6204 (HE62D) Chronic Disease Epidemiology (2 credits)**

Provides overview of major non-communicable and chronic diseases prevalent in the Caribbean. Related risk factors and methodologies, compliance problems, nutrition and other issues and their implications for Health Education and Health Promotion are discussed. Delineates approaches for chronic non-communicable disease reduction and control.

❑ **PUBH 6301(HE63A) Family Health I (2 credits)**

Focuses on the concepts, content and approaches to the provision of health care services for families throughout the life cycle. Discussions though centered around Caribbean issues are pertinent to global situations. There is a focus on the application of those principles to real families in the community through case studies and working with families 'at risk'

❑ **PUBH 6302 (HE63B) Family Health II (2 credits)**

Reinforces the concepts, content and approaches to the provision of health care services for families throughout the life cycle as covered in Family I. Contemporary issues affecting the family including violence and rape are dealt with, not only from a theory based perspective but course participants access and utilize state and community agencies to improve the health and welfare of the families with

The University of the West Indies
which they work. Capacity and asset building skills for
empowerment are taught.

❑ **PUBH 6401 (HE64A) Health Management I (2 credits)**

Involves didactic exploration and critique of the health management process including general and social systems theory, health service structure and function (national and international) and the major steps in the planning process.

❑ **PUBH 6402 (HE64B) Management II (2 credits)**

Builds on concepts covered in Health Management I by delving into issues relating to policy, planning and health sector reform. Participants critically analyze the health care systems and significant attention is given to how to operationalize health care systems.

❑ **PUBH 6403 (HE64C) Management III (2 credits)**

Emphasis is placed on the development of skills and the practical application of Financial Management concerns in government, government accounting system, strategic planning process within the government of Jamaica and the Financial Cycle of Control (Budgeting).

❑ **PUBH 6404 (HE64D) Health Economics (2 credits)**

Introduces the key concepts, methods, applications and issues in health economics. Emphasis is on the use and application of the tools and techniques of

health economics to planning, policy-making implementation and evaluation of programmes in the health sector.

❑ **PUBH 6501 (HE65A) Primary Health Care (2 credits)**

Reviews and discusses Alma Ata, from a health sector perspective. Examines the contribution of non-health sectors, health service structure and functions, community participation, intersectoral coordination, international health regulations, natural and international health agencies to primary health care. Analyses of the primary health care approach to the promotion and maintenance of health and development are included.

❑ **PUBH 6601 (HE66A) Environmental Health (2 credits)**

Provides a general overview of environmental health, its scope and practice. Emphasis is placed on the interrelationship between man and his environment and the resulting impact on health. The vast dimensions of the environment including air, land and water and related issues including physical, biological and chemical agents known to be harmful to health are included.

❑ **PUBH 6701 (HE67A) Community Mental Health (2 credits)**

This course covers the concepts and principles related to mental health, the organization and delivery of relevant services and the principles underlying choice of service models in the Caribbean.

The emphasis/philosophy in this course is on seeing Community Mental Health as an integrated component of public health services.

❑ **PUBH 6602 (HE68A) Disaster Management (2 credits)**

Highlights the importance of disaster management and its relevance to public health in the Caribbean. The course describes the essential elements for consideration in disaster

management and mitigation. The challenges and approaches inherent in pre-disaster, intra-disaster and post-disaster phases and the role of the public health team in all phases are discussed. The course also includes site visits to disaster areas and agencies involved in disaster management.

❑ **PUBH 6603 (HE68B) Occupational Health (2 credits)**

The definitions and principles of occupational health and the range and classification of OH hazards and how to manage and prevent these are detailed. Visits to specific sites adds a practical dimension to the content covered.

❑ **PUBH 6901 (HE 69A) Health Education I (2 credits)**

Explores the philosophies, goals and principles on which health education and health promotion are founded and the relevance of the health promotion approach to Caribbean Public Health. The promotion of individual responsibility and community participation are also covered.

The University of the West Indies

❑ **PUBH 6902 (HE69B) Health Education II (2 credits)**

Provides a guide to planning implementing and evaluating health education and health promotion programmes in a variety of settings. The value and use of theories and models in planning and implementing interventions are integral features of this course.

❑ **PUBH 6903 (HE69C) Advanced Health Education (3credits)**

This is a basic course for health education and promotion specialists. This course explores the philosophies, goals and principles on which health education and health promotion are founded. It further provides a context for practicing health education, focusing on the range of responsibilities, ethical guidelines and introduces theories and models relating to individual and community behaviour change.

❑ **PUBH 6904 (HE69D) Issues in Health Education and Health Promotion (2 credits)**

Examines current trends in the field and implications for further development and action. Topical issues are discussed and these include but are not limited to issues relating to chronic disease, mental health, dental health and ageing.

❑ **PUBH 6905 (HE69E) Health Education and Health Promotion Programme Administration (2 credits)**

Analyzes resources, needs, use and organization of those resources to match health education and health promotion needs at all levels. This includes approaches to forge partnerships, build networks and general collaboration at all levels.

❑ **PUBH 6003 (HE69F) Qualitative Research Processes (2 credits)**

Describes and discusses various methods of qualitative research. Emphasis is placed on the development of skills and the practical application of such methods of research to health education, health promotion and public health.

❑ **PUBH 6906 (HE69G) Communication (2 credits)**

Focuses on the principles and practices involved in effective communication for mobilizing

individual and community action for health. The use of integrated marketing communication (including social marketing) as a strategy for promoting health is covered.

❑ **PUBH 6907 (HE61B) Field Practicum (10 credits)**

In the first semester of the second academic year (September to November), candidates for the degree of Health Education and Health Promotion track do an internship in an assigned organization determined by the opportunity available in such organization to practice health promotion. Each participant spends two weeks in developing skills in using media in health promotion prior to assignment to a specific organization. Interns are expected to engage in activities to demonstrate competence in a minimum of three of the graduate competencies targeted in the training. This course culminates in a health promotion seminar organized and presented by students in which field experiences are shared with a panel of examiners.

Programme Coordinator: Mrs. Desmalee Holder-Nevins

Doctorate in Public Health (DrPH)

Programme Objectives:

Upon completion of the course of study the graduate should be able to:

1. Demonstrate leadership in the organization of the public health services
2. Apply the skills of policy analysis and program development to improve individual and community health
3. Demonstrate in-depth understanding of the core areas of public health theory and practice
4. Analyze issues and problems in public health using critical evaluation of information from a variety of sources
5. Apply the analytic tools of epidemiology and biostatistics to address specific public health issues
6. Apply management and financial management skills in the practice of public health
7. Demonstrate effective communication and advocacy skills

Entry Requirements:

Applicants to this programme should have completed an MPH or other equivalent Masters degree with at least an Upper Second Class Honours or equivalent and should preferably be employed in a local, regional or international health organization. A letter of support from the current employer would be desirable.

Duration of programme:

Normally from 4 years to a maximum of 7 years.

Programme Structure:

- 1) This is a part time course that will be delivered by a combination of online and face to face modules. Students must complete the 10 core modules and 5 elective courses (40 Credits). Normally requires 2 years but not more than 5 years.
- 2) This taught component will be followed by supervised field placements normally extending over a 2 year period.
- 3) Students will also conduct a research leading to a thesis.

Consideration for an adjustment in the duration of the programme will be given to candidates who fall within either of the following two categories;

- An applicant with an MPH or a similar degree attained within the last 5 years, who has demonstrated competency in specific areas, may apply for exemptions from specific courses, up to a **maximum of 20 credits.**
- An experienced Public Health Practitioner, who can demonstrate mastery of specific competencies listed among those to be attained during the field placement, may apply for **up to a maximum of 12 months exemption of field placement.**

Courses

Course Name	No. of Credits
Health across the lifespan	3
Social and Cultural Determinants of Health	3
Health systems management & organizational behaviour	3
Programme development, management and evaluation	3
Public Health Policy	3
Research Methods for Public health Practice	3
Statistical Methods in Public Health	3
Applied Epidemiology	3
Doctoral Seminars I	3
Doctoral Seminars II	3

Electives

Students are required to complete elective courses totaling 10 credit hours.

These can be selected from existing courses offered across the UWI or from courses offered by other universities and that are approved by the Graduate Board.

Health across the lifespan

Course Description: This course introduces and examines the principles which guide growth and development of individuals across the lifespan, from conception through childhood, adolescence, adulthood and to the elderly. Also examines the major determinants and facilitators of optimal health within each stage. The epidemiology of disease within each stage and the interdependence of each stage will also be reviewed.

Social and Cultural Determinants of Health

Course Description: In this course participants explore how social science disciplines are useful in analyzing and solving public health challenges. Structural violence as a social force will be examined. The relationship between these health determinants and public health interventions will be explored. The principles of behaviour change communication will be included in this course.

Health systems management & organizational behaviour

Course Description: This course builds on management principles developed in the MPH. Reviews current health system types and underscores the principles that govern them and their effectiveness in achieving public health goals. The management of organizations will be addressed

including the issue of authority and power in the health sector, strategic planning and organizational leadership

Programme development, management and evaluation

Course Description: This course will focus on the assessment of needs and the development of appropriate programmes to address same using selected methodologies of programme / project planning. Option appraisal, strategic planning, organizational leadership and social marketing of the programme will also be addressed. The conceptualization of an evaluation process from the initial stages of the programme development and its implementation is also expected.

Public Health Policy

Course Description: This course will address areas such as policy development in public health. Grant proposal writing; relationships with funding agencies and their role in setting research agenda. Local, regional and international frameworks governing Public Health Practice.

Research Methods for Public health Practice

Course Description: This course will build on that which was delivered by the MPH. The various methods of qualitative and quantitative research will be reinforced. Emphasis will be placed on being able to lead and coordinate a research team. The

principles of human subject research and academic ethics including authorship, scientific misconduct and conflicts of interest in scientific research and evaluation will be addressed. Also the role of funding agencies in setting of research agenda and responsibilities to studied populations.

Statistical Methods in Public Health

Course Description: This course will build on that delivered by the MPH and will include additional relevant subject areas.

Applied Epidemiology

Course Description: This course will review and enhance the core principles of epidemiology as well as equip students to respond to the new and emerging challenges in the field of epidemiology

Course Code/Name): Doctoral Seminars I

Course Description: The doctoral seminars will explore a number of topics of critical importance to public health that together will reveal the essence and scope of public health with particular attention to meeting the needs of the Caribbean and developing countries.

Doctoral Seminars II

Course Description: The doctoral seminars will explore several major approaches to understanding leadership based on current literature and personal

The University of the West Indies experience. It will also examine leadership issues of critical importance to public health that will equip public health practitioners with skills needed to meet the needs of the Caribbean Region.

Additional Information/Notes:

Students are required to complete supervised field placements that will normally extend for up to two years. Students may be placed at local ministries of health or at regional or international health organizations.

Department Contact Information:

**The Department of Community Health and
Psychiatry
Faculty of Medical Sciences
The University of the West Indies
Mona
Jamaica, West Indies**

Programme Coordinator:

Dr. Michelle Harris

MSc. Cultural Therapy

In achieving its objectives, the program will provide the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(a) The scientific, methodological, and theoretical foundations of Cultural Therapy in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: the use of cultural expressions and awareness as catalysts for change; principles of psychology; principles of psychohistoriography; principles of psychotherapy; management of small and large groups; wealth creation; the development of organizations; principles of management and mobilization; principles of social work; facilitation and stabilization of intellectual and social capital; human resource development; use of teams and catalysts;

(b) The practical aspects of cultural therapy in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: dance; music; art; drama;

(c) Defining problems and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: effective intervention; and evaluating the efficacy of interventions, research methodology; and techniques of data analysis;

(d) Issues of cultural and individual diversity that are relevant to all of the above including group dynamics; role of the family; dysfunctional behavior or psychopathology; human frailty, and professional standards and ethics; and

(e) Attitudes essential for life-long learning, scholarly inquiry, and

professional problem-solving in the context of an evolving body of scientific and professional knowledge.

Entry Requirements:

Applicants should possess a first degree at the level of a Lower Second status at minimum. Graduates from a wide range of backgrounds will be considered for entry. Through the programme, persons who would not ordinarily have access to careers in health-related and community development fields, e.g. actors, artists, will be given that opportunity.

Duration of programme:

Three years part-time or equivalent

Programme Structure:

All Courses are 3 Credits unless otherwise indicated. All new courses are designated CT, CULT or MC. Students take their Supervised Practicum Experience either in Year 1 or Year 2. Course codes have been designated according to the old and new (Banner) systems.

YEAR 1	YEAR 1	YEAR 1
Semester 1	Semester 2	SUMMER
CT60A/ CULT6000 Capstone Course in Cultural Therapy	CT60A/ CULT6000 Capstone Course in Cultural Therapy	
CT61A/ CULT6100 Educational Pedagogy	MS-66T Tourism Management	MC-666 Communication Skills
PS-61A Psychopathology	PS-65A (1 CR) Ethics Seminar	
		CT64A/ CULT6400 (0 CR) Supervised Practicum Experience (Group A)
CT63A/ CULT6300 (2 CR) Practical Module		

YEAR 2	YEAR 2	YEAR 2
Semester 1	Semester 2	SUMMER
CT60B/ CULT6001 Capstone Course in Cultural Therapy	CT60B/ CULT6001 Capstone Course in Cultural Therapy	
CT62A/ CULT6200 (2 CR) Elective Module	CT66A/ CULT6600 Rehabilitation Management	
	Research Methods (multiple course options)	Project Report Preparation
		CT64A/ CULT6400 (0 CR) Supervised Practicum Experience (Group B)
CT63B/ CULT6301 (2 CR) Practical Module		

YEAR 3	YEAR 3	YEAR 3
Semester 1	Semester 2	SUMMER
CT60C/ CULT6002 Capstone Course in Cultural Therapy	CT60C/ CULT6002 Capstone Course in Cultural Therapy	
Project Report		
Preparation		
		CT65A/ CULT6500 (0 CR) Creative Practicum
CT63C/ CULT6302 (2 CR) Practical Module		

Core Courses

Course Code	Course Name	No. of Credits	Course Weighting
CT60A,B,C	Cultural Therapy	9	Record keeping 25% Analyses of processes and outcome25% Oral presentations 25% Participation and facilitation of group activities 25% An evaluation will be made at the end of each 3-credit component (A,B and C) of the course.
CT61A	Educational Pedagogy	3	Activity Plan 25% Group Paper 25% End of Term Examination 50%
CT66A	Rehabilitation Management	3	Essay 25% Group Paper 25% End of Term Examination 50%
CT63A, B, C	Practical Modules	6	Site Supervisor’s Evaluation 10% Portfolio 30% Oral Presentation 30% Written Report 30%

Core Courses Contd.

Course Code	Course Name	No. of Credits	Courses Weighting
CT64A/B	Supervised Practicum Experience	Pass/Fail 3	Site Supervisor's Evaluation 10% Portfolio 30% Oral Presentation 30% Written Report 30%
CT65A	Creative Practicum	Pass/Fail 3	Project report 100%
PS61A	Psychopathology	3	Individual/Group papers End of term examination
PS63A	Clinical Research Skills	3	Course work End of Term Examination
MC666	Effective Communication	3	Course work End of Term Examination
MGMT6136	Entrepreneurship & InnovationManagement	3	Course work End of Term Examination
PS65A	Issues of Caribbean Psychology: Ethics and Professional Practice Seminar	Pass/Fail 1	Student-led seminars 100%

Elective

Course Code	Course Name	No. of Credits	Course Weighting
CT62A	Elective Module	2	Dependent on course chosen

Course Description:

CT60A, B,C: Cultural therapy

The program of Cultural Therapy consists of five broad areas: Ethno historical large group meetings; Centring Exercises; Psychohistoriographic Analysis; Collective poetry, play and musical writing/creation; Evaluation.

CT61A: Educational Pedagogy

This course is designed to equip students with a basic understanding of the theory behind teaching and learning. Emphasis will be made on the role of education as a tool for social change. Areas emphasized include planning for instruction, instructional strategies and evaluation and assessment of student learning. Classroom management strategies will also be addressed. The technology aspect of the course will include word processing, presentations, record keeping, and computer-aided instruction (CAI).

CT66A: Rehabilitation Management

Students in this course will examine the practical aspects of nursing, physiotherapy and occupational therapy that relate to Cultural Therapy. The course explores human movement and its importance in motivation, the detection of signs of medical illness, dealing with elderly, frail or disabled individuals,

behaviour management in rehabilitation, and the assessment and management of daily living and vocational skills.

CT63A, B, C: Practical Modules

The practical module is designed to expose students to the Visual and Performing Arts, Music and Dance, Floral Arrangement and Crafts as well as other activities deemed appropriate by the course coordinator. It is expected that students will complete modules outside of their area of expertise in order to broaden their skill base.

CT64A/B: Supervised Practicum Experience

After their first or second year in the programme students will spend their summer attached to sites where they can receive practical experience in Cultural Therapy and build upon skills developed during the year. Students must be under the supervision of a person working in the field. Students would be required to spend at least 4 days per week at their site. Student's experiences will vary but should include opportunities to strengthen key Cultural Therapy skills, including planning, analysis, writing, organization, record keeping, teamwork, and problem solving. In addition, students will be involved in evaluating the effectiveness of their site by collecting empirical data. The course will bridge the gap between academic coursework and the

practical knowledge, skills and emotional challenges that are inherent in the "real world" of the "helping" professional.

CT65A: Creative Practicum

At the end of their programme students will create and participate in a project designed to create or stimulate wealth in a community setting. Students will design their own work projects, set goals, and work throughout the summer on achieving the pre-set outcomes. Students will make adjustment to the design of their project when their current contexts indicate it is necessary to do so. Any such allowances will be recorded in the final report, and details of how these adjustments affected the project outcome.

will be presented. Results will be written up and presented to the course coordinator for assessment.

PS61A: Psychopathology

This course aims to provide students with the knowledge and skills required to accurately diagnose the wide range of mental health problems affecting adults, adolescents and children in the Caribbean. The course will focus on the multi-axial diagnostic approach of the Diagnostic and Statistical Manual - IV.

The course will begin with a review of the development of the multi-axial approach, cover

The University of the West Indies issues pertaining to the reliability and validity of making a diagnosis and discuss the stigma of being diagnosed with a mental illness. All major diagnostic categories of mental illness will be discussed, including the diagnostic criteria, associated features and risk factors. Special attention will be given to the application and relevance of the diagnostic categories to the Caribbean people.

PS63A: Clinical Research Skills

This course will commence with an overview of the research process. The course will progress by walking students through the research process, and the consideration necessary for good research design and results. Students will throughout the course be exposed to a wide range of statistical analyses that will strengthen their ability to make informed decisions about the tools available to provide the best results in their own research. Basic statistical concepts, including correlation, regression, and comparison of means, will be covered, as well as more advanced statistical procedures, such as multiple regression, factor analysis, and advanced analysis of variance techniques.

MC666: Effective Communication

The course aims at helping students develop their listening, speaking and writing skills for a variety of workplace situations and professional purposes. Activities centre on planning, organizing, composing, and revising messages with sensitivity to verbal and non-verbal cues. Documents developed both in class and as home assignments include occupational writing for correspondence letters, memos, e-mail, reports and proposals. Participants will also enhance their skills in public speaking and other forms of oral presentations conveying messages with an emphasis on clear, concise communications.

PS65A: Issues of Caribbean Psychology: Ethics and Professional Practice Seminar

This course will be attended by all students in the programme and delivered via student led seminars. The goal is to develop an awareness of current professional and ethical issues in the practice of clinical psychology, and to foster an awareness of the specific context of future practice within the Caribbean region.

List and describe other courses here

CT62A: Elective Module

At the end of the course students will be able to demonstrate competence in the areas they have chosen for study.

Programme Coordinator:

Prof. Frederick Hickling

DM Psychiatry

Programme Objectives:

The DM Psychiatry is a four year graduate course which aims to provide the graduate with the knowledge and skills to function as a consultant psychiatrist equipped for independent practice in hospital-based settings, stand-alone facilities and community mental health services.

Entry Requirements:

(The general regulations for the degrees of Doctor of Medicine apply).

Applicants will be eligible for entry after completing their medical internship and becoming fully registered as medical practitioners by the Medical Council of Jamaica. Candidates will be required to submit a written application and may be required to attend an interview to be eligible for selection to the programme.

Duration of programme:

Four years full-time

Programme Structure:

Part I (Year 1): Psychology, Anatomy, Physiology, Adult & Emergency Psychiatry

Part II (Year 2): Psychotherapy, Biostatistics & Research Methods, Addiction Psychiatry, Child & Adolescent Psychiatry, Neurology, General Adult & Emergency Psychiatry

Part III (Year 3): Psychotherapy, Supervised Research, Consultation-Liaison Psychiatry, Geriatric Psychiatry, General Adult & Emergency Psychiatry

Part IV (Year 4): Forensic Psychiatry, Community Psychiatry, Outpatient Services, General Adult & Emergency Psychiatry

Courses

Course Code	Course Name	Course Weighting
MD 614	DM Psychiatry Part I	100% Exam
MD 613	DM Psychiatry Part II	100% Exam
To be assigned	DM Psychiatry Part III	100% Exam
To be assigned	DM Psychiatry Part IV	100% Exam

Course Description:

Part I (Year 1): During this period, which lasts twelve months, the students work as a psychiatric resident at an approved general hospital. Instruction is given in the Basic Medical Sciences (including Anatomy, Physiology) as well as in Psychology and Psychiatry.

Part II (Year 2): Entry to the second part of the course will depend on a satisfactory performance in the Part I examination.

During this period which lasts twelve months, the students work as a psychiatric resident at an approved general hospital. Instruction is given in Neurology, Psychology and Psychiatry.

During the first half of Year 2 of the programme, the Student will submit to the Specialty Board through his/her supervisor, a proposal for a project to be undertaken during Part III of the programme.

Part III (Year 3):

Admission to Part III of the programme depends upon the student's performance in the Part 2

examination. During Part III, the candidate is required to spend six months working in an approved psychiatric service and at least twelve months working in the psychiatric services of an approved general hospital.

At least six months of this year must be spent in the Caribbean during this period. At the end of the time period, students may submit a Case Book or Research Report.

Part IV (Year 4):

During this year the student continues to work under supervision in an approved psychiatric service.

Department Contact Information:

The Department of Community Health & Psychiatry
Faculty of Medical Sciences
The University of the West Indies
Mona
Jamaica, West Indies

Programme Coordinator:

Dr. Roger Gibson

Department of Obstetrics, Gynaecology and Child Health

Head: Professor Joseph Frederick

The Hugh Wynter Fertility Management Unit, Department of Obstetrics and Gynaecology, Department of Obstetrics, Gynaecology and Child Health, offers the following graduate degree programmes and in-service training programmes for senior nurses, Obstetricians and Gynaecologists in 2009/2010.

Graduate Programme: M.Sc. Counselling

Short In-Service Departmental Training Courses for Registered Nurses, Nurse-Midwives, Nurse Practitioners and Obstetricians and Gynaecologists are also offered for continuing education :

1. Family Planning and Sterilization Techniques for Nurses (February 15-26, 2010).
2. Family Planning and Reproductive Health Administration (May 10-21, 2010)
3. Sexual and Reproductive Health for Medical Doctors and Senior Nurses (October 18-29, 2010).

For details of these brief in-service training courses please see the attached training schedule for 2009-2010.

M.Sc. Counselling

Specializations/Options :

Psychodynamic Counselling
Cognitive-Behavioural Counselling
Eclectic-Integrative Counselling

The objectives of the programme are:

1. To develop a thorough knowledge of the philosophy, assumptions, principles, elements, concepts, and techniques of Person Centred, Existential, Psycho-dynamic and Cognitive- Behavioural Schools of Counselling.
2. To develop high levels of competence in the practical application of this theoretical knowledge so as to facilitate specialization in any one of these approaches to counselling or the use of an eclectic or an integrative approach in keeping with the counsellors' personal preferences, philosophy or values and the needs of their clients.
3. To provide supervision in a variety of counselling practices to increase skill levels in counselling.
4. To improve self-awareness and counselling effectiveness by providing on-site group therapy training and by encouraging students to obtain therapy for themselves.
5. To develop a cadre of counsellors in the fields of education, social services and health who will be trained to deliver individual and group counselling and family therapy services in their respective countries in the West Indies.
6. To develop a cadre of highly trained and qualified counsellors who are able to adapt predominantly European and North American counselling models to the West Indian context and who will have the research skills, the theoretical

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foundation and the practical expertise required to ultimately develop their own models of counselling which will be relevant to West Indian experiences.

7. To provide counsellors with the kinds of experiences which will increase their awareness of the high standards of ethical practice which are expected and required of counsellors and which they should demonstrate in their own personal and professional conduct.

Entry Requirements :

Applicants should have an Upper Second Class honours first degree in Counselling or in related fields in Health, Education, Social Work, Psychology or Pastoral Counselling/Theology from an institution acceptable to the University of the West Indies for this purpose. Applicants should also have at least three years work experience. All applicants must possess an **advanced level of ability to work in English**. Entrance is competitive so only the most qualified persons will be accepted.

Applicants should also have done the following qualifying courses at the undergraduate degree level, or if not, they will be asked to do the following qualifying or pre-requisite courses before starting the Master's programme:

Pre-Qualifying Programme (2009- 2010)

OG60A.	Introduction to Individual Counselling
OG60D	Developmental Psychology
OG60B	Introduction to Group Counselling
OG60C	Abnormal Psychology

Duration of programme:

Three years part-time and four years for those without a Psychology first degree who need to do the qualifying/pre-requisite courses.

Programme Structure:

The M.Sc. Counselling programme will be offered as a three year programme, except for persons who lack the qualifying courses and who will therefore have to complete and pass the qualifying courses before being admitted to the Master's programme.

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Year 1 Semester I 1. Person -Centred Counselling 2. Professional Issues Part I :Ethical and Legal Issues 3. Practicum 1-	Year I - Semester II 1. Existential Counselling with Individuals 2. Research .Methods II: Quantitative Methods 3. Practicum 2	First Summer School 1. Group Counselling: Personal Growth Groups 2. Research Methods II: Qualitative Methods 3. Sexuality Workshop
Year II - Semester I Either OPTION I 1.Psycho-dynamic Counselling with Individuals 2.Pacticum 3 OR Option II	AND Year II Semester II Option I cont'd 1. Developing an Eclectic/Integrative Approach to Counselling 2. Family Therapy 3. Practicum 4 And OPTION II cont'd	Second Summer School 1.VocationalCounselling 2.Psycho- dynamic Counselling with Groups 3.Conflict Resolution Workshop
Year 1I Semester 1 1. Cognitive- Behavioural Counselling with Individuals Part 1 2.Cognitive-Behavioural Group Counselling 3. Practicum 3	Year II Semester II 1. Cognitive - Behavioural Counselling with Individuals Part II 2. Family Therapy 3. Practicum 4	Second Summer School 1.VocationalCounselling 2.Psycho- dynamic Counselling with Groups 3.Conflict Resolution Workshop
OR Option III Year II Semester I	AND Option III cont'd	Second Summer School 1.VocationalCounselling

1. Psycho-dynamic Counselling with Individuals 2.Cognitive-Behavioural Counselling with Individuals Part 1 3.Cognitive-Behavioural Group Counselling 4. Practicum 3 Year III Semester 1	Year II Semester II 1.Cognitive - Behavioural Counselling with Individuals Part II 2. Developing an Eclectic/Integrative Approach to Counselling 3. Family Therapy 4. Practicum 4 Year III Semester 2	2.Psycho- dynamic Counselling with Groups 3.Conflict Resolution Workshop
1.Research Project Tutorials 2. Practicum 5	1. Submission of the Research Project 2. Practicum 6	

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
OG61A	Person -Centred Counselling	3	60% exam 40% course work
OG61B	Group Counselling: Personal Growth Groups	3	60% exam 40% course work
OG61C	Professional Issues Part I :Ethical and Legal Issues	3	100% course work
OG61D	Existential Counselling with Individuals	3	60% exam 40% course work
OG61E	Vocational Counselling	3	60% exam 40% course work
OG61F	Professional Issues Part 2 : Programme Development	3	100% course work
OG62C	Research .Methods I: Quantitative Methods	3	100% course work
OG62G	Family Therapy	3	60% exam 40% course work
OG62H	Research Methods II: Qualitative Methods	3	100% course work
OG63A	Research Project Tutorials and submission of the Research Project	3	100% course work
OG69A	Practicum 1	3	100% course work
OG69B	Practicum 2	3	100% course work
OG69C	Practicum 3	3	100% course work
OG69D	Practicum 4	3	100% course work
OG69E	Practicum 5	3	100% course work
OG69F	Practicum 6	3	100% course work

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
OG62A	Psycho-dynamic Counselling with Individuals	3	60% exam 40% course work
OG62B	Psycho- dynamic Counselling with Groups	3	60% exam 40% course work
OG62D	Cognitive-Behavioural Counselling with Individuals Part 1	3	60% exam 40% course work
OG62E	Cognitive-Behavioural Group Counselling	3	60% exam 40% course work
OG62F	Developing an Eclectic/Integrative Approach to Counselling	3	60% exam 40% course work
OG62I	Cognitive - Behavioural Counselling with Individuals Part II	3	60% exam 40% course work

Course Description:

Qualifying (Pre-Requisite) Courses

Course OG60A: An Introduction to Individual Counselling

This course is designed to introduce participants to the field of counselling by clarifying terminology, examining research findings on the effectiveness of counselling and counsellors, discussing the principles of counselling, providing an overview of the counselling process and relating these to the participants' awareness of themselves, their motives and needs in choosing Counselling as a career. The course continues by providing participants with an overview of the principal schools of counselling as they emerged chronologically and then provides an in-depth look at counselling skills with particular reference to the counselling of individuals. The limitations of a skills approach to counselling are also explored. The course ends with an examination of some of the concerns of trainee counsellors as they consider the counselling process and the role of the supervisor.

Course OG60B: Introduction to Group Counselling

This course begins by discussing the definitions, rationale, goals and types of groups included in group counselling. Group leadership characteristics, strategies, skills, functions and styles are then explored, together with issues of concern to group leaders. The process and practice of group counselling and the nature, roles and behaviour of group members are then analyzed. The practical considerations involved in starting a group and the kinds of communication activities which students can use in groups are then described. Students are taught how to evaluate groups and the module ends by exploring the wider applications of group counselling.

Course OG60C: Abnormal Psychology

This course begins by identifying the benefits and pitfalls of psychiatric classifications and how they have been used and misused by counsellors and other

health professionals. Instruments which are used in the assessment and diagnosis of the conditions covered in the course are discussed as each new topic is introduced.. Learning disabilities are then explored and Block A ends with a focus on mental retardation. Block B begins by looking at stress and coping and the aetiology, signs, symptoms, treatment and management of anxiety disorders, mood disorders, schizophrenia, personality disorders and eating disorders. In Block C the focus shifts to substance abuse with an emphasis on a typology of abused substances, signs and symptoms of substance abuse, treatment, and management. The course ends with a general discussion of the psycho-social impact of these conditions, legal issues and the role of the counsellor. Throughout the course the actual experiences of people who have been challenged by these conditions are shared in order to retain the emphasis on people rather than on impersonal and potentially destructive psychiatric labels.

Course OG60D: Developmental Psychology

This course offers an introduction to physical, social, cognitive, moral and linguistic development with an emphasis on theory and methodology. The biological and social bases of behaviour are explored and the pathology associated with failure to achieve psycho-social tasks at each stage is explored.

Course OG61A: Person-Centred Counselling

The course begins with an introduction to Carl Rogers and to Person-Centred Counselling. Rogers' original writings are used to develop a thorough understanding of the philosophical base, the theoretical assumptions, beliefs and values which underlie Rogerian Counselling. Theoretical perspectives on the acquisition and maintenance of maladaptive behaviour and on the process of effecting therapeutic personality change are explored. Primary emphasis is placed on how to establish a therapeutic relationship and on developing the counsellor's ability to demonstrate the conditions which facilitate personal growth. The focus then shifts to Person-Centred Counselling in action and to a detailed examination of the counselling process and the development of Person-Centred Counselling Skills. Case studies are

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used to develop insight into the practical application of Counselling theory. The course ends with a detailed critique of Person-Centred Counselling in which research findings on efficacy are explored and the wider applications of Person-centred Counselling in families, groups, educational and other institutions are discussed.

Course OG61B: Group Counselling: Personal Growth Groups

This course explores the application of Person-Centred Counselling Theory to Group Counselling with specific references to Personal Growth Groups. The course begins with a description of types of Personal Growth Groups such as T. groups, Encounter Groups, Marathon Groups and Systematic Human Relations Training. The goals and verbal and non-verbal techniques which are used in such groups are then presented. Leadership, group development, group dynamics, communication and counselling skills utilized in these groups are then discussed. The course continues with practical information on how to organize and evaluate these groups and ends with a discussion of the professional issues, ethics and criticisms which have to be considered in using such groups, and wider applications to special populations.

Course OG61C: Professional Issues Part I

This course is designed as a series of seminars in which various presenters will be initiating a discussion of professional issues which are of concern to counsellors. Students are required to attend 80% of the classes on Professional Issues which will be delivered by teleconferencing. The course begins by examining the ethical, legal and professional development issues which counsellors confront in their practice. Models for ethical reasoning and codes of ethics from various cultures are discussed in order to lay the foundation for the development of a West Indian code of ethics to guide Counsellors in individual and group counselling. The course then seeks to help counsellors in training to explore their own reactions to different, and, in some cases, socially proscribed groups by looking at the problems facing these groups. The course then ends by looking at the role of the counsellor as a change agent in West Indian societies.

Course OG61D: Existential Counselling

Existentialism is a philosophical approach to counselling rather than a method of counselling. It has been included in the programme because it encourages counsellors to grapple with life and death issues and concerns inherent in human existence which clients often bring to the counselling situation. Accordingly, this course begins with an introduction to Existential Counselling in which some of the main assumptions and themes of this approach are discussed. The therapeutic relationship is then highlighted followed by a detailed exploration of writings by existential psychotherapists and other existential authors on psychotherapy. Emphasis is given to the practical application of existential philosophy in counselling and to a discussion of the wider applications of this approach.

Course OG61E: Vocational Counselling

The course begins by reviewing historical information on the introduction of career counselling in West Indian schools. Participants are then introduced to new trends in the job market which have arisen as a result of new technological developments and economic changes sweeping the world. Theories and research findings pertaining to vocational/ career choice and development are then explored. Societal and individual factors influencing career choice and development are analysed.. In the next unit, the world of work, the vocational counselling needs of special groups such as the handicapped are addressed. Block A ends with a unit on how to start and manage a business for those clients seeking to be self-employed. Block B focuses on the process of finding and succeeding on the job. Detailed treatment is given to job hunting skills, interpersonal relationships on the job, financial planning and coping with change. Educational considerations are then explored in Block D not only for the secondary school student selecting subjects in grade nine or third form, but also for the mature student seeking higher education and for people who need to re-enter the work force. The course ends with guidelines on developing a vocational guidance programme in schools.

Course OG61F: Professional Issues Part II

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This course is designed to teach participants how to plan counselling programmes in different organizational settings. It then discusses the processes and skills involved in Conflict Resolution and Mediation. In Block B, the focus shifts to the development and organization of Counselling Programmes and the course ends with a discussion of issues involved in the management and delivery of Counselling programmes and services.

Course OG62A: Psycho-dynamic Counselling with Individuals

This course examines the psychoanalytic roots of psychodynamic counselling with special emphasis on the philosophical assumptions, the principal concepts and techniques which Sigmund Freud pioneered. Freud's theories of Psycho-sexual development, his theories on the development of human personality and the functioning of the mind will be analysed. The work of selected Neo-Freudians will also be discussed as will object relations theory. The emphasis throughout will be on the adaptation of long-term psychoanalysis to short-term psychodynamic counselling. The therapeutic process, the acquisition and maintenance of maladaptive behaviour, the principles and mechanisms of change and psychodynamic counselling skills and techniques will all be thoroughly examined. The wider applicability of psychodynamic counselling to groups and family therapy will also be addressed.

Course OG62B: Psycho-dynamic Counselling with Groups

The course examines the application of psycho-dynamic theory to Group Counselling and attendant leadership, membership, communication, group dynamics and professional issues. Participants will explore in-depth the application of psychoanalytic techniques to group counselling. The course ends with a discussion of criticisms and research findings on the effectiveness of psychodynamic group counselling and its application to special groups, as well as the contribution which Psycho-dynamic Group Counselling can make to Eclectic and Integrative Approaches to Counselling.

Course OG62C: Research Methods Part I: Quantitative Research Methods

This course examines the steps and skills involved in conducting quantitative research. The course begins by exploring the nature of enquiry, and then describes how to select and construct hypotheses, how to review the literature, identify and label variables and construct operational definitions of these variables. Techniques for the manipulation and control of variables and problems of validity and invalidity are then explored. The course continues by teaching participants how to construct research designs, engage in proper procedures for observation and measurement, construct and use questionnaires and interview schedules and utilize sampling procedures and statistical tests. Parametric and non-parametric statistical tests are discussed. The course ends by teaching participants how to use data processing procedures and write a research report.

Course OG62D: Cognitive-Behavioural Counselling with Individuals

This course explores the interaction between thought, perception, emotions and the many factors which shape behaviour. It begins with an overview of the cognitive-behavioural school of counselling and then focuses in depth on cognitive-behavioural theory and the practical counselling skills and techniques which are used to help individual clients learn new patterns of behaviour. The course ends with a critique of this approach and the wider applications of this model to groups, families and educational institutions.

Course OG62E: Cognitive Behavioural Group Counselling

This course discusses the application of cognitive behavioural theory to group counselling. It begins with problem identification and goal setting and then continues by examining how to organize cognitive behavioural group counselling in terms of logistics, content, sequence, methods, leadership, membership, activities, group dynamics and process issues, monitoring, evaluation, termination and follow-up. The course ends with a critique of cognitive behavioural group counselling and a discussion of the wider applications of the theory with specific reference to Family therapy, and a detailed treatment of the place of Cognitive Behavioural Group Counselling Theory and Practice in Eclectic and Integrative Approaches to

Course OG62F: Developing an Eclectic / Integrative Approach to Counselling

This course seeks to help the student to consider the integrative themes underlying all of the major schools of counselling included in this M.Sc programme as a prelude to developing the student's own personal theory of counselling. The course begins by considering the extent to which it is possible to reconcile conflicting philosophical assumptions, beliefs and values as expressed in the Psycho-dynamic, Humanistic and Cognitive- Behavioural schools of counselling. It then encourages the student to consider the implications of these schools of thought for his or her own self-development, self-exploration and self-knowledge. It then systematically explores the extent to which these counselling theories can be integrated in an effort to help counsellors to understand their clients' concerns and to improve their professional practice. The course ends with each student thinking through and writing down his or her own personal theory of counselling to guide his or her own counselling practice.

Course OG62G: Family Therapy

This is an introductory course on theoretical and therapeutic components of major schools of therapy concerning marital and family therapy. Videotapes, training films and simulations will be used to explore therapeutic behaviours which differentiate schools of therapy. There will be an emphasis on perceptual, conceptual and clinical skills of family therapists. This course provides a foundation for future training in this area.

Course OG62H: Research Methods Part II: Qualitative Research Methods

This course focuses on the nature, principles, theories and methods of qualitative research. It begins by discussing the nature of knowledge and qualitative research as well as theories and principles guiding this kind of research. Different approaches and methods are examined including action research, case studies, ethnographic

research, discourse analysis and comparative methodologies. Participants are taught how to use data gathering techniques and how to analyze and write research reports using qualitative research methods.

Course OG62 I: Cognitive-Behavioural Counselling with Individuals Part II

This course builds on Course OG62D by discussing how to select and implement strategies to use in Cognitive-Behavioural Counselling of individuals. Additional strategies are also described, including, symbolic modelling, using oneself as a model and participant modelling, emotive imagery and covert modelling, cognitive modelling and problem solving, cognitive restructuring, re-framing and stress inoculation, meditation, muscle relaxation, systematic desensitization and self-management strategies. Issues relating to termination and follow-up are explored, and the course ends by presenting a range of criticisms of the wider applications of this approach to counselling.

Course OG63A: Tutorials on the Research Project

These sessions have been designed as tutorials whose purpose is to assist students on a weekly basis via teleconferencing, as they work on their research projects. The presenters will act as resource persons and the tutorials will be developed and directed by students to meet their own needs for supervision as they design and conduct research and write their projects.

The Research Proposal

At the end of the first week of the first semester in the third year, M.Sc. students are required to submit a research proposal on a subject that is of interest to them and that is in keeping with Counselling and Psychotherapy.

Additional Information/Notes:

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M.Sc. Counselling students are also required to participate in a therapy group at each site, hence the need to have a minimum of six persons at each site to form a viable therapy group.

Short In-Service Departmental Training Courses for Registered Nurses, Nurse-Midwives, Nurse Practitioners and Obstetricians and Gynaecologists are also offered for continuing education :

1. Family Planning and Sterilization Techniques for Nurses (February 15-26, 2010).
2. Family Planning and Reproductive Health Administration (May 10-21, 2010)
3. Sexual and Reproductive Health for Medical Doctors and Senior Nurses (October 18-29, 2010).

For details of these courses please see the attached training schedule for 2009-2010.

Department Contact Information:

The Training Department,

The Hugh Wynter Fertility Management Unit,

The Faculty of Medical Sciences,

UWI, Mona.

Programme Coordinator: Mrs. Lillith Williams

Department of Pathology

Head: Professor Carlos T. Escoffery BSc (Hons) UWI, MBBS (Hons) UWI, DM (Path) UWI, MIAC

The Department of Pathology offers three graduate courses leading to the DM (Pathology) Degree of the University of the West Indies. These training programmes are designed to produce graduates for consultant posts in the various subspecialties of Pathology in the Commonwealth Caribbean. Candidates may choose to be trained in the following Graduate programmes:

- **Anatomical Pathology**
- **Haematology**
- **Chemical Pathology**

DM (Pathology)

Specializations/Options:

- **Anatomical**

Programme Objectives:

The objectives of the programme are to:

- **the attitudes that are essential for lifelong learning, scholarly enquiry and professional problem solving** as pathologists in the context of an evolving body of scientific and professional knowledge by building on previous undergraduate and general medical training experience so that relevant

knowledge of disease processes is acquired and maintained at a level consistent with the requirements of independent practice in this group of medical specialties

- **critical skills for the assessment of published literature** and, where possible, to contribute to the advancement of such knowledge
- **interpretive skills** based on the theory and practice of pathology as a clinical laboratory science at both macroscopic and microscopic levels such that clinically useful opinions can be produced from surgical, biopsy and cytology specimens and from the findings of post-mortem examinations
- **sufficient technical knowledge** of the processing, sectioning and staining of histological sections (including special techniques such as immunohistochemistry) and of cytological preparations to be able to function as a consultant Pathologist equipped for independent practice in hospital-based and stand-alone clinical laboratories and to interact appropriately with medical technologists colleagues over those aspects of the technical work for which they are responsible.
- **familiarity with health and safety regulations** relating to the practice of histopathology and its subspecialties such that the working environment is safe both for themselves and for their colleagues
- **understanding of information technology** sufficient to be able to use computers for producing pathology reports and laboratory statistics, to search databases and to access e-mail and internet services
- **management and communication skills** in order to interact appropriately with medical, scientific, technical and clerical colleagues in the workplace and eventually to function as a team leader, if so requested

- **responsibility for their standard of professional practice** with an awareness of their own limitations, the benefits of team working and of the requirements of the Medical Council of Jamaica.

Entry Requirements:

(See general regulations – Doctor of Medicine)

Applicants should be Medical Graduates of a University or Medical School recognized by the University of the West Indies and fully registered in the territory or territories in which training will take place after completing their Internship and Senior House Officer Rotations.

Candidates will be required to submit a written application and may be required to attend an interview to be eligible for selection to the programme.

Duration of programme:

Four years full-time

Programme Structure:

The programme will be a minimum of four years. The course of study will normally take place at the University Hospital of the West Indies or at institutions in the contributing territories recognized by the University for this purpose; but up to one year's elective period may be spent at an approved institution in or out of the Caribbean.. Throughout the programme, candidates must hold recognised posts in accredited hospitals or be on the elective period. The Specialty Board in Pathology is in overall charge of the programme and is the sole and final authority on all matters concerning the programme.

Academic			
Basic Histology Use of the Microscope Presentation methods, research methoology	3-month rotation through Chemical Pathology laboratory	Sub-specialty areas including but not limited to: cardiovascular, gastrointestinal, neuropathology, paediatric, and renal pathology	Sub-specialty areas including but not limited to: cardiovascular, gastrointestinal, neuropathology, paediatric, and renal pathology
Basic Pathology	6-month rotation through Haematology/ oncology	laboratory quality assurance and management	laboratory quality assurance and management
Conferences and Seminars	Conferences and Seminars	Conferences and Seminars	Conferences and Seminars
Service Based			
Autopsy	Autopsy	Autopsy	Autopsy
Introductory Surgical Pathology through scribing	Basic Laboratory work flow and management Surgical pathology and cytology Sub-specialty areas including but not limited to: cardiovascular, gastrointestinal, neuropathology, paediatric, and renal pathology	Surgical pathology and cytology NB: Increasing levels of responsibility and competence	Surgical pathology and cytology NB: Increasing levels of responsibility and competence
	Research paper	Research paper	Research paper
		Optional Approved elective	
	DM Part I		DM Part II

Course

Course Code	Course Name
RETH 9004	DM Pathology

Course Description:

The DM Anatomical Pathology programme is a four year graduate courses which aims to provide the graduate with the knowledge and skills to function as a consultant Anatomical Pathologist equipped for independent practice in hospital-based and stand-alone clinical laboratories.

Additional Information/Notes:

During the programme, students will be expected to teach undergraduate medical students and other allied professionals and to present the research work of the department at learned conferences locally and internationally. With advancement through the programme, senior students will be involved in the guidance of residents at lower stages of training.

Department Contact Information:

Department of Pathology
University of the West Indies
Mona, Kingston 7,
Jamaica W.I.
Ph: (876) 927-1410 / 977-3942
Fax: (876) 977-1811
Programme Coordinator:
Dr Nadia P Williams

DM (Pathology

Specializations/Options:

- **Chemical Pathology**

Programme Objectives:

The objectives of the programme are to:

- Provide a solid foundation in the theory and practice of pathology as a clinical laboratory science
- Provide training in the diagnosis of disease by laboratory methods
- Provide the graduate with the knowledge and skills to function as a consultant Pathologist equipped for independent practice in hospital-based and stand-alone clinical laboratories
- Encourage the development of attitudes that are essential for life-long learning, scholarly enquiry and professional problem solving as pathologists in the context of an evolving body of scientific and professional knowledge

Entry Requirements:

(See general regulations – Doctor of Medicine)

Applicants should be Medical Graduates of a University or Medical School recognized by the University of the West Indies and fully registered in the territory or territories in which training will take place after completing their Internship and Senior House Officer Rotations.

Candidates will be required to submit a written application and may be required to attend an interview to be eligible for selection to the programme.

Duration of programme:

Four years full-time

Course Code	Course Name
RETH 9004	DM Chemical Pathology

Course Description:

The DM Chemical Pathology programmes is a four year graduate course which aim to provide the graduate with the knowledge and skills to function as a consultant Chemical Pathologist and Laboratory Manager, equipped for independent practice in hospital-based and stand-alone clinical laboratories.

Additional Information/Notes:

During the programme, students will be expected to teach undergraduate medical students and other allied professionals and to present the research work of the department at learned conferences locally and internationally.

Department Contact Information:

Department Of Pathology
University of the West Indies
Mona, Kingston 7,
Jamaica W.I.
Ph: (876) 927-1410 / 977-3942
Fax: (876) 977-1811

Programme Coordinator:
Dr Eric Choo Kang

TROPICAL MEDICINE RESEARCH INSTITUTE

Director of Institute: Prof. Terrence Forrester, MBBS, DM, Ph.D., MRCP, FRCP

The Tropical Medicine Research Institute offers the following Graduate programmes:

- MSc. Nutrition
- MPhil/ PhD Nutrition
- MSc. Epidemiology
- PhD. Epidemiology

MASTERS OF SCIENCE IN NUTRITION

Rationale

The Caribbean region is in nutrition transition with increasing incidence of nutrition related chronic diseases while nutritional deficiencies persist. In addition, the peoples of the region are increasingly targeted and influenced by nutrition information from a variety of sources of varying accuracy. Within this context it is essential to have a cadre of professionals with a clear understanding of the scientific bases of nutrition and its application at the individual, community and national levels. The Masters of Sciences in Nutrition programme will provide students with a comprehensive core knowledge of nutrition and an awareness of the interface with other disciplines, to equip them with the necessary range of skills to address the nutrition needs of the region.

Objectives

To provide training that will equip graduates with the necessary knowledge, analytical, communication and research skills to be capable of:

- 1) assessing food and nutrition needs at the individual, community and national levels
- 2) critically evaluating research and other nutrition information in order to provide accurate and current information to the general public and persons in the education and health sectors
- 3) providing appropriate nutritional advice in both clinical and public health settings
- 4) utilizing evidence based methodology to inform policy and programme design and implementation and contribute to the research agenda in their countries

Entry Requirements: Applicants must be graduates of approved Universities with a minimum of a lower second class honours or equivalent degree in Natural Sciences, Social Sciences, Agriculture or other subjects acceptable to the Faculty of Medicine.

Duration of programme: 15 months full-time

Programme Structure: The Masters programme is comprised of four courses followed by a six-month research project (TU680). The first two courses, Concepts and Principles of Nutritional Sciences (TU60A) and Essentials of the Scientific Method (TU61A) are taught in the first semester while Public Health Nutrition (TU60B) and Clinical Nutrition (TU61B) are taught in the second semester.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
TU60A	Concepts and Principles of Nutritional Sciences	6	80% exam 20% cw
TU61A	Essentials of the Scientific Method	6	80% exam 20% crw
TU60B	Public Health Nutrition	6	80% exam 20% crw
TU61B	Clinical Nutrition	6	80% exam 20% crw
TU680	Research project	12	

CONCEPTS AND PRINCIPLES OF NUTRITION SCIENCES (TU60A)

1. Foods.

Food groups, food composition tables, toxins, food microbiology, processing and nutrient losses.

2. Nutrition in the life cycle.

Diets of vulnerable groups - pregnant and lactating women, infants and young children, school children, adolescents, the elderly.

Growth and development, physiology of pregnancy and lactation and ageing.

3. Nutritional biochemistry and physiology.

Chemistry and metabolism of carbohydrates, proteins, lipids, vitamins and trace elements.

Integration, coordination and regulation of macronutrient metabolism

Energy expenditure and energy balance.

Protein quality evaluation

Gastrointestinal physiology and digestion

4. Assessment of diet and nutritional status.

Dietary assessment - for individuals and groups.

Anthropometric assessment and body composition

Clinical and biochemical assessment.

5. Dietary Reference Intakes (DRI)

Definitions, estimation of requirements and derivations of recommended intakes, uses and limitations of DRIs.

ESSENTIALS OF THE SCIENTIFIC METHOD (TU61A)

1. Epidemiology

Introduction to epidemiology, historical highlights of epidemiology, introduction to demography, measures of disease frequency, sources of health statistics in country, concepts of cause and causal theory, measures of effect (association), principles of measurement, study designs in epidemiology, statistical methods in epidemiology. Ethics.

2. Research methods

Research principles, sampling methods, principles of measurement, study designs, organization of surveys, questionnaire design, data collection methods, interviewing techniques. Reliability and validity.

3. Statistics and Data Analysis

Types of data, frequency distributions, data summary, probability, normal, binomial and Poisson distributions, sampling distributions, confidence intervals, hypothesis testing, simple linear regression, correlation, analysis of variance, transformation, distribution free tests, sample size determination. Data management and analysis using STATA.

4. Interpretation and presentation of data

Literature reviews - critical review of scientific journal articles.

5. Techniques for the development of a research proposal

PUBLIC HEALTH NUTRITION (TU60B)

1. Food and nutrition policy and planning and interventions

World nutritional problems, food security, problem identification, programme planning, implementation, monitoring and evaluation.

Nutrition surveillance, nutrition education, nutrition supplementation and fortification, food based approaches.

Goals and guidelines for meal planning, surveys of food consumption. Food based dietary guidelines.

Food safety, laws and regulation, food labeling.

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2. **Achieving lifestyle changes** - health promotion and disease prevention, communication strategies, counseling-process and techniques, education, motivation: theory and skills, behaviour modification.
3. **Nutrition Epidemiology**
Diet and disease relationships, types of studies, methodology and interpretation.
4. **Nutrition in Primary Health Care**
Field trips organized by the Nutrition Division of the Ministry of Health.
5. **Sports Nutrition**
Physiology and biochemistry of exercise, nutritional requirements, nutritional considerations for an event.

CLINICAL NUTRITION (TU61B)

1. **Under-nutrition**
Malnutrition -classification and clinical features, treatment, stunting and wasting, Kwashiorkor -aetiology, associated factors; infection, immunity, diarrhoea, parasites, mental development, social background, long term effects and implications. Anaemia. Anorexia and starvation.
2. **Chronic non- communicable diseases**
Aetiology, risk factors, management and epidemiology of obesity, cardiovascular diseases, diabetes, hypertension. Diet and cancer. HIV/AIDS and nutrition.
3. **Altered nutritional requirements in relevant disease states, unusual requirements.**
4. **Assessment of Clinical and Functional Metabolic State**
Clinical skills, history taking, recognizing physical signs, diagnosis of primary and secondary nutritional diseases.

5. Therapy and Management

Acute and chronic illnesses, rehabilitation, institutional and community care, palliation, artificial feeding. Application of appropriate management skills for investigations, nutritional advice and treatment, referrals, institutional care and community care.

General principles of nutritional support, routes of support

6. Drug nutrient interactions.

OTHER ACTIVITIES

Introduction to word processing and presentations

Ward rounds on the ward for malnourished children at the Tropical Metabolism Research Unit

Discussion of research being carried out by staff

Research seminars given by staff and invited guests weekly during the semester.

RESEARCH PROJECT (TU680)

Investigation and written report of an approved topic.

The research proposal and introduction should be completed during the second semester and presented before the end of semester examinations. The following phases should be carried out during the next six (6) months: - project preparation, data collection, data entry and analysis and preparation of a written report which should be submitted at the end of November.

The written report should not exceed 25,000 words and should conform with the University's regulations for preparation of theses.

Department Contact Information:

Tropical Medicine Research Institute
The University of the West Indies, Mona,
Kingston 7, Jamaica, W.I.
Email: tmri@uwimona.edu.jm

Programme Coordinator: Dr. Christine Powell

MSc Epidemiology

Programme Objectives:

Graduates of the MSc program are expected to:

- Have knowledge of epidemiological concepts, principles, methods, sources of data and relevant ethical issues; be able to work with and interpret existing data.
- Describe trends and patterns of disease incidence, prevalence, burden of major diseases (both new and emerging) and factors affecting health status; indicate major etiologic and prognostic factors for the same.
- Read, understand and evaluate the scientific literature relevant to epidemiology.
- Understand the strengths and weaknesses of major methodological and analytical techniques used in epidemiology.
- Develop testable hypotheses, set out relevant research questions, design and develop a feasible research proposal.
- Apply epidemiological concepts, principles, methods and analytical techniques in research studies.
- Exhibit practical skills, including subject selection, data collection, study logistics; construct a data set; analyse a data set using existing statistical software.
- Prepare a paper for presentation or publication.
- Appreciate the policy implications of epidemiologic research.
- Contribute to health service delivery policy development

Entry Requirements:

Candidates should be graduates in medicine, dentistry, veterinary medicine, other health sciences, or social sciences. The undergraduate record should be distinguished and an aptitude for the study of a quantitative discipline should be

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demonstrated. Candidates are expected to meet any and all other all matriculation requirements of the University of the West Indies.

Assessment and selection will be via review of curriculum vitae and interview

Duration of programme:

Full time for 12 months starting in September

Programme Structure: Award of the MSc Epidemiology requires a minimum of 40 credit hours (inclusive of core courses and options) and a satisfactory project report.

Semester 1
Epidemiology 1
Introduction to Statistics and Computing
Research Methods
Critical Evaluation of the Medical Literature and Scientific Manuscripts
Research Ethics
Epidemiology of Infectious Diseases and HIV
Semester 2
Epidemiology 2
Statistical Methods in Epidemiology
Data Management for Epidemiological Studies
Epidemiology of Chronic Non-Communicable Diseases
Maternal and Child Health
Health Services Research
Genetic & Molecular Epidemiology
Nutritional Epidemiology
Semesters 1 & 2
Research Report

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
EPID6101	Epidemiology 1	6	20% course work, 80% exam
EPID6102	Introduction to Statistics and Computing	6	30% course work, 70% exam
EPID6103	Research Methods	4	20% course work 80% exam
EPID6104	Critical Evaluation of the Medical Literature and Writing Scientific Manuscripts	3	100% course work
EPID6105	Research Ethics	2	100% exam
EPID6106	Epidemiology of Infectious Diseases and HIV	3	20% course work 80% exam
EPID6100	Research Report	6	100% course work
EPID6201	Epidemiology 2	4	20% course work 80% exam
EPID6202	Statistical Methods in Epidemiology	4	30% course work, 70% exam
EPID6203	Data Management for Epidemiological Studies	2	100% course work
EPID6204	Epidemiology of Chronic Non-Communicable Diseases	3	100% exam
EPID6205	Maternal and Child Health Epidemiology	2	30% course work, 70% exam
EPID6206	Health Services Research	2	100% exam

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
EPID6207	Genetic & Molecular Epidemiology	2	100% Exam
EPID6208	Nutritional Epidemiology	2	100% Exam

EP6101: Epidemiology 1

The aim of this course is to provide an introduction to the basic concepts and methods of epidemiology. **Content areas** include: History of epidemiology, Scope of epidemiology (including introduction to outbreak investigation), Measures of disease frequency (case definition) Measures of Effect (Risk) natural history of disease, indices of population health, ICD10, study designs, interpretation of epidemiological studies, cause and association, measurement and measurement error, Preventive strategies & measures of public health impact, General principles of comparative trial, Randomization: rationale, organization, ethics and statistical methods, Size of trials: power calculations, need for large trials, problems of small trials, alternative trial designs, principles of meta-analysis, Data monitoring and clinical trials reporting, Practical on drafting a trial protocol.

EP6102: Introduction to Statistics and Computing

The aim of this course is to introduce the basic statistical methods used in medical and public health research and to help students develop the skills needed to apply these methods with a statistical computer package. **Content areas** include definition and classification of variables, basic methods of presenting data, measures of position and variability, fundamentals of probability, including an introduction to the basic distributions normal,

binomial. Poisson), classical inference, comprising: population, including the ideas of model and parameter: types of population (notional, actual etc.), response variable (measured, nominal, ordinal etc.), sample, including ideas of randomness, statistic, emphasizing the distinction from population values, sampling distribution, approximate and exact, relevance of sample size, estimation, properties of estimators, hypothesis tests, type I and II errors, sensitivity and specificity, confidence intervals, comparison: the central idea of the comparison of groups, role of randomization, tests of significance, blocking: pairing and matching, association: contingency tables and correlation, ANOVA: basic idea, reliability, repeatability, agreement, Assumptions: their importance and relevance, examination, transformations, sampling variation, estimation and hypothesis testing, regression analysis, analysis of trends.

EPID6103 Research Methods

This module aims to introduce the concepts of study design, data management and data analysis which are suitable for epidemiological research which will allow the student to design studies and write competitive proposals on contemporary issues in epidemiology and public health; provide the practical skills necessary to plan and carry out research projects as well as explore the principles and

concepts associated with the design of sample surveys which are representative of populations and the analysis of data from such surveys. **Content areas** include preparing a research proposal, systematic review methodology, study design issues in epidemiological studies, sampling, budgeting, developing a field protocol, questionnaire design, managing a research team, data presentation and report writing

EPID6104 Critical Evaluation of the Medical Literature and Writing Scientific Manuscripts

This module aims to describe and illustrate the methods available for identifying and reviewing quantitative and qualitative literature. This will provide students with a perspective on the development and uses of epidemiology through discussion of key epidemiological papers. The student should develop the skills to find, interpret and criticize information in the epidemiological literature and the competence to write scientific manuscripts in accordance with the requirements of journals and other publications. **Content areas** include planning the review: the role of the literature review and specification of the task, identification of relevant literature both published and unpublished: developing a search strategy and using bibliographic databases, appraising the literature: methods for assessing the quality of

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quantitative and qualitative research, synthesizing
the evidence: integration of the evidence using both
quantitative and qualitative methods; principles of
meta-analysis, formulating recommendations and
writing reviews.

EPID6105 Research Ethics

The aim of this module is for students to develop an
awareness and knowledge of the ethical principles
which guide researchers, especially those studying
human subjects.

Content areas include historical events that have
influenced current ethical guidelines, the
fundamental ethical principles that guide the ethical
conduct of research involving human participants,
International guidelines in the protection of human
participants, the responsibilities of organizations or
individuals in protecting human participants,
maintaining confidentiality throughout the research
process, the informed consent process and
vulnerable populations, the role of regulatory bodies
and institutions in maintaining ethical standards,
Research Ethics in the Caribbean.

EPID6106 Epidemiology of Infectious Diseases and HIV/AIDS

The aim of this module is to provide a
multidisciplinary framework for understanding the
principles of interventions against infectious
diseases. It provides perspectives on the

epidemiology of communicable diseases: basic
concepts and methods; epidemiological aspects of
vaccination; surveillance and outbreak investigation;
and detailed discussion of the epidemiology of
important representative infectious diseases.

It also provides students with an understanding of
the control of communicable diseases in countries
with a developed public health infrastructure. Special
emphasis will be placed on HIV/AIDS as one of the
threats to health in the Caribbean. **Content areas**
include Principles of infectious disease (ID)
epidemiology, principles of surveillance,
epidemiological methods I: Lot Quality Assurance
Sampling (LQAS), Infectious Disease Outbreak
investigation and selection of appropriate
comparison groups and logistical issues;
mathematical models for ID; New vaccines: The
Jamaica rotavirus experience; Emerging infectious
diseases and bioterrorism; HIV/AIDS - epidemiology,
natural history, evaluation and treatment and
prevention including vaccine trials.

EPID6201 Epidemiology 2

This module aims to provide an advanced
understanding of, and confidence to choose and
execute, study design, analysis and interpretation of
epidemiological studies and to understand
epidemiological methods applied to public health.
Content areas include definition of cases in
epidemiological studies, rates (including
Standardization) and measures of frequency and

effect (risk), measures of public health impact
(population attributable risk and number-needed-to-
treat, study design, planning and execution,
developing instruments, achieving good
measurement technique and reducing random error,
bias, confounding, data management and analysis,
measures of reliability (e.g. Kappa statistics), validity
(sensitivity, specificity, predictive validity, likelihood
ratio, receiver operating characteristic (ROC) curves,
screening and surveillance, including comparison and
analysis of routine data, causality – philosophical
(inductive and deductive reasoning) and
mathematical basis (probability concepts) and
decision making.

EPID6202 Statistical Methods in Epidemiology

This module aims to equip students with the skills
needed to analyze and interpret data from cohort,
case-control and cross-sectional studies by cross-
tabulation, stratification and regression and
introduce them to the analysis of large, population-
based datasets. **Content areas** include analysis of
cohort studies using classical methods.

Stratification, confounding and interaction, design
issues in case-control studies, analysis of case control
studies using classical methods, matching in case
control studies, likelihood theory, logistic regression
for the analysis of case-control, cross-sectional and
fixed cohort studies, regression methods for case-
control studies (Unconditional and conditional
logistic regression), advanced design issues in case-

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control studies, regression methods for cohort studies and survival analysis. Assessing goodness of fit. Multiplicative and additive models. Attributable fractions. Meta-analysis and systematic reviews, survey analysis - weighted data, analysis of clustered data, repeated measures, design effects, dealing with missing data.

EPID6203 Data Management for Epidemiological Studies

The module aims to give students the practical skills to create, check and manage a database suitable for epidemiological studies.

Content areas include Data entry/data entry verification, data quality and data checking, data management and manipulation, data analysis and data summary and presentation.

EPID6204 Epidemiology of Chronic Non-Communicable Diseases

The course aims to make the student aware of the burden of chronic non-communicable diseases (CNCDs) on the public health agenda of countries, at various stages of development and to examine and understand the methodological issues in different types of study design aimed at identifying the determinants of major CNCDs and to be able to plan, implement and evaluate preventive strategies.

Content areas include the Epidemiology of lifestyle related issues such as obesity, cardiovascular

diseases (hypertension, stroke, coronary artery disease), diabetes, cancer and depression, with particular reference to developing countries, with reference to the main studies in these areas, application of different types of study design to the epidemiology of major CNCDs, including ecological, cohort and case-control studies and intervention trials, issues of screening for chronic disease: methodological issues, implementation and evaluation and the role of genetics and the environment on chronic disease aetiology.

EPID6205 Maternal and Child Health Epidemiology

The aim of this module is to explore the nature and determinants of ill-health in pregnant women and children (0-10 years), and to demonstrate the contribution of methods drawn from epidemiology, demography and the social sciences to problem identification and to the design and evaluation of strategies to improve the health of pregnant women and children with particular reference to developing countries.

Content areas include Issues related to reproductive biology; bearing healthy children (maternal health, infertility and adverse foetal and child outcomes), avoiding childbearing (contraception and induced abortion), maintaining a healthy reproductive system (STDs, HIV, reproductive cancers), the social context in which reproductive health concerns arise and will cover concepts of reproductive rights, gender perspectives, reproductive health services,

programmes and policies among others, developing the skill to identify and process new information, the public health problems facing pregnant women and babies and the complex of factors which contribute to these problems, indicators of levels of maternal and perinatal health, methods of measurement and sources of information. e.g. millennium development goals, methods and techniques from different disciplines which can contribute to the study of the health problems of pregnant women and babies, current strategies for the improvement of maternal and perinatal health, examining links between the health of women and children.

EPID 6206 Health Services Research

This module aims to provide students with a range of ways of thinking about health services and health systems by assessing its component parts. Drawing on public health, epidemiology, economics and sociology, the Teaching Unit will help students understand how services function, the reasons services have developed in the way they have, the basis of some universal, persistent problems, and possible solutions to such difficulties. **Content areas** include *Inputs of health services*: Introduction to course and to health services - what is meant by health care, lay care and formal care, different levels of health services. Diseases and medical knowledge. Sources of finance and health care expenditure; *Processes of health services*: Need, demand and use. Health professionals. Professional-patient

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interaction. Financial management, *Assessing health services and systems*: Methods for assessing health services at micro and meso levels, and whole systems and *The Response to challenges to health care*: in industrialized and developing countries.

EP6207 Genetic and Molecular Epidemiology

The aim of this module is to give students a basic understanding of the techniques used, and an appreciation of the importance of molecular epidemiology and introduce to them the ways in which genetic analysis may be used with epidemiological studies to provide a powerful means of exploring the aetiology of disease.

Content areas include an Introduction to Genetics: genes and chromosomes, alleles and polymorphisms, Mendelian Inheritance, linkage, penetrance, quantitative genetics, computational analysis, Designing studies to determine the extent of genetic contribution to the aetiology of a disease, and its mode of transmission: family studies, twin studies, segregation analysis, Designing studies to determine the location of the gene, and the allele responsible for a disease: linkage studies, affected sib studies, association studies, family-based association studies, Appreciation of the importance of genetics to public health, the role of ethical issues in the study of genetic determinants of disease and an appreciation of the role of race/ethnicity and genetics in disease causation.

EP6208 Nutritional Epidemiology

The aim of this course is to introduce students to key issues in the design and interpretation of nutritional epidemiological studies, and to evaluate current understanding of the relationship between nutrition and disease.

Content areas include an Introduction to the changing patterns of diet, nutrition and health, the relationship between dietary intake and disease, epidemiological methods used in the investigation of the association between diet and disease, methods for assessing dietary intake at a population and individual level, dietary methodology – food frequency questionnaire, 24 hour recall, food diaries and their validation, retrospective and prospective methods of determining dietary intake, the meaning and analysis of total dietary intake, body composition and anthropometry,

biomedical assessment of nutritional status, correction of measurement error in data analysis, regression analysis of nutritional data, the relationship between diet and some chronic diseases such as cardiovascular diseases, cancer, obesity, diabetes and osteoporosis.

EPID 6100 Research Report

Investigation and written report of an approved topic.

The research proposal and introduction should be completed during the first semester and presented before the end of semester examinations. The following phases should be carried out during the next semester: - project preparation, data collection, data entry and analysis and preparation of a written report which should be submitted at the end of July. The written report should not exceed 5,000 words and should conform to the University's regulations for preparation of theses.

Department Contact Information:

The Epidemiology Research Unit, TMRI

The University of the West Indies, Mona
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Programme Coordinator: Dr. Marshall
Tulloch-Reid

The UWI School of Nursing, Mona

Head /Director: Dr. Hermi H. Hewitt

The UWI School of Nursing offers the MSc Nursing. The majors are categorized as follows.

Nurse Specialist

- Nursing Administration
- Nursing Education
- Clinical Nurse Specialist

Advanced Nursing Practice

- Family Nurse Practitioner
- Mental Health/Psychiatric Nurse Practitioner

MSc. Nursing

Specializations/Options (*If Applicable*):

Nursing Administration, Nursing Education, Clinical Nurse Specialist, Family Nurse Practitioner, Mental Health/Psychiatric Nurse Practitioner

- To apply knowledge synthesized from critical analysis and theoretical concepts relevant to nursing practice
- Contribute to the body of nursing knowledge through research and critical analysis of concepts and theories relevant to nursing
- Conduct research as a major mean of initiating changes and elevating standards of practice
- Provide consultation in their particular area of specialization
- Justify practice on the basis of sound scientific evidence
- Advance the discipline of nursing based on research, publication and evidence based practice
- Strengthen personal and professional values and attitudes through continuing education with particular reference to clients/patients, their families and the health team
- Integrate ethical principles and legal accountability in the delivery of nursing care to clients, families and communities
- Demonstrate leadership in nursing care based on sound clinical judgment and critical analysis of issues
- Demonstrate effective interpersonal and communication skill in interaction with the health team, clients and their families
- Display a knowledgeable and informed perspective as a member of civil society

The objectives of the programme are:

Entry Requirements:

(Nursing Administration, Nursing Education and Clinical Nurse Specialist)

The programme is offered to general or trained nurses who hold registration/licensure in their current jurisdiction of practice; can verify first licensure/registration if it is different from that which is currently held, and is eligible for licensure/registration in any of the countries served by the UWI. **AND**

1. have a total three (3) years post RN licensure/registration clinical practice as a registered nurse in an approved recognized agency, institution or organization where Primary, Secondary, Tertiary or extended Health Care Services are offered. Applicants requiring admission to an Advanced Nursing Practice programme must have three (3) year's current clinical practice. The time spent on any educational programme is not included in this three (3) years requirement.

2. Hold an undergraduate degree with normally not less than second class honors.

OR

3. Hold a graduate degree. **OR**

4. Hold approved technical and/or professional qualification(s) awarded by an approved body and approved by this University and currently hold a middle level position. **OR**

5. Have in the opinion of the University, other qualification(s) and experience of special relevance to/the programme.

An applicant **may be** required to:-

- Sit an Entrance Examination **and/or**
- Attend an interview **and/or**
- Have a period or orientation appropriate to their programme of interest, **BEFORE** admission

An applicant will:-

1. Have the relevant educational transcripts sent directly by the educational institution to the UWI
2. complete a portfolio relevant to nursing education/administration/clinical experience
3. Have two (2) referees complete and send their respective recommendation the prescribed UWI form directly to the University of the West Indies
4. Provide any other documentation requested
5. Meet the deadlines stated for the submission of documents
6. Be computer literate

Entry Requirements:

(Family Nurse Practitioner & Mental Health/Psychiatric Nurse Practitioner)

The programme is offered to general and trained psychiatric nurses who hold registration/licensure in their current jurisdiction of practice; can verify first licensure/registration if it is different from that which is currently held, and is eligible for licensure/registration in any of the countries served by the UWI. **AND**

1. have a total five (5) years post RN licensure/registration clinical practice as a

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registered nurse in an approved recognized agency, institution or organization
where Primary, Secondary, Tertiary or extended Health Care Services are offered.
Applicants requiring admission to an Advanced Nursing Practice programme must
have five (5) year's current clinical practice. The time spent on any educational
programme is not included in this five (5) year requirement.

2. Hold an undergraduate degree with normally not less than second class honors.

OR

3. Hold a graduate degree. **OR**

4. Hold approved technical and/or professional qualification(s) awarded by an
approved body and approved by this University and currently hold a middle level
position. **OR**

5. Have in the opinion of the University, other qualification(s) and experience of
special relevance to/the programme.

6. Registration/licensure as a Midwife is also required for certain programmes and
will be considered in the evaluation of (3) and (4). Male Nurses who do not hold
Midwifery Registration or Licensure may present transcripts and certification of
appropriate and comparable programmes.

An applicant **may be** required to:-

- Sit an Entrance Examination **and/or**
- Attend an interview **and/or**
- Have a period or orientation appropriate to their programme of interest,
BEFORE admission

An applicant will:-

1. Have the relevant educational transcripts sent directly by the educational
institution to the UWI

2. complete a portfolio relevant to nursing education/administration/clinical
experience

3. Have two (2) referees complete and send their respective recommendation the
prescribed UWI form directly to the University of the West Indies

4. Provide any other documentation requested

5. Meet the deadlines stated for the submission of documents

6. Be computer literate

Duration of programme:

One year full-time and Two years Part-time (Nursing Administration, Education, &
Clinical Nurse Specialist)

Two (2) years full-time and four (4) years part-time (Family and Mental Health
Practitioners)

Programme Structure:

The Nursing Administration, Education and Clinical Nurse Specialist major is offered
for one (1) year full time and two(2) years part-time including summer.

The Family Nurse Practitioner and Mental Health/Psychiatric Nurse Practitioner
major are offered for two(2) years full-time and four (4) years part-time, including
summer in the first year.

These (4) Courses below are common to all majors

Course Code	Course Name	No. of Credits	Course Weighting
NE62A	Research Methods Applied to Nursing	4	60% exam 40% course work
NE62B	Nursing Research Project	3	60% exam 40% course work
NE63C	Theoretical Frameworks & Advanced Nursing Practice with Practicum	4	60% exam 40% course work
NE66A	Mental & Physical Health Education	3	60% exam 40% coursework

Courses(Core):Administration

Course Code	Course Name	No. of Credits	Course Weighting
NE67A	Theoretical Perspectives in Nursing Administration	3	60% exam 40% coursework
NE67B	Models of Nursing/Health Care Administration	3	60% exam 40% coursework
NE67C	Practice Issues in Managing Nursing/Health Care Delivery System	3	60% exam 40% coursework
NE67D	Human Resource Management in Nursing/Health Administration	3	60% exam 40% coursework
NE67E	Nursing Administration Practice & Seminar	5	60% exam 40% coursework

Courses(Core): Education

Course Code	Course Name	No. of Credits	Course Weighting
NE68A	Theoretical Perspectives in Nursing Education	3	60% exam 40% coursework
NE68B	Curriculum Development, Implementation and Evaluation in Nursing/Midwifery Education	3	60% exam 40% coursework
NE68C	Testing & Measurement in Nursing Education	3	60% exam 40% coursework
NE68D	Theoretical & Clinical Teaching Practicum	3	60% exam 40% coursework
NE68E	Nursing Education Practice & Seminar	5	60% exam 40% coursework

Courses(Core): Clinical Nurse Specialist

Course Code	Course Name	No. of Credits	Course Weighting
NE60D	Advanced Nursing Practicum I & Seminar	7	60% exam 40% coursework
NE63A	Growth & Development and Clinical Practicum	3	60% exam 40% coursework
NE63B	Specialization Seminar Advanced Nursing Practice	5	60% exam 40% coursework
NE68D	Theoretical & Clinical Teaching Practicum	3	60% exam 40% coursework

Courses(Core): Family Nurse Practitioner

Course Code	Course Name	No. of Credits	Course Weighting
NE60A	Advanced Nursing Practicum I & Seminar	3	60% exam 40% coursework
NE60B	Advanced Nursing Practicum II and Seminar	3	60% exam 40% coursework
NE60C	Advanced Nursing Practicum III and Seminar	3	60% exam 40% coursework
NE61C	Pathophysiology for Advanced Nursing Practice	8	60% exam 40% coursework
NE63A	Growth & Development and Clinical Practicum	3	60% exam 40% coursework
NE69A	General Pharmacology	2	60% exam 40% coursework
NE69B	Special Pharmacology	4	60% exam 40% coursework
NE69C	Psychopharmacology	2	60% exam 40% coursework

Courses(Core):Mental Health/Psychiatric Nurse Practitioner

Course Code	Course Name	No. of Credits	Course Weighting
NE60A	Advanced Nursing Practicum I & Seminar	3	60% exam 40% coursework
NE60B	Advanced Nursing Practicum II and Seminar	3	60% exam 40% coursework
NE60C	Advanced Nursing Practicum III and Seminar	3	60% exam 40% coursework
NE61A	Neuro-Sciences	3	60% exam 40% coursework
NE61B	Psychopathology for Advanced Nursing Practice	5	60% exam 40% coursework
NE63A	Growth & Development and Clinical Practicum	3	60% exam 40% coursework
NE69A	General Pharmacology	2	60% exam 40% coursework
NE69B	Special Pharmacology	4	60% exam 40% coursework
NE69C	Psychopharmacology	2	60% exam 40% coursework

Electives:

An elective chosen by the student and normally not more than three (3) credits which must be approved by the MScN Coordinator and the Head (or her/his designate) in the Department where the elective is sought. The elective can be taken on any campus of the UWI or in another University with comparable education and with the necessary approval from both UWI and the selected University, and at the student's expense. An elective can be taken in any semester or during the summer.

Departmental Courses (For Nursing Education, Nursing Administration & Clinical Nurse Specialist)

Course Code	Course Name	No. of Credits	Course Weighting
NE64A	Nursing & Health Information System	3	60% exam 40% coursework
NE65A	Policy & Ethical Issues in Nursing Health	3	60% exam 40% coursework

Course Description:

NE60A – The course exposes postgraduate students to advanced and current practices in caring for children and adolescents during specific the growth development episodes along the life cycle.

Students gain beginning prescriptive skills, proficiency in using the nursing process and documentation system through three (3) days weekly direct preceptored interaction with clients/patients and their families and to be enabled to practice at an advanced nursing level. Students are preceptored 1:1 practicum provides ongoing guidance and assessment of clinical practice focusing on caring, critical thinking, clinical judgment, problem solving and documentation.

NE60B - The student for four (4) days weekly engages in a more extensive continuation of Practicum 1 with more independent and less closely monitored preceptorship and assessments. The student increasingly undertakes responsibility for a client/patient load on a daily basis.

NE60C - This course enables students to synthesize evidence-based knowledge and learning from previous nursing courses into practice. The student consolidates his or her practice experiences through independent and interdependent practice under preceptorship in the prospective working environment (or as near as possible) with regular

ongoing monitoring, supervision and guidance. This practicum concludes with a one (1) week review by the preceptor where the student is engaged in oral and written presentations, self and programme evaluation and exit interview

NE60D – This course exposes students to concepts, scientific bases and theoretical constructs that underpin clinical nurse specialization; explores current issues related to advanced nursing practice; differentiates among advanced nursing practices; and assist in linking organizational instruments to clinical nursing operations. It challenges students to engage in critical thinking, use of evidence-based practice and in using the nursing process effectively as the modality of problem solving and bases for clinical judgment in nursing practice. It also builds on the clinical and management skills of students by exposing them to complex patient care situations and human resources management strategies required for making quality decisions. In this course caring and effective interpersonal relationships are incorporated into patient care delivery and interpersonal relationships with emphasis on the communication process between nurse and patient and other health team members.

NE61A- The course engages graduate students in a discussion forum that enables critical thinking the application of evidence-based knowledge of basic brain biology as a basis for understanding mental health disorders, brain technology and psychopharmacology. The course focuses on neuro-

anatomy, genetic/familial correlates, systems of neuro-regulation, psycho-endocrinology, psycho-immunology, normal biological rhythms, psycho-biological dysfunctions, biological theories of major psychiatric disorders, brain imaging and diagnosing of mental illness and physiological indices of mental health and illnesses.

NE61B - This course exposes graduate students to evidence-based knowledge in pathopsychology and empowers them to be effective in caring for persons throughout the life cycle and along the wellness-illness continuum. Students are guided in using critical thinking and sound clinical judgment in interpreting psychopathological findings in making differential diagnosis and selecting appropriate treatment modalities. The course familiarizes students with research based evidence based on etiological theories including organic, familial, interpersonal and psycho-social perspectives. It seeks to develop the skills of the student in recognition of the various factors that influence the development of psychopathology.

NE61C- Students will be enabled to develop a deeper and broader understanding of normal body functioning, system integration, common recurrent deviations and their pathophysiological manifestations, investigative measures, pharmacological as well as other treatment and care modalities, direct and indirect interventions, palliative, rehabilitative, or restorative measures and

The University of the West Indies
their respective anticipated outcomes. The course
assists students to effectively use the nursing and
medical processes in identifying deviations through
health assessment, formulation of diagnoses,
selection and interpretation of diagnostic
investigations, planning, implementation and
evaluation of appropriate treatment regimes.
Students are facilitated to integrate critical thinking,
developing the clinical skills, clinical judgment and
decision-making ability necessary for ethical
advanced nursing practice.

NE62A – This course enables students to gain critical
thinking skills in critiquing research findings and to
decide on the best evidence in making decisions in
nursing practice. It exposes students to a variety of
research designs and their application to nursing
practice. Emphasis is placed on quantitative and
qualitative research principles, research methods and
the application to evidence-based practice in nursing
phenomena and the importance of research in
advancing nursing practice.

NE62B – Students will refine the project proposal
developed to address a specific nursing project in
NE62A, (Research Methods applied to Nursing)
collect and analyze data and write a project report

NE63A – The primary focus of this course is the
growth and development of individuals along the life
cycle. Emphasis is placed on critical thinking and the
acquisition of evidence-based knowledge and skills in
determining normal physical characteristics and

behaviours. A substantial portion of the course will
be devoted to transferring theory to practice.
Practical experiences will be gained at major
hospitals and selected care centres.

NE63B – Students are enabled to integrate theory
and clinical practice, develop critical thinking skills
and demonstrate clinical judgment in analyzing
patient problems. A forum for developing leadership
and initiating change is also facilitated. Students will
reflect on and discuss their practice in terms of
interviewing, assessment, diagnosis, planning,
intervention, documentation, evaluation, knowledge
gaps, problems encountered, actual or potential
resolutions.

NE63C – This course exposes post graduate students
current theories development and substruction and
the use of theoretical frameworks and principles in
guiding nursing practice. It assists students to
integrate evidence based theoretical models and the
nursing process in decision-making for quality care
of persons throughout the life cycle and along the
wellness-illness continuum. The course enables
students to become proficient in comprehensive
subjective and objective assessment of persons
along the life cycle as the foundation for caring and
delivery of quality nursing practice. Students will
benefit from demonstration and supervised return
demonstration in physical examination. Competency
in physical examination will be accomplished through
use of simulators and practice with peers.

NE64A - This course is practice based and introduces
students to nursing and health information systems
from the Caribbean and global perspectives. The use
of standardized nursing languages in the information
age is critically analyzed in the context of the
Caribbean and in relation to functional and clinical
nursing practice also nursing research. It is designed
to assist postgraduate students to think critically in
selecting information systems for their practice and
in using evidence-based information to decision-
making in nursing practice and research. It builds on
experiences in learners areas of nursing
specializations. The course addresses current issues
and practices in information management systems. It
also exposes students to the capabilities and usage of
information systems and networks and their use in
nursing practice. Learners are guided through
laboratory practice sessions to be adept in
intranet/internet navigation and database
development and usage. Throughout the course
issues related to copyright, legal and ethical issues
pertaining to information, knowledge and technology
usage and application to nursing practice are
explored.

NE65A- This course focuses postgraduate students
on the processes and strategies of policy formulation,
implementation and evaluation in nursing and health
care practice. It explores the trends, projections,
legal and ethical issues inherent in the policy process.
It assists students to become familiar with their roles
in the policy process and the impact of policy on the

The University of the West Indies lives of individuals throughout the life cycle and along the wellness illness continuum. Students are enabled to think critically on the implications of national policies on health care financing and the quality of health care delivery and nursing practice.

NE66A – The course enables nurses to be familiar with the concepts, principles and methods of health education and health promotion and their use in promoting physical and mental health to persons along the wellness-illness continuum and throughout the life span. Emphasis is placed on integration of the Caribbean Charter for Health Promotion and evidence-based information in designing programmes and activities in nursing practice. The course requires learners to apply ethical principles, critical thinking and effective interpersonal relationships in designing, promoting and implementing patient physical and mental health messages.

NE67A – This course analyses management theories, organizational practices and techniques with a view of devising problem-solving strategies to resolve organizational issues and problems in nursing administration. Emphasis is placed on critical thinking, evidenced based nursing practice and ways to incorporate effective interpersonal relations in delivering quality management for nursing organizational and clinical effectiveness.

NE67B - This course provides an overview of the evolution of Caribbean health care delivery systems including their organizational structure, financing system and models of health care delivery. Comparison is made with international health and nursing care models, and their relevance to health care delivery in the Caribbean region. Students will examine the impact of current health care policies upon the health status of individuals. The importance of effective information management on quality operations and strategic decision making in health care delivery will also be explored.

NE67C - This course follows NE 67B Models of Nursing/Health Care Administration and explores contemporary practice issues within the framework of managing Caribbean nursing/health care delivery systems. It critically analyzes trends in managing quality nursing/ health care practice issues within the context of ethical, bio-ethical, economic and legislative parameters.

The course further highlights roles and responsibilities of the Nurse Administrator in developing initiatives for implementing, monitoring and evaluating evidence-based nursing research and practice. Emphasis is placed on the roles and responsibilities of the Nurse Administrator in evidence-based implementation of suitable management strategies. Additionally, it gives prominence to critical thinking in examining the

dynamic impact of health sector reform on nursing and health care delivery internationally, regionally and locally.

NE67D- The design of this course provides a wide perspective of the theories and principles of human resource management and their application to nursing/health care. It introduces students to the most relevant issues in personnel and human resource management and critically examines the nurse manager's roles in enhancing the growth and development of the human capital in nursing. Issues of employee appraisal and discipline, union management relations and quality management are addressed.

NE67E – This course provides students with planned opportunities to apply evidence-based knowledge from the managerial sciences into nursing administrative practice. It provides opportunities for learners to gain competence and experiences in use of administrative techniques, methods and management concepts, theories, and principles in a variety of institutions and health agencies. Emphasis is placed on critical thinking and the integration and transfer of evidence based knowledge to practice and the development of nursing administrative competence to meet the challenges of the Caribbean and global trends.

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NE68A – The course enables students to explore current educational concepts, theories and principles and their application to nursing education within the Caribbean context. The appropriateness of educational models is analyzed to develop students' critical thinking skills and in the process of applying evidence based teaching and learning in nursing education. Emphasis is placed on self directed learning, experiential learning, adult learning and the designing of teaching/learning models and teaching plans, that enable transfer of educational principles in the teaching of nursing learners along the learners life cycle.

NE68B - This course will enable students majoring in nursing/midwifery education to acquire in depth knowledge and understanding of the curriculum planning and development process. This course will equip students with skills to synthesize knowledge from various theoretical constructs and concepts and use it to guide the development, implementation and evaluation of professional nursing curriculum. Throughout this course, students will be guided in analyzing models. Frameworks and principles used in curriculum development, implementation and evaluation. Students will apply principles, knowledge of nursing science and understanding of health issues in the wider society to design a nursing curriculum. Plan its implementation and develop evaluation strategies for the proposed curriculum.

NE68C - The course is designed to enable students to acquire knowledge and develop skills in test construction and measurement in curriculum evaluation. The focus will be on application of testing and measurement principles to nursing education.

NE68D- This course consolidates the concepts, theories, principles and teaching techniques of

NE 68A, NE 68B and NE68C and integrates these into teaching of nursing students to apply evidence based nursing practice to patients at any stage of the wellness-illness continuum along the life cycle and in any clinical setting. It enables aspiring nursing teachers to apply critical thinking and develop confidence in transferring theory to practice while concurrently assisting nursing students to develop critical thinking and sound clinical judgment in using the nursing process and in skills development. This course involves in-depth examination of the principles of teaching and learning both in the classroom and clinical areas. It also analyzes the critical elements necessary for clinical teaching and guidance. Current teaching methods and instructional technologies are examined and applied where appropriate and feasible. Teaching laboratories are used to develop competencies and practice teaching for skill refinement. Major emphasis is on applying knowledge to clinical practice. Laboratory and clinical experiences are integrally interwoven into this course. The focus is to

uncover and discover knowledge implicit in the clinical practice. Use of the androgogical approach is emphasized.

NE68E – This course provides students with planned opportunities to apply theoretical knowledge gained in NE68A, 68B, 68C, 68D, to practical situations in selected health care and educational agencies. Students will begin with observation visits in general education institutions and selected nursing agencies progressing to gain teaching/learning experiences in schools of nursing. The course emphasizes teaching methodologies and techniques and fosters self-directed learning and professional developmental attitudes.

NE69A - This course provides the student with evidence-based knowledge in pharmacotherapeutic principles with special emphasis on pharmacokinetics and pharmacodynamics of drugs. It also engages the learner to apply critical thinking and use of evidence-based practices in advance practice nursing in prescribing and management of pharmacologic preparations.

NE69B- This course exposes students to a wide spectrum of drugs commonly used in clinical practice. According to the approved protocols, dosages, interactions, side effects and the implications of drug therapy are emphasized, enabling the nurse to appropriately prescribe on the basis of clinical

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evidence and to teach clients/patients and their
families to manage their health maintenance through
drug therapy. Focus is placed on the features of drug
dosages with reference to pharmacokinetics,
pharmacodynamics and pharmacotherapeutics
enabling the nurse to appropriately prescribe.

NE69C - Students are exposed to current
developments in psychopharmacology and their uses
in the treatment of mental illness. The nurses' role in
managing patients' drug regime is explored.
Indications for use of psychopharmacological agents,
their therapeutic value effects and side effects are
examined.

Department Contact Information:
The UWI School of Nursing
Faculty of Medical Sciences
UWI, MONA

Programme Coordinator: Dr. Joanna Bennett

Faculty of Pure and Applied Sciences



FACULTY OF PURE AND APPLIED SCIENCES

Dean: Professor Ishenkumba A. Kahwa, CChem, MRSC, B.Sc. Tanz, M.Sc. Dar, Ph.D. Louis

General

The Faculty of Pure & Applied Sciences accepts students to read for M.Sc., M.Phil and Ph.D. degrees.

The M.Sc is offered in the Departments of Geography & Geology, Life Sciences, Mathematics & Computer Sciences and Physics.

The M.Phil and Ph.D degrees are available in all Departments, Units, Institutes and Centres in the Faculty, where suitably qualified staff are present. Normally, applicants must be graduates of an approved University, holding an Honours Degree in a related discipline. All new students are required to do Qualifying and/or Departmental Examinations.

Initially, all students register for a M.Phil Degree unless they already have an equivalent research degree or a M.Sc. with at least a B+ average.

The upgrade of registration to a Ph.D. is allowable after one year based on:

- (i) The submission of an acceptable upgrading proposal.

- (ii) The presentation of a satisfactory Seminar to the Department, relating to the work done and the work proposed.
- (iii) An independent assessment by an Upgrading Assessment Committee.

Further Information

Applicants requiring information specific to a Department should contact the relevant Department directly.

Department of Chemistry

Head: Professor Paul. B. Reese

The Department of Chemistry, with 16 faculty members, is one of the largest academic departments and has one of the strongest research profiles on the Mona campus. The department offers two postgraduate degrees, Master of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D.), both of which are research-based.

MPhil/PhD Chemistry

Programme Objectives:

- To produce a cadre of leaders in science for academia (research and teaching), government and quasi-governmental organizations and industry: exponents of science and technology and conduits for S & T driven change and development.
- To generate new knowledge and publishable results
- To produce graduates with:
thorough knowledge of their specific areas of research (current state, trends, prospects) and good familiarity with allied high levels of technical and analytical skill; ability to collect, collate and interpret large volumes of information; the ability to communicate clearly and effectively, orally and in writing; the capacity to establish independent research programs (Ph.D. holders).

Entry Requirements:

The prerequisite for entry to the M.Phil. (Chemistry) program is a B.Sc. degree in Chemistry with a GPA ≥ 3.00 . Candidates holding Master's degrees in Chemistry are admitted directly into the Ph.D. program, but the more general route to a Ph.D. is via upgrading of registration from M.Phil.

Areas of Research

Bauxite/Alumina Chemistry, Catalysis, Chemical Education, Computer-assisted Chemistry, Electrochemistry, Food Chemistry, Inorganic Reaction Mechanisms, Metal Organic Framework Materials, Microbial Chemistry, Molecular Structure and Phase Transition, Nanomolecules, Natural Products, Nitrovasodilator Studies, Nutrient Pollution, Organic Synthesis, Organometallic Catalysis, Pesticide Degradation, Physical Chemistry of Interfaces, Pollution Chemistry, Quantum-dots, Structural Inorganic Chemistry, Structure and Properties of Electrochemical Interfaces, Supramolecular Chemistry, Surface Chemistry, Ultratrace Organic Toxin Analysis.

Duration of programme:

M. Phil. – approximately 3.5 years

Ph.D. – approximately 5.5 years

Programme Structure:

Incoming graduate students register for the M.Phil. and, in the first semester, take a compulsory four-credit course, C60M (Research Methods). In the first and/or subsequent semesters candidates who intend to read for an M. Phil. take an additional two-credit course; those who plan to upgrade to a Ph.D. must take courses (inclusive of Research Methods) which total nine credits.

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In the second semester each graduate student begins a research project in the program of his/her chosen Supervisor(s). The research programs of the individual academic staff members in the Department are, for the most part, executed by graduate students. After 2-3 years of research a student is expected to either write a thesis and graduate with an M. Phil. or transfer from the M. Phil. to the Ph.D. program; the latter process entails the production of a document comprising a report of work completed and a proposal, delivery of a seminar and an oral examination.

Core Courses

Course Code	Course Name	No. of Credits	Assessment
C 60M {CHEM6904}	Research Methods	4	Two in-course tests – 20% Computer exercise and submission of spectra – 15% Report – 40% Oral presentation – 25%

Electives

Course Code	Course Name	No. of Credits	Assessment
C 60C {CHEM6002}	Literature-based Project	2	Continuous assessment – 15% Written review – 60% Oral presentation – 25%
C 61A {CHEM6101}	Advanced Inorganic Chemistry	2	Examination – 50% Assignments (3) and oral presentation (1) – 50%
C 62A {CHEM6201}	Reaction Mechanisms in Organic and Bioorganic Chemistry	2	Examination – 50% Assignments (3) and oral presentation (1) – 50%
C 62B {CHEM6202}	Organic Synthesis: Methods, Design and Strategy	2	Examination – 50% Assignments (3) and oral presentation (1) – 50%

Graduate Course Description

C 60M {CHEM6904}: Research Methods

Introduction to the concepts of scientific research, logical progression, methods of data collection and analysis, scientific writing and oral presentation, and research ethics.

Applications of computers in chemistry – introduction to some chemistry software packages available in the department or online.

Training in the use of instruments available in the department: NMR, FT-IR and UV/Vis spectrometers. The use of available software for data collection and manipulation.

C 60C{CHEM6002}: Literature-based Project

Each student will choose a topic in an area of chemistry undergoing new and continuing developments and, using original papers, reviews and books as source material, write an organized and comprehensive review of the topic. Students will also deliver a short oral presentation which encapsulates the key elements of the review.

C 61A {CHEM6101}: Advanced Inorganic Chemistry

Two of the following three modules will be delivered.

Bioinorganic chemistry Coordination chemistry and the role of metal ions in biology. Metal ions in metalloproteins and metalloenzymes. Interactions of metal ions with biomolecules. Metals in medicine. Inorganic biotransformations. Tuning of metals in the active sites of proteins. Frontiers in bioinorganic chemistry.

Homogeneous & Heterogeneous Catalysis Principles of catalysis. Thermodynamics and kinetics of catalytic processes. Homogeneous versus heterogeneous catalysts. Catalytic actions using inorganic catalysts.

Chemistry of Materials Bonding in solids, electronic conductivity - simple metals, insulators, semiconductors; photoconductors; superconductors; low-dimensional solids; laser, phosphor and quantum dot materials; inorganic polymers; clays; surface active materials; biomaterials; ceramics; nano-materials, dielectrics, electro-optics and ferro-electrics.

C 62A {CHEM6201}: Reaction Mechanisms in Organic and Bioorganic Chemistry

Two of the following three modules will be delivered.

Physical organic chemistry and radical reactions Kinetic vs thermodynamic control of reactions. Linear free energy relationships. Kinetic isotope effects.

Hard and soft acids and bases. Mechanisms of some free radical reactions.

Pericyclic reactions, photochemistry and singlet oxygen The principle of Conservation of Orbital Symmetry. Frontier Molecular Orbital analysis of electrocyclic reactions, cycloadditions and sigmatropic rearrangements. Correlation diagrams. The Diels-Alder

reaction – a detailed treatment. Properties of photochemical excited states. Special features of photochemical reactions. Sensitization. Non-pericyclic photochemical reactions of alkenes. Photochemical reactions of carbonyl compounds. Singlet oxygen: formation, properties, reactions.

Reaction mechanisms in bioorganic chemistry Introduction to enzymes and coenzymes. Catalytic activity of enzymes. Hydrolytic and group transfer reactions. Biosynthetic redox processes. Enzymatic carbon-carbon bond formation. Enzymatic addition/elimination reactions. Selected enzyme-catalyzed isomerizations and rearrangements.

C 62B {CHEM6202}: Organic Synthesis: Methods, Design and Strategy

The aim of this course is to enlarge and deepen students' knowledge of key methods in organic

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synthesis and to equip them with the techniques for
planning and designing their own organic syntheses.
Topics covered: oxidation and reduction; asymmetric
synthesis; synthesis of alkenes; organometallics in
synthesis; carbenes and carbene complexes in
synthetic transformations; retrosynthetic analysis.

Department Contact Information:

<http://wwwchem.uwimona.edu.jm:1104/>

The Department of Chemistry

2 Plymouth Crescent

The University of the West Indies

Mona Campus

Kingston 7

Jamaica, West Indies

MSc /MPhil/PhD Occupational & Environmental Safety and Health

The Department of Chemistry, through the OESH Programme, offers the following Graduate programmes:

- M.Sc. Occupational & Environmental Safety and Health (face to face, intense delivery mostly during evenings, weekends and holidays)
- MPhil/PhD. Occupational & Environmental Safety and Health (Research degrees)

MSc Occupational & Environmental Safety and Health (MSc (OESH))

The objectives of the programme are:

- To develop advanced understanding of concepts and issues of Occupational & Environmental safety and Health
- To provide training in the recognition, evaluation and control of occupational and environmental safety and health challenges
- To address the urgent and growing need for the development of a cadre of professionals with competencies in Occupational and Environmental Safety and Health (OESH).
- To enhance the development, design implementation and management of complex OESH issues both in the private and public sector.

- To encourage functional awareness of the key issues related to environmental and occupational safety and the development of a proactive attitude to the expectations and demands of occupational and environmental safety and health on governments, environmental management, business enterprises, educational institutions, trade unions, workers and the public.
- To ensure that issues of cultural and individual diversity that are relevant to the Caribbean experience are fully integrated into training and practice.

Entry Requirements (MSc. Occupational & Environmental Safety and Health):

Applicants must have either a First Degree or its equivalent in basic or applied sciences or related areas. Advanced placement will be made to applicants with prior training in health and safety and suitable work experience while arrangements will be made to bring up to the required level the knowledge base of those without prior OESH training or experience.

Areas of Research

Industrial hygiene, workplace safety, all aspects of environment, ergonomics, toxicology, standards and policy development.

Seminars

Research students are required to attend all seminars arranged by the programme

Duration of programme:

One year Full time: MSc
Two years Part-time: MSc
Two years: M.Phil.

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 Four years: MPhil
 Three years: PhD
 Six years: PhD

Programme Structure:

The MSc. in OESH will have; eight (8) - 4 credit- taught courses and two (2) one credit- seminars over two semesters for full-time students and over four semesters for part-time students. A nine credit Research paper is required to complete the programme.

Courses are taught weekday evenings and on week-ends and holidays as required.

SEMESTER 1 (Core Courses)			
Course Code	Course Name	No. of Credits	Course Weighting
SH60J/OESH6000	OESH and Public Policy	4	50% course work 50% exam
SH61J/OESH6100	Advanced Environmental Health	4	50% course work 50% exam
SH62J/OESH6200	Advanced Occupational Safety and Health	4	50% course work 50% exam
SH66J/OESH6600	Independent Study and Research Methods	4	50% course work 50% exam
SH63J/OESH6300	Seminar	1	
SEMESTER 2 (Core Courses)			
SH60K/OESH6010	Advanced Topics in OESH – A- (Measurement Methods and Ventilation)	4	50% course work 50% exam
SH60L/OESH6030	Advanced Topics in OESH – B (OESH Disorders)	4	50% course work 50% exam
SH60M/OESH6040	Advanced OESH Management Systems	4	50% course work 50% exam
SH60N/OESH6050	Advanced Topics in OESH – C (Ergonomics)	4	50% course work 50% exam
SH63J/OESH6300	Seminar	1	
SUMMER (Core Courses)			
SH67J/OESH6700	Research Project	9	100% Course work
Course Code Elective (s)	Course Name	No. of Credits	Course Weighting
SH60x (a series of courses offered on demand)	Advanced Topics in OESH	4	50%coursework 50%exam

The University of the West Indies
(SH60J/OESH6000) (OESH and Public Policy)

Course Description: This course aims to; enable students to develop an understanding of the complex, dynamic and delicate relationship between business pursuits, public interests and public policy, explore and analyze the process of public policy development, formulation and implementation and analyze the cost-benefit of OESH public policies. The course will discuss and explain the legal basis for OESH litigation, and expert witnesses and review the principles which drive the development of a viable business model for OESH consulting and ownership

(SH61J/OESH6100) (Advanced Environmental Health)

Course Description: Aims: This course aims to provide students with a thorough knowledge of contemporary concepts and issues of environmental health and the impact of these are being impacted by key industries in the region- tourism, mining, oils/gas, agriculture. The course will allow students to understand the roles of environmental professional in recognizing and assessing environmental hazards and how to source and use international guidelines, standards and regulations in addressing the issues that arise.

SH62J/OESH6200(Advanced Occupational Safety)

Course Description: This course will enable students to develop a deep understanding of advanced

concepts of occupational safety and hygiene. The course will review concepts for hazards, exposure, toxicity and risks. These concepts will be used to guide the recognition, evaluation and selection of control technologies to optimize occupational safety and health as well as the evaluation of the role of OSH professional and the resources available for their work

SH66J/OESH6600(Independent Study and Research Methods)

Course Description: The course is designed to prepare students for a productive research Project. Learning modules will include use of statistics, in the collection, summarizing and analysis of data for experiments on OESH and the application of epidemiology concepts to the issues of occupational and environmental health. The course will review all the principles involved in developing the research paper from development of the critical and extensive literature review, the development of the research question, research goals, objectives and methodologies and ethics through to the results and their interpretation, discussion, conclusion and the citing of literature.

SH60K/OESH6010- (Measurement Methods and Ventilation)

Course Description: The course is designed to provide students with extensive knowledge of the principles involved in air monitoring for toxic

exposures. This will include the type of air contaminants, routes of exposure and the potential hazards they pose to people in the work place. This course is designed to explore the use of engineering controls, such as building design and ventilation systems, to reduce the potential risks, while providing hands-on experience with the equipment used in air monitoring and the interpretation of results from the monitoring.

SH60L/OESH6030(OESH Disorders)

Course Description: The course will provide students with working knowledge of the principles of Occupational Toxicology, the impact of select toxicants on organ systems and how this knowledge may be to protect workers, the general public, and the environment. The course will look at the nature of the toxicity of various chemicals, the regulatory framework in which these may be managed and the existing standards which may guide how these chemicals are handled. The course will also look at the significance of HIV/AIDS as a workplace issue.

SH60M/OESH6040(Advanced OESH Management Systems)

Course Description: The course will cover a number of OESH management issues including, land use planning, environmental conservation, understanding the use of critical resources such as water the management of Asbestos and other hazardous waste and Emergency Management.

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The course will provide thorough knowledge on the regulatory factors, inclusive of International Environmental Conventions and Recommendations, which impact OESH systems

SH60N/OESH605(Advanced Ergonomics)

Course Description: The course will review the principles of Ergonomics or Human Factors, discuss the interaction between people and physical and psychological aspects of the work environment and illustrate the application of ergonomics in the prevention of accidents job induced fatigue and work related musculoskeletal disorders. The course will incorporate a working knowledge of specifics aspects of human anatomy as it relates to muscolo-skeletal disorders, which will allow students to apply that knowledge to the improvement of people's interaction with products systems, and workplace environments. Students should understand the concepts of designing for human use, optimizing working and living conditions to enhance effectiveness and efficiency of work.

Additional Information/Notes:

The courses SH60K/OESH6010, SH60L/OESH6030 and SH60N/OESH6050 represent “optional” Advanced Topics in OESH for which the course content could be changed.

Department Contact Information:

OESH Programme, Department of Chemistry, Faculty of Pure and Applied Sciences.

Programme Coordinator: Mr. Paul F. Brown

Programme Director: Prof. Ishenkumba Kahwa

Programme Assistant: Ms Grace Hosang

MPhil/Ph. D. Occupational & Environmental Safety and Health (MPhil (OESH) and PhD(OESH))

Specializations/Options :

- (i) **Environmental Safety and Health**
- (ii) **Occupational Safety and Health**
- (iii) **Occupational and Environmental Safety and Health**

The objectives of the programme are:

The Doctoral Programme prepares persons to provide high level leadership in OESH research; policy design, implementation, analysis and evaluation; standards development.

Entry Requirements:

Applicants must have an MSc, MPhil or equivalent degrees. First degree or equivalent holders seeking a PhD must first enroll in the MPhil degree programme from which they can petition the Office of Graduate Studies and Research for transfer of registration to the PhD. This is done following outstanding progress on research the evolution and scope of which exceeds requirements for the MPhil. Degree, examination of a written report and its public oral presentation.

Areas of Research

Industrial hygiene, workplace safety, all aspects of environment, ergonomics, toxicology, standards and policy development.

Seminars:

Ph.D. students will register for the 'Seminar Course' (1 credit) each semester, attend regular seminars arranged by the programme and make presentations once per semester.

Duration of programme:

Minimum 3 years.

Programme Structure:

Ph.D. students must complete a minimum of 9 credits from the MSc. OESH program and conduct research leading to a thesis.

Additional Information/Notes:

Advice should be sought from Program Director Prof. Ishenkumba Kahwa before applying for Ph. D. OESH degree.

Department Contact Information:

Department of Chemistry

The Faculty of Pure and Applied Sciences

Mona Campus, Kingston 7, Jamaica

Programme Coordinator: Mr. Paul F. Brown

Programme Director: Prof. Ishenkumba Kahwa

Programme Assistant: Ms Grace Hosang

Department of Geography & Geology

Head: Professor David Barker

The Department of Geography and Geology offers M.Phil. and Ph.D. degrees in Geography and in Geology.

Collaborative projects may be done with other departments or with other universities or institutions.

MPhil or PhD Geography or Geology

Specializations/Options: Urban geography; Urban planning; Agricultural geography; Rural sustainable livelihoods; Food security; Cultural geography; Tourism; Geomorphology; Climate change; Environmental resource management; Natural hazards; Disaster management; Sedimentology; Petroleum geology; Palaeontology; Igneous petrology; Metamorphic petrology; Marine geology; Hydrogeology; Industrial minerals.

Programme Objectives:

1. To provide a strong understanding of the foundation, principles, and application of the substantive applied areas of Geography or Geology.
2. To train students with modern scientific equipment, tools, techniques and methodologies used in research and development in Geography or Geology.
3. To encourage the development of problem-solving skills in the student's area of specialization in Geography or Geology.

Entry Requirements:

Bachelor's degree from the University of the West Indies, or other recognized universities, with at least upper second class honours.

Students must demonstrate aptitude in independent research and have passed the core undergraduate Geography or Geology courses.

Seminars :

1-2 seminars per academic year per student

Duration of programme:

3-6 years part-time/2-4 years-full time for M.Phil. degree

4-8 years part-time/3-6 years full-time for Ph.D. degree

Courses (Core):

Course Code	Course Name	No. of Credits
GEOL6001	Research Techniques in Earth Science	4

Additional Information/Notes:

Acceptance to the M.Phil. or Ph.D. programmes also depends on the availability of a suitable supervisor.

Department Contact Information:

876-927-2728 or 876-927-2129 (Tel.) or 876-977-6029 (Fax). E-mail:
geoggeol@uwimona.edu.jm

1. Professor David Barker – Head of Department
2. Professor Simon Mitchell – Graduate Coordinator

Programme Coordinator: Professor David Barker

Environmental Management Unit

Director of Institute: Professor Elizabeth Thomas-Hope

The Environmental Management programme was established in September 1998 at the UWI, based upon the James Seivright Moss-Solomon Snr. Chair of Environmental Management endowed by the Grace Kennedy Foundation. It was formed in response to the need for a greater promotion of environmental management through capacity building. The programme promotes effective management of environmental resources through research, graduate training and community outreach. It has responded to national and regional needs in the following ways:

The Environmental Management programme was established in September 1998 at the UWI, based upon the James Seivright Moss-Solomon Snr. Chair of Environmental Management endowed by the Grace Kennedy Foundation. It was formed in response to the need for a greater promotion of environmental management through capacity building. The programme promotes effective management of environmental resources through research, graduate training and community outreach. It has responded to national and regional needs in the following ways:

Research

- The conducting of research and supervision of research projects in various parts of the region and in a range of environmental themes.

Postgraduate Training

The University of the West Indies

- The development and delivery of a taught Master of Science degree in Natural Resource Management, which has been completed by approximately One Hundred students in six cohorts since its inception. This programme was initially supported by funds from the European Union and the students have been drawn from across the Caribbean region. Two additional streams in Natural Resource Management – Disaster Management and Sustainable Urbanization, as well as corresponding Diploma programmes, have been developed for delivery commencing in 2009.
- of research degree programmes - M.Phil. and PhD The development degrees in Environmental Management.

Dissemination of Information

- The dissemination of information and the promotion of public education through the mounting of international, regional and national seminars on various environmental topics, and the publication of literature on current environmental issues in the Caribbean.

Consultancy Services:

- Rapid (Urban and Rural) Environmental Assessments
- Environmental Audits and Feasibility Studies
- Resource Valuation (Coastal and Watershed)
- Waste Management Assessments & Audits
- Participatory Urban and Rural Planning
- Environmental Curriculum Development at all levels
- Environmental Impact Assessment
- Environmental Management Systems Implementation
- Community Development/Community Based Management
- Environmental Information Management

M.Sc. in Natural Resource Management

Specializations

There are 3 M.Sc. streams:

1. *Integrated Urban and Rural Environmental Management*
2. *Disaster Management*
3. *Sustainable Urbanization*

Programme Objectives:

1. Integrated Urban and Rural Environmental Management:

The primary objective of this programme is to contribute to sustainable development in the Caribbean region by training a cadre of professionals in environmental and natural resource management. Training will focus on the development and implementation of appropriate policies, institutional mechanisms, strategies and techniques for sustainable use of natural resources in the region, and for the protection and management of the regional environment.

2. Sustainable Urbanization:

The main objective of this programme is the delivery of a comprehensive, applied programme that produces graduates who understand the social, cultural, political and economic dimensions of urbanization and the ecological and other challenges and opportunities these present. These graduates are equipped to advocate for improvements in the social and ecological conditions of Caribbean cities, and possess the skills and competencies necessary to implement their ideas.

The modules comprising this stream will cover the social, cultural, political and economic components of urbanization, the ecological challenges these present, and the practical tools required for addressing them. Although one of the courses in the stream will address issues of urban and regional planning, the overall stream ethos and syllabus is focused on the urban environment and is different from any other offered at any of the UWI campuses.

3. Disaster Management:

The primary aim of this programme is to introduce the basic principles and key concepts in Disaster Management.

Objectives

During this programme participants will:

- explore the philosophy behind the definition of and approaches to disaster management in its ideological context.
- examine key concepts in Disaster management
- evaluate disaster management in the ideological context
- examine the rationale for Disaster Management within the context of sustainable development
- examine ideological approaches to disaster management
- examine the characteristic of the Disaster Cycle

Entry Requirements

Applicable to all M.Sc. Natural Resource Management Streams:

- A good honours Degree in a related subject (or equivalent qualifications and work experience) is required for entry into the above M.Sc. Streams. The selection of candidates is made on a

competitive basis, owing to the constraints on the number of places available.

Areas of Research

M.Phil. and Ph.D. degrees are awarded by thesis. Candidates are required to have either a first or second class honours degree in a related subject for entry into the Master of Philosophy programme. A first or upper second class honours degree and an approved Master's degree in an appropriate field are required for a candidate to be eligible for admission into the PhD programme. The determination of acceptance into these programmes is also based upon the candidate's research proposal and adequate facilities for the particular work. Candidates will be required to pass several postgraduate taught courses up to twelve credits.

Some areas of interest for research include:

- Biodiversity in Farmed Areas
- Land Management and Food Security
- Disaster Management and Risk Mitigation
- Urban Renewal
- Parks and Protected Areas
- Environmental Health
- Community Resource Management
- Watershed Management
- Coastal Zone Management
- Waste Management
- Water Resource Management
- Children and the Environment
- Eco-tourism
- Environmental Law and Policy

Seminars

The University of the West Indies

At least one Seminar per year is required of each student in the M.Phil. and PhD programmes.

Duration of programme

Master of Philosophy (M.Phil.) Degree

- The minimum period of registration for the M.Phil. is two years full time, and three years for part-time. It consists largely of work on a research topic which is examined by a thesis.

Doctor of Philosophy (Ph.D.) Degree

- A PhD candidate will pursue research over a minimum of three calendar years as a full-time student or four years as a part-time student. The PhD thesis should make a distinctive contribution to the content and advancement of knowledge in the field of environmental management and show evidence of originality.

Master of Science (M.Sc.) streams:

These postgraduate programmes will be available on the basis of full-time or part-time registration:

- 1 year for full-time registration
- 2 years for part-time registration, subject to review.

Programme Structure

Integrated Urban and Rural Environmental Management

This M.Sc. Stream – Integrated Urban and Rural Environmental Management – will be available to full-time and part-time students as follows:

- a) Full-time. Duration of the degree by full-time students will be 12 months over 2 semesters and a summer term. Semester 1 typically commences in January, semester 2 of the University year) and the summer is regarded as a semester.

- Semester 1 Four core courses (16 credits)
- Summer term Combined specialization courses (14 credits)
- Semester 2 Research Project (10 credits)

Total Credits: 40

- b) Part-time. Duration of the degree taken part-time will be over 4 semesters and two summer terms.

- Semester 1 & summer term - 2 core courses in semester 1 and 2 core courses in summer term (16 credits)
- Semester 2 - 3 specialization courses
- Semester 3 - 2 specialization courses 14 credits combined
- Summer term 2 & semester 4 - Research Project (10 credits)

Total Credits: 40

Sustainable Urbanization

This M.Sc. stream - Sustainable Urbanization - will be available to full-time and part-time students as follows:

- a) Full-time. Duration of the degree by full-time students will be 12 months over 2 semesters and a summer term. Semester 1 commences on January 19, 2009 (semester 2 of the University year) and the summer is regarded as a semester.

The University of the West Indies

- Semester 1 4 core courses (16 credits)
- Summer term 2 specialization courses and two electives (14 credits)
- Semester 2 Research Project (10 credits)

Total Credits: 40

- b) Part-time. Duration of the degree taken part-time will be over 4 semesters and 2 summer terms.

- Semester 1 & summer term - 2 core courses in semester 1 and 2 core courses in summer term (16 credits)
- Semester 2 - 2 specialization courses (8 credits)
- Semester 3 - 2 electives (6 credits)
- Summer term 2 & semester 4 - Research Project (10 credits)

Total Credits: 40

Disaster Management

This M.Sc. stream - Disaster Management - will be available to full-time and part-time students as follows:

- a) Full-time. Duration of the degree by full-time students will be 12 months over 2 semesters and a summer term. Semester 1 commences in January (semester 2 of the University year) and the summer is regarded as a semester.

- Semester 1 4 core courses (16 credits)
- Summer term 2 specialization courses and two electives (14 credits)
- Semester 2 Research Project (10 credits)

Total Credits: 40

- b) Part-time. Duration of the degree taken part-time will be over 4 semesters and 2 summer terms.

- Semesters 1 & Summer term - 2 core courses per semester (16 credits)
- Semester 2 - 2 specialization courses (8 credits)
- Semesters 3 - 2 electives (6 credits)
- Summer term 2 & Semester 4 - Research Project (10 credits)

Total Credits: 40

All the M.Sc. Streams share the four core courses.

- Philosophies, Concepts, and Issues in Environmental Management (4 credits)
- Research and Project Planning for Environmental Management (4 credits)
- Professional Skills for Environmental Management (4 credits)
- Introduction to Environmental Planning and Management (4 credits)

Course Code	Course Name	No. of Credits	Course Weighting
EM 610	Philosophies, Concepts and Issues in Environmental Management	4	Coursework: 60% Exam: 40%
EM 616	Research and Project Planning for Environmental Management	4	Coursework: 60% Exam: 40%
EM617	Professional Skills in Environmental Management	4	Coursework: 60% Exam: 40%
EM618	Introduction to Environmental Planning and Management	4	Coursework: 60% Exam: 40%

Specialization courses

Course Code	Course Name (Stream: M.Sc. Integrated Urban and Rural Environmental Mgt.)	No. of Credits	Course Weighting
EM 630	Integrated Environmental Management: 1. Land and Water 2. Environmental Hazards and Disasters 3. Waste Management 4. Environment and Health 5. National Parks, Tourism and Recreational Amenities	14	Coursework: 60% Exam: 40%
Course Code	Course Name (Stream: M.Sc. Sustainable Urbanization)	No. of Credits	Course Weighting
Not yet assigned	The Urbanization of Nature	4	Coursework: 60% Exam: 40%
Not yet assigned	Urban Land and Planning for Sustainable Development	4	Coursework: 60% Exam: 40%
Course Code	Course Name (Stream: M.Sc. Disaster Management)	No. of Credits	Course Weighting
Not yet assigned	Principles of Disaster Management	3	Coursework: 60% Exam: 40%
	Disaster Vulnerability Analysis	4	Coursework: 60% Exam: 40%

Electives

Course Code	Course Name (Stream: M.Sc. Disaster Management)	No. of Credits	Course Weighting
Not yet assigned	Environmental Hazards and their Impacts	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Techniques and Tools in Disaster Management	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Disaster Information and Communication	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Community Disaster Management Planning	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Health and Medical Issues in Disaster Management	3	Coursework: 60 % Exam: 40 %
Course Code	Course Name (Stream: M.Sc. Sustainable Urbanization)	No. of Credits	Course Weighting
Not yet assigned	Urban Governance and Participation	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Introduction to Urban Society and Space	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Urban Architecture as Cultural Landscape	3	Coursework: 60 % Exam: 40 %
Not yet assigned	Transportation and Urban Design	3	Coursework: 60 % Exam: 40 %

**1. M.Sc. Integrated Urban and Rural
Environmental Management Stream**

**EM 610 Philosophies, Concepts and Issues
in Environmental Management**

The course is intended to provide the conceptual framework for addressing the issues involved in developing an integrated approach to sustainable resource management. It examines the people-environment relationship in different cultural contexts and from different societal perspectives. Environmental ethics is introduced, and the concept of political ecology discussed in light of the philosophical and pragmatic factors that influence the use and management of resources. An overview of physical and human systems is presented and case studies are used to demonstrate the interrelationships between them and the processes that lead to environmental change, including degradation and hazards. Students will also be introduced to the concepts of sustainable development and limits to growth in addition to being given the opportunity to understand the principles of environmental communication and public education for environmental management.

Module 1 Interpretations of environment and the people- nature relationship;

 philosophies and social constructions of environment; environment

 in the light of social theories; systems approach to analysis of environment

Module 2 Communication and public education for environmental management

Module 3 Concepts of development and sustainable development; political ecology
Assessed by: Examination 40% and Coursework 60%

**616 Research and Project Planning for
Environmental Management**

The goal of this course is to provide students with a solid background in the philosophy of research, research design, in modern methods of data and information collection, as well as in data handling and analysis for environmental management. This will include an introduction to the conceptual and practical aspects of qualitative and quantitative research and the types of topics for which each approach is useful. Students will be introduced to various quantitative and qualitative analytical methods including media and public education, participant observation, participatory action research, media and textual analysis as well as a variety of software packages for data analysis. The modules will provide the student with a broad range of research skills which can be utilized both for the specific Masters project and as a basis for more long-

term projects (e.g., developing the use of documentaries for environmental public education projects). The course also aims to develop student skills in making oral presentations as well as writing for scientific papers and technical reports.

Module 1 Scientific procedures and setting up research questions and hypotheses; project proposals and planning

Module 2 Quantitative analysis; qualitative analysis; participatory research methods; data collection and management

Module 3 Data presentation for scientific papers and technical report writing

Assessed by: Examination 40% and Coursework 60%

617 Professional Skills for Environmental Management

The major components of this course are Environmental Impact Assessment (EIA), Project Management and Geographic Information Systems (GIS).

The Environmental Impact Assessment module introduces students to the process of environmental assessments and exposes them to the assessment options available for varying types of projects, as well as techniques EIA. During the course students will learn the basic principles of conducting an EIA, types of projects requiring EIAs, methods of data collection, working as part of a multi-disciplinary team, predicting impacts and recommending mitigation measures. The course details the following:

The Project Management module is designed to build the capacity among students to guide a project to its successful completion by using project management methods and skills. Projects related to resource management and developments (as it relates to the environment) are the principal focus of the course.

This GIS module introduces basic concepts and techniques of Geographic Information Systems (GIS). It provides both a background for further theoretical inquiry into GIS as well as practical expertise needed

for capturing, processing and presenting spatial data. The course consists of lectures, a set of assigned readings and a series of practical exercises. Lectures are primarily oriented toward understanding theoretical aspects of GIS, while the practical exercises are devoted to “hands on” learning. The GIS software package Idrisi for Windows 2.0 will be used for this module. No previous exposure to GIS is necessary.

Module 1	GIS
Module 2	Project planning and management
Module 3	Environmental Impact Assessment (EIA)

Assessed by: Examination 40% and Coursework 60%

618 Introduction to Environmental Planning and Management

This course will address the themes Resource Economic, Laws and Policy for Environmental Management and Community Based Resource Management.

The resource economics component is designed to introduce students to the fundamentals of economic analysis and their application to a range of natural resource issues. Initially, this undertaking is through

a microeconomic approach with the selective introduction of wider policy-related issues.

The law and policy module sensitizes students to the need for a policy framework for environmental management. Students will examine and evaluate the ways in which environmental policy becomes binding. The interdisciplinary nature and key concepts and principles of environmental law will be introduced. Students will also examine the extent to which Caribbean environmental management is driven by and is consistent with international legal norms and obligations.

Community-based resource management has grown in popularity throughout the developing world in recent years with the recognition that traditional top-down environmental policies have failed to curb environmental destruction. This module examines the underlying problems of traditional natural resource management regimes, and provides students with the capacity for evaluating community level management to facilitate the sustainable use of local resources.

The first part of the module consists of a review of basic ecological principles, with an emphasis on how those principles related to the management of renewable and non-renewable resources. The next part examines the complexity of social, political and

The University of the West Indies economic factors which interact with environmental ones limit, enhance, or otherwise affect the management of resources. Finally, the module examines various ecosystems and the policies and programmes that are being adopted to enable women and other disadvantaged groups to contribute more actively to the effective management of the community's natural resources.

Module 1 Resource economics

Module 2 Legislation, institutions and civil society

Module 3 Community-based resource management

Assessed by: Examination 40% and Coursework 60%

EM 630 Integrated Environmental Management (14 credits)

The objective of this course is to examine the principles involved in integrated environmental management, the underlying premise being that environmental management should enhance the quality of human and ecosystem health. The major components of this integrated approach will be:

- Land and water
- Hazards and disasters
- Waste
- Health
- National Parks, Tourism and recreational amenities

The approach addresses the integrating theme of watershed and coastal management as well as urban and rural environmental management.

Assessed by: Examination 40% and Coursework 60%

2. M.Sc. Disaster Management Stream

Principles of Disaster Management (3 credits)

Aim

The primary aim of this course is to introduce the basic principles and key concepts in Disaster Management.

Objectives

During this course participants will:

- explore the philosophy behind the definition of and approaches to disaster management in its ideological context.
- examine key concepts in Disaster management
- evaluate disaster management in the ideological context
- examine the rationale for Disaster Management within the context of sustainable development
- examine ideological approaches to disaster management
- examine the characteristic of the Disaster Cycle

Syllabus Outline:

- Concepts and issues in Disaster Management
- Socio-cultural context of disaster management
- Ideological context and approaches to disaster management
- Disaster Management Cycle

Environmental Hazard and their Impacts (3 credits)

Aim

This course provides a review of major environmental hazards and their impacts, particularly those to which the Caribbean region is vulnerable. The focus is on the characteristics of these hazards including the physical as well as social contexts in which they are generated. Their impacts on the social as well as on the physical environment are also addressed. In this context the course examines hydro-meteorological hazards, geo-hazards, technological hazards, human induced hazards and the emergent issues related to climate change.

Objectives

During this course participants will investigate:

- the characteristics and impacts of hydro-meteorological hazards
- the characteristics and impacts of geo-hazards
- the characteristics and impacts of technological hazards

The University of the West Indies

- the characteristics and characteristics of human-induced hazards

Syllabus Outline

- Hydro-meteorological hazards – cyclones, floods, drought
- Geo-hazards – earthquakes, tsunamis, landslides/debris flow, volcanoes
- Technological hazards – hazardous material spills, industrial accidents
- Human-induced hazards
- Climate change

Evolution of Disaster Management in the Caribbean (3 credits)

Aim

This course reviews the hazard vulnerability of the Caribbean region and highlights the legislative and policy-response framework that have evolved for disaster loss-reduction in the region.

Objectives

During this course participants will:

- examine the physical, social and economic vulnerability of the Caribbean region to hazards
- examine the impacts of disasters in the economic history of the Caribbean

- review the legislative framework and policy responses and initiatives that have emerged for disaster loss-reduction

Syllabus Outline

- Environmental and socio-economic impacts of disasters in the Caribbean and their underlying causes
- Legislative framework, policy response and initiatives for hazard risk reduction in the Caribbean

Hazard Vulnerability Analysis (4 credits)

Aim

The ability to assess the impacts and potential impacts of hazards on vulnerable systems is a critical component of disaster management. In that regard this course focuses on methodologies utilized in vulnerability analysis. The concept of analysis provides the background for regional as well as social vulnerability analysis. Regional vulnerability focuses on the geographical as well as geological factors that influenced the vulnerability of a site. Social vulnerability focuses on the socio-economic conditions that aggravate the susceptibility of society to the impacts of hazards.

Objectives

During this course participants will:

- examine the concept of hazard /disaster analysis
- review methodologies used in Regional Vulnerability Analysis
- review methodologies in Social Vulnerability Analysis

Syllabus Outline

- Concept of Analysis
- Regional Vulnerability Analysis
- Social Vulnerability Analysis

Techniques and Tools in Disaster Management (3 credits)

Aim

This course introduces some of the primary techniques and tools employed in the management of disasters. Geographical Information Systems (GIS) has emerged as a primary and powerful tool for vulnerability assessment and analysis. This technique is essential to hazard mapping and various disaster prediction techniques including the building of disaster scenarios. The Disaster Imagination Game (DIG) is a recent technique that has emerged in the Japanese disaster management environment and has the potential for transfer and application in most regions of the world. The technique is cost effective and simple and is therefore particularly relevant to developing countries such as those in the Caribbean region.

Objectives

During this course participants will:

- examine selected techniques commonly employed in disaster management
- evaluate tools utilized for disaster management, especially for the dissemination of disaster information
- examine key tools that can be used for the effective management of disasters

Syllabus Outline

- GIS in Disaster Management
- Hazard Mapping
- Disaster Prediction Techniques
- Disaster Scenarios Building
- Disaster Imagination Game (DIG)
- Public Education

Disaster Information Management (4 credits)

Aim

The generation and effective dissemination of information is probably the most critical component of disaster management. This course highlights the strategies and principles of effective dissemination of disaster related information, focusing on the role of hazard maps, of media as well as international and inter-organizational channels for information sharing. The effectiveness of disaster information is also influenced by underlying issues relating to human

perceptions and behavioural patterns throughout the disaster cycle.

Objectives

During this course participants will:

- evaluate the role of information in crisis and response management
- evaluate and determine disaster and crisis information requirements
- examine information technology applied to crisis, disaster and emergency management
- examine cause and effects of information breakdown during crisis and disasters

Syllabus Outline

- Role of information in disaster management
- Determination of disaster and crisis information requirements
- Information technologies in disaster management
- Common causes and effect of information breakdown

Community Disaster Management Planning (4 credits)

Aim

This course introduces initiatives for disaster management planning at the micro (community) level. Community disaster management planning is emerging as a sustainable alternative to the long-

standing emphasis on macro-level plans. The participation of local people in the development of their own disaster plans is regarded as the 'best hope' for effective and sustainable disaster management planning.

Objectives

During this course participants will:

- evaluate the key principles in the development of a community disaster management plan.
- examine the steps in the development of community disaster management plans
- examine strategies for the involvement of locals in community-based disaster management planning

Syllabus Outline

- Rationale for community-based disaster management planning
- Basic consideration in the development of a community disaster management plan
- Steps in the development of a community disaster management plan
- Community disaster management planning in the Caribbean: The CADM project
-

Health and Medical Issues in Disaster Management (4 credits)

Aim

This course addresses the importance of health and medical management issues involved in disaster management. It introduces a range of medical and health issues that are inherent in emergency management and discusses methods for integrating medical, public health and psychological processes in emergency management.

Objectives

During this course participants will:

- examine medical and health issues that are inherent in disaster management
- evaluate the relationship among medical, public health and psychological processes in emergency management

Syllabus Outline

- Health and disasters
- Health and medical issues in disaster management
- Medical, public health and psychological processes in disaster management

3. Sustainable Urbanization

The Urbanization of Nature (4 credits)

Aim

This course examines the ways in which cities can achieve a healthy interconnectedness between

economic prosperity and environmental well-being in urban areas.

Objectives

This course will include:

- the relationship between urban population, income and spatial growth and the environment
- measurement of urban environmental quality
- understanding the dimensions and scale of urban environmental problems
- ways of creating mobility and livability in cities
- the physical configuration of cities and the generators of urban form

case studies of best practices in sustainability initiatives in cities

Syllabus outline

- The relationship between cities and nature / the environment
- Cities as environmental problems or as environmental solutions
- Understanding and addressing urban environmental problems
- City form and structure
- Implementation of sustainable development in cities
- Environmental management tools for sustainable cities
- Sustainability successes in cities

Urban Land and Planning for Sustainable Development (4 credits)

Aim

This course introduces key concepts in urban and regional planning. It examines the role of urban land markets in shaping urban development outcomes, urban land market demand and supply factors, urbanization and housing markets in Jamaica, spatial patterns of population, population density and urban development.

Objectives

- Introduce the main concepts of urban and regional planning
- Examine the role of urban land markets in determining the location, density, price, and form of residential, commercial and industrial development
- Explore the determinants and dynamics of land market demand and supply factors
- Enable participants to critically assess urbanization and its impact on housing markets in Jamaica
- Examine, using case studies and field assignments, spatial patterns of population, urban development, population density and the impact on housing in Jamaican and other cities

Syllabus outline

- Introduction to urban and regional planning

The University of the West Indies

- Urban land markets
- The urban housing crisis
- Urban housing planning and urban development

Introduction to Urban Society and Space (3 credits)

Aim

This course provides a broad introduction to the processes that give rise to and are manifested in urban places. It will provide a compulsory introduction for all students on the Sustainable Urbanization M.Sc. stream, as well as students on the Integrated Urban and Rural Environmental Management M.Sc. who wish to take one of the urban specialization courses.

Objectives

During this course participants will explore:

- the relationship between society and space, focusing on the spatial outcomes of interactions between people, and the linkages and inequalities that have developed locally and globally between economies and cultures
- the manner in which these and other social issues are expressed in different kinds of urban spaces
- the relationship between people and their physical environment.

Syllabus Outline

- History of urbanization
- The formation of urban space: the spatial outcomes of relationships between people
- Principles of urban design
- City images and imaginations: representing the city
- Introduction to urban social theory
- Urban social segregation (in Caribbean, USA, and UK)
- Urbanization in the developing world

Urban Governance and Participation (3 credits)

Aim

This course provides a comprehensive insight into urban planning, development and governance issues in the Caribbean. It also provides participants with financial management and other tools necessary for effective urban planning. This option course will have wide relevance for all students in the university wide M.Sc. Natural Resource Management programme, and will be available for students on any of the diploma programmes or Masters streams.

Objectives

This course will:

- Examine the principles of Urban Governance and relate them to the Caribbean
- Analyze social movements within Caribbean cities and assess how development models impact these movements

- Introduce principles and techniques of financial management, including mobilization of resources, expenditure planning and formulating recurrent and capital budgets, the role of the private sector in the delivery of urban services

Syllabus Outline

- Urban Governance
- Urban social movements in Caribbean cities
- Social mobilization for sustainable development
- Urban financial management

Urban Architecture as Cultural Landscape (3 credits)

Aim

This course will address the topics of Architectural Urban Ensembles, Architectural Heritage Preservation, and Urban Cultural Tourism. The emphasis of this course is to encourage the participants to go beyond examination of architecture as individual monumental pieces on the urban environment, but to process the architecture as a collection in the urban setting that represents a Cultural Landscape form. Case studies will be taken from towns and cities in the wider Caribbean region as well as other international urban settings for working examples and further research.

This course could be offered as an option course in alternate years.

Objectives

This course will:

- Explore the nature and form of urban architectural ensembles
- Examine the legal, historical, economic and theoretical aspects of architectural heritage preservation
- Introduce techniques for locating, interpreting and documenting historic architecture and sites
- The role of culture in tourism and the pre-conditions for successful integration of culture and tourism in cities
- The impact of cultural tourism on cities
- Techniques for sustainable management of cultural tourism

Syllabus outline

- Dynamics of historic preservation
- Documentation of historic architecture and sites
- Tools and technologies in architectural preservation
- The City as a resource in Tourism
- Cultural Tourism as a tool to support urban regeneration
- Sustainable management of cultural tourism

Transportation and Urban Design (3 credits)

Aim

This course examines some of the fundamental concepts associated with the planning, design, creation and operations of sustainable communities, with focus on Jamaica. This course can be offered as an option in alternate years.

Objectives

This course will:

- Explore the intricacies involved in creating sustainable communities in Jamaica
- Examine the social, political, ecological and economic dimensions of sustainability
- Assess, with the use of case studies, major urban and transportation developments over the last thirty years, to illuminate positive and negative aspects of development patterns in Jamaica
- Examine the links between urban form and transportation in order to design better places
- Introduce and examine the concept of 'New Urbanism' in the context of Jamaica and existing old patterns of design

- Explore principles of sustainable transport systems design and the application of such principles in designing 'green' transportation networks for Jamaican communities

Syllabus Outline

- Sustainability and Jamaica
- Urban Form and Transportation
- Automobility and Sustainability
- Elements of Urban Design for Sustainability
- Designing Sustainable Transport Systems

Additional Information/Notes:

Before applying to the M.Phil/Ph.D Programmes, candidates should contact the Director of the Programme to discuss their proposed topic before submitting an application. Email: environment@uwimona.edu.jm

Department Contact Information:

Contact person: Prof. E. Thomas-Hope Tel. 702-4152, extn. 2834.

Programme Coordinator: Prof. E. Thomas-Hope

Department of Life Sciences

Head: Dr. Eric Hyslop

The Department of Life Sciences offers the following Graduate programmes:

- MSc. Plant Production and Protection
- MSc. Marine and Terrestrial Ecosystems: Assessment, Conservation and Management.
- M.Phil./Ph.D. (by research)
 - Botany
 - Environmental Biology
 - Marine Biology
 - Oceanography &
 - Zoology

MSc. Plant Production and Protection

Programme Objectives:

On successful completion of the programme, students will be knowledgeable about the following:

1. production systems, productivity and propagation techniques;
2. the influence of soil and climate on plant growth, production systems, and pest and disease development;
3. the significance of weeds, diseases and pests in plant production systems;
4. management of weeds, diseases and pests;

5. techniques for evaluating the significance of various factors affecting plant production and productivity;
6. factors to be considered for harvesting, storage and transport of produce.

Entry Requirements:

Bachelor of Science (Honours) degree in the biological or agricultural sciences

Duration of programme:

Two years part-time

Programme Structure:

Year 1

- BL60E Research Methods in Biology
- BL62A Plant Production and Propagation Systems (4 credits)
- BL62B Plants and Soils (4 credits)
- BL62C Plants and Climate (4 credits)

Summer of year 1

- BL62D Harvesting and Post-Harvest Management (4 credits)

Year 2

- BL62E Principles of Plant Pathology (4 credits)
- BL62F Plant Diseases and their Control (4 credits)
- BL62G The Biology and Ecology of Insect Pests of Plants (4 credits)
- BL62H The Management of Insect Pests of Plants (4 credits)

Summer of year 2

- BL61F Research Project (12 credits)

Courses(Core):

Course Code	Course Name	No. of Credits
BL60E	Research Methods in Biology	4 Credits
BL62A	Plant Production and Propagation Systems	4 Credits
BL62B	Plants and Soils	4 Credits
BL62C	Plants and Climate	4 Credits
BL62D	Harvesting and Post-Harvest Management	4 Credits
BL62E	Principles of Plant Pathology	4 Credits
BL62F	Plant Diseases and their Control	4 Credits
BL62G	The Biology and Ecology of Insect Pests of Plants	4 Credits
BL62H	The Management of Insect Pests of Plants	4 Credits
BL61F	Research Project	12 Credits

Department Contact Information:

Department of Life Sciences
4 Anguilla Close
UWI Mona
Tel: 927-1202
Fax: 977-1075

Programme Coordinator:

Professor Phyllis Coates-Beckford

Diploma in Plant Production

There are persons working in specialized areas of the plant sciences, some with a higher degree, who may desire or need to increase their knowledge in related areas in the plant sciences. A programme leading to a Diploma in Plant Production **would** offer such an opportunity.

The required courses for this Diploma are courses already approved for the M.Sc. programme in Plant Production and Protection.

Students registered for the M.Sc. in Plant Production and Protection, but who fail to satisfy all the requirements for the M.Sc. degree, would have the opportunity of obtaining the Diploma in Plant Production once they have satisfied the requirements.

Programme Objectives:

On successful completion of the programme, students should be able to:

1. show understanding of production systems, productivity and propagation techniques;
2. evaluate the influence of soil and climate on plant growth and production systems;
3. evaluate the significance of weeds and identify management strategies for their control in production systems;
4. evaluate the significance of various factors affecting plant production and productivity by utilizing various techniques;
5. identify factors to be considered for harvesting, storage and transport of produce.

The University of the West Indies

Entry Requirements: Bachelor of Science degree in the biological or agricultural sciences

Duration of programme:

Time equivalent to three semesters - Part Time

Programme Structure:

A pass is required in four 4-credit core course and two of four 4-credit elective courses.

Courses (Core):

Course Code	Course Name	No. of Credits
BL62A	Plant Production and Propagation Systems	4
BL62B	Plants and Soils	4
BL62C	Plants and Climate	4
BL62D	Harvesting and Post-Harvest Management	4

Electives *(if applicable)*

Course Code	Course Name	No. of Credits
BL62E	Principles of Plant Pathology	4
BL62F	Plant Diseases and Their Control	4
BL62G	The Biology and Ecology of Insect Pests of Plants	4
BL62H	The Management of Insect Pests of Plants	4

BL62A / Plant Production and Propagation Systems

On successful completion of this course, students should be able to :

1. recognise the biological features of agroecosystems and their varying levels of productivity and sustainability;
2. describe the range and importance of cultivated plants;
3. differentiate between the various types of plant production systems;
4. evaluate techniques of plant propagation;
5. outline means of improving cultivated plants and their roles in increasing productivity.

BL62B / Plants and Soils

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. describe the basic characteristics of cultivated soil and their measurement;
2. explain the influence of soil type on the availability of water and nutrients to plants;

3. explain the concept of soil fertility, how it is assessed and how it can be improved by fertilization and other management practices;

4. identify soil factors that are constraints to plant production;

5. describe types of soil erosion and means of soil conservation in plant production systems;

6. describe types of weeds, their significance in plant production systems and methods of control in weed management programmes.

BL62C / Plants and Climate

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. explain how the energy balance in plants in different situations determines productivity;
2. describe the various means by which light, temperature and rainfall determine plant growth and development, and how production systems can be managed to make best use of climate and microclimate conditions;
3. describe the effects on plant production by extremes of climatic conditions and the means to mitigate them.

BL62D / Harvesting and Post-Harvest Management

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. determine readiness for harvesting and describe harvesting practices for a range of plant produce;
2. explain changes occurring after harvesting for the main types of plant produce;
3. evaluate methods of storage and transport for these types of plant produce.

BL62E / Principles of Plant Pathology

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. *explain how plant diseases are initiated;*
2. *explain how plant, pathogen and environmental factors determine the extent of disease development,*
3. *explain the principles governing plant disease management.*

(Course Code/Name) BL62F / Plant Disease and Their Control

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. identify the symptoms of various plant diseases;
2. manipulate the causal agents;
3. select appropriate disease management strategies.

BL62G / The Biology and Ecology of Insect Pests of Plants

Course Description:

Objectives: On successful completion of this course, students should display knowledge of:

1. the evolution and development of insect pests of plants;
2. the taxonomy, biology and identification of insect pests of plants;
3. the factors that regulate the population of insect pests.

BL62H / The Management of Insect Pests of Plants

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. identify insect pests and related plant damage;
2. assess damage and determine the economic status of insect pests affecting plants;
3. select and integrate appropriate insect control strategies;
4. develop an integrated pest management programme for various cultivated plants.

Additional Information/Notes:

Students will receive some instruction in Biostatistics in the course BL62C (Plants and Climate) but will be making use of experimental designs in other courses

Department Contact Information:

Department of Life Sciences

UWI, Mona Campus

Kingston 7

Jamaica

Telephone: (876) 927-2752; (876) 927-1202)

Fax: (876) 977-1075

E-Mail: lifesci@uwimona.edu.jm

Website: <http://www.mona.uwi.edu>

Programme Coordinator:

2008-2009 Professor Phyllis L. Coates-Beckford

2009-2010 Dr. Jane E. Cohen

Diploma in Plant Protection

There are persons working in specialized areas of the plant sciences, some with a higher degree, who may desire or need to increase their knowledge in related areas in the plant sciences. A programme leading to a Diploma in Plant Production would offer such an opportunity.

The required courses for this Diploma are courses already approved for the M.Sc. programme in Plant Production and Protection.

Students registered for the M.Sc. in Plant Production and Protection, but who fail to satisfy all the requirements for the M.Sc. degree, would have the opportunity of obtaining the Diploma in Plant Production once they have satisfied the requirements.

Programme Objectives:

Objectives: On successful completion of the programme, students should be able to:

1. demonstrate knowledge of factors influencing the development of diseases and pest problems before and after harvest;
2. evaluate the significance of diseases and pests in plant production systems;
3. identify management strategies for diseases and pests;

identify techniques for evaluating the significance of various factors affecting plant production and productivity

Entry Requirements:

Bachelor of Science degree in the biological or agricultural sciences

Duration of programme:

Time equivalent to three semesters - Part Time

Programme Structure:

A pass is required in four 4-credit core course and two of four 4-credit elective courses

Courses (Core):

Course Code	Course Name	No. of Credits	Course Weighting
BL62E	Principles of Plant Pathology	4	One-sixth
BL62F	Plant Diseases and Their Control	4	One-sixth
BL62G	The Biology and Ecology of Insect Pests of Plants	4	One-sixth
BL62H	The Management of Insect Pests of Plants	4	One-sixth

Electives

Course Code	Course Name	No. of Credits	Course Weighting
BL62A	Plant Production and Propagation Systems	4	One-sixth
BL62B	Plants and Soils	4	One-sixth
BL62C	Plants and Climate	4	One-sixth
BL62D	Harvesting and Post-Harvest Management	4	One-sixth

BL62A/Plant Production and Propagation Systems

Course Description:

Objectives: On successful completion of this course, students should be able to :

6. recognise the biological features of agroecosystems and their varying levels of productivity and sustainability;
7. describe the range and importance of cultivated plants;
8. differentiate between the various types of plant production systems;
9. evaluate techniques of plant propagation;
10. outline means of improving cultivated plants and their roles in increasing productivity.

BL62B / Plants and Soils

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. describe the basic characteristics of cultivated soil and their measurement;
2. explain the influence of soil type on the availability of water and nutrients to plants;

3. explain the concept of soil fertility, how it is assessed and how it can be improved by fertilization and other management practices;

4. identify soil factors that are constraints to plant production;

5. describe types of soil erosion and means of soil conservation in plant production systems;

6. describe types of weeds, their significance in plant production systems and methods of control in weed management programmes.

BL62C / Plants and Climate

Course Description:

Objectives: On successful completion of this course, students should be able to:

4. explain how the energy balance in plants in different situations determines productivity;
5. describe the various means by which light, temperature and rainfall determine plant growth and development, and how production systems can be managed to make best use of climate and microclimate conditions;
6. describe the effects on plant production by extremes of climatic conditions and the means to mitigate them.

BL62D / Harvesting and Post-Harvest Management

Course Description:

Objectives: On successful completion of this course, students should be able to:

1. determine readiness for harvesting and describe harvesting practices for a range of plant produce;
4. explain changes occurring after harvesting for the main types of plant produce;
5. evaluate methods of storage and transport for these types of plant produce.

BL62E / Principles of Plant Pathology

Course Description:

Objectives: On successful completion of this course, students should be able to:

4. explain how plant diseases are initiated;
5. explain how plant, pathogen and environmental factors determine the extent of disease development,
6. explain the principles governing plant disease management.

BL62F / Plant Disease and Their Control

Course Description:

Objectives: On successful completion of this course, students should be able to:

The University of the West Indies

4. *identify the symptoms of various plant diseases;*
5. *manipulate the causal agents;*
6. *select appropriate disease management strategies.*

BL62G / The Biology and Ecology of Insect Pests of Plants

Course Description:

Objectives: On successful completion of this course, students should display knowledge of:

4. the evolution and development of insect pests of plants;
5. the taxonomy, biology and identification of insect pests of plants;
6. the factors that regulate the population of insect pests.

BL62H / The Management of Insect Pests of Plants

Course Description:

Objectives: On successful completion of this course, students should be able to:

5. identify insect pests and related plant damage;
6. assess damage and determine the economic status of insect pests affecting plants;
7. select and integrate appropriate insect control strategies;
8. develop an integrated pest management programme for various cultivated plants.

Additional Information/Notes:

Students will receive some instruction in Biostatistics in the course BL62C (Plants and Climate) but will be making use of experimental designs in other courses

Department Contact Information:

Department of Life Sciences

UWI, Mona Campus

Kingston 7

Jamaica

Telephone: (876) 927-2752; (876) 927-1202)

Fax: (876) 977-1075

E-Mail: lifesci@uwimona.edu.jm

Website: <http://www.mona.uwi.edu>

Programme Coordinator:

2008-2009 Professor Phyllis L. Coates-Beckford

2009-2010 Dr. Jane E. Cohen

MSc. Marine and Terrestrial Ecosystems: Assessment, Conservation and Management.

Programme Objectives:

At the end of this programme students will be able to:

1. identify Caribbean terrestrial and aquatic communities and the processes
Which makes these systems unique.
2. appropriately use GIS, remote sensing, modelling as well as other environmental tools in the study of the environment.
3. outline environmental management strategies that integrate biological, political, legal, social and ethical issues as well as design appropriate interventions to conserve threatened species and environments.
4. execute sound research for monitoring and providing solutions for problems related to the environment.

Entry Requirements:

Bachelor of Science (Honours) degree in the biological sciences

Duration of programme:

Two years part-time

Programme Structure:

Year 1 courses, 4 credits each = 16 credits

BL60E Research methods in Biology

BL63G GIS and modelling for aquatic scientists

BL61A Ecosystem assessment and monitoring

BL60F Statistics for graduate biology

Year 1 – Summer course: 4 credits

BL63F Aquatic biodiversity and biogeography

Year 2 courses, 4 credits each = 16 credits

BL60A Concepts and issues in the functioning and management of tropical environments

BL63H Integrated coastal zone management

BL61D Biological interventions to conserve species and habitats

BL61E Biological resources for education and ecotourism

Year 2- Summer project: 8 credits

BL61F Research project

Course Code	Course Name	No. of Credits
BL60E	Research Methods in Biology.	4 Credits
BL63G	GIS and modelling for aquatic scientists	4 Credits
BL61A	Ecosystem assessment and monitoring	4 Credits
BL60F	Statistics for graduate biology	4 Credits
BL63F	Aquatic biodiversity and biogeography	4 Credits
BL60A	Concepts and issues in the functioning and management of tropical environments	4 Credits
BL63H	Integrated coastal zone management	4 Credits
BL61D	Biological interventions to conserve species and habitats	4 Credits
BL61E	Biological resources for education and ecotourism	4 Credits
BL61F	Research Project	8 Credits

Department Contact Information:

Department of Life Sciences

4 Anguilla Close

UWI Mona

Tel: 927-1202

Fax: 977-1075

MPhil and PhD Programmes

Specializations/Options:

Botany

Environmental Biology

Marine Biology

Oceanography &

Zoology

Programme Objectives:

- students will possess advanced knowledge and training in one or more areas of biology with more specific subject-related skills in one of these.
- the subject-related skills developed will be in an area of applied biology.
- students will develop significant information gathering and analytical skills. students will be able to take a critical approach to any biological/environmental problems which they may encounter.

Entry Requirements :

Entry level to the M.Phil. degree program is a first or upper second class BSc (Honours) degree in the Life Sciences. Candidates having a Lower Second class Honours BSc may be considered for acceptance into an M.Phil. program following special recommendation by the Department. Applications for transfer to a Ph.D. program from M.Phil. are encouraged where students display exceptional promise.

Areas of Research

Biodiversity and conservation, Biotechnology, Coastal Zone Management, Coral reef ecology, Entomology, Pest Management, Fish Biology, Freshwater Ecology Fisheries and Aquaculture, Forest Ecology, Horticulture, Marine Ecology, Molecular Biology, Parasitology, Animal Physiology, Plant Breeding, Plant Pathology, Plant Physiology, Terrestrial and Aquatic Ecology, Tissue culture and Virology.

Seminars

Two/ Three (One per year)

Duration of programme:

Two/three years full-time

Programme Structure:

- Year 1 Semester 1
- BL60E Research Methods in Biology
- Year 1 Semester 2
- BL60F Statistics for Graduate Biology

Each student receives guidance from an Advisory Committee that consists of a Supervisor, who is an expert in the area of research to be undertaken, and at least two other persons with related expertise.

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Courses(Core):

Course Code	Course Name	No. of Credits
BL60E	Research Methods in Biology	4 Credits
BL60F	Statistics for Graduate Biology	4 Credits

Department Contact Information:

Department of Life Sciences

4 Anguilla Close

UWI Mona

Tel: 927-1202

Fax: 977-1075

Programme Coordinator:

Dr. Dale Webber

Department of Mathematics

Head of Department: Professor Alexandra Rodkina

The Department of Mathematics offers the following Graduate programmes:

- M.Sc Mathematics
- M.Phil/Ph.D Mathematics (by research)

MSc Mathematics

Programme Objectives:

The objectives of the programme are to:

- Provide graduates with a comprehensive advanced knowledge of important areas of mathematics.
- Produce graduates with high level analytic and numerical skills required in a 21st century economy.
- Enable graduates to function effectively as teachers, at both the school and university levels.
- Furnish graduates with the necessary background for further study in Mathematics, and enhance their research capability.

Entry Requirements:

To be admitted to the programme a candidate should normally have a Bachelors, BSc (Mathematics), degree from a recognized university with at least Lower Second Class Honours. Candidates with lower qualifications may be considered but will be required to pass qualifying courses, as prescribed by the department.

Students must demonstrate aptitude in research/computer skills and must have passed the following courses (or their equivalent): MATH 2125 Introduction to Mathematical Analyses, MATH 2160 Analysis and Mathematical Methods, MATH 2110 Linear Algebra

Areas of Research

- Stochastic Differential and Difference Equations and Applications, including stochastic modeling and numerical analysis.
- Modelling Physiological Fluid Flows
- Differential Equations and Applications
- Numerical Methods

Seminars

MSc Programme : 1 one-hour seminar during the programme.

MPhil and Ph.D programmes: 1 seminar per semester.

Duration of programme:

Full time: 15 months

Part time: 27 months

Programme Structure:

The Masters in Mathematics will be offered initially as a 27 month part-time programme. Where courses are taught in the summer, students will have the opportunity to accelerate their schedule.

Year I	
Semester I	Semester II
MATH6120 Theory of Integration	STAT6510 Stochastic Processes MATH6110 Functional Analysis

Year II	
Semester I	Semester II
MATH6010 Group Theory MATH6620 Topology	STAT6520 Time series and Forecasting Beginning of the Research Project

Last Three months: Completion of the Research Project

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
MATH6110	Functional Analysis	6	85% exam 15% In-Course test
MATH6120	Theory of Integration	6	80% exam 20% In-Course test
MATH6310	Complex variables	6	85% exam 15% In-Course test
MATH6620	Topology	6	72% exam 28% In-Course test
MATH6800	Research Project	8	

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
STAT6220	Multivariate Statistic	6	80% exam 20% In-Course test
STAT6510	Stochastic Processes	6	70% exam 30% Two In-Course tests
STAT6520	Time series and Forecasting	6	70% exam 30% Two In-Course tests
MATH6010	Group Theory	6	72% exam 28% Two In-Course tests
MATH6220	Mechanics	6	70% exam 30% Two In-Course tests
MATH6410	Algebraic Number Theory	6	70% exam 30% Two In-Course tests
MATH6420	Analytic Number Theory		80% exam 20% Two In-Course tests
MATH6720	History of Mathematics	6	50% exam 25% One In-Course test 25% One In-Course written paper
MATH6610	Geometry	6	70% exam 30% Two In-Course tests

MATH6110: Functional Analysis

This is a basis graduate course devoted to infinite dimensional vector spaces of functions, Linear operators and functionals. It promotes the developing of mathematical maturity.

One cannot do research in differential equations, probability, stochastic, applied mathematics without knowledge of these topics.

MATH6120: Theory of Integration

This course aims to develop student's insight in integration theory in general, and to give teachers of mathematics new prospective in this area.

MATH6310: Complex variables

This course discusses functions of complex variables, differentiability, analyticity;

contour integrals, Cauchy's theorem ; power series; residue calculus. One cannot do research in differential equations and applied mathematics without knowledge of these topics.

MATH6620: Topology

This is a basis graduate course discussing metric and Topological spaces, continuity, completeness, compactness.

It promotes the developing of mathematical maturity.

One cannot do research in differential equations, probability, stochastic, applied mathematics without knowledge of these topics.

MATH6800: Research Project

Each student will work on a mathematical project under the supervision of a faculty member. The project will culminate in an oral presentation to the Department of Mathematics. The topic of the project will agreed upon by the student and supervisor.

STAT6220: Multivariate Statistics

This course aims to provide the students with comprehensive and advance knowledge of Statistics. It includes Multivariate Distributions, Principal Component Analysis, and Factor Analysis.

STAT6510: Stochastic Processes

This course aims to give students a broad overview of the main concepts in the modern theory of probability and stochastic processes. This will provide teachers and other students with solid grounding in probabilistic and statistical methods.

STAT6520: Time series and Forecasting

This course aims to introduce students to the fundamental concepts requiring for the description, modeling and forecasting of the time series data.

STAT6010: Group Theory

This course provides insight into algebraic structure generally and symmetric transformations in particular.

MATH6220: Mechanics

This course aims to introduce students to a modern approach to classical mechanics

MATH6410: Algebraic Number Theory

This course aims to present a historical development of the subject area, leading to a significant partial proof of Fermat's Last Theorem.

MATH6420: Analytic Number Theory

This course focuses on the analytic proof of the prime number theory and the elementary theory of the Riemann zeta function and Dirichlet's L-functions. Students will be led to this important frontier of modern mathematics.

MATH6720: History of Mathematics

This course will provide teachers and students of mathematics with the historical background of their discipline. It will also enable them to further studies in this area independently.

The University of the West Indies

MATH6610: Geometry

This course aims to deepen geometric intuition, to strengthen awareness of the relationships between various geometries and other branches of mathematics.

Department Contact Information:

The Department of Mathematics
Faculty of Pure and Applied Science
The University of the West Indies
Mona
Jamaica, West Indies

**Programme Coordinator: Alexandra
Rodkina**

Department of Computing

Head: Dr Daniel Coore

The Department of Computing offers the following Graduate programmes:

- MPhil/PhD Computer Science (by research)
- MSc Computer-Based Management Information Systems (jointly with the Department of Management Studies)

MPhil & PhD Research Degrees

Areas of Research

- Software Engineering, especially Component-Based Software Engineering
- Algorithm Animation and Visualisation
- Amorphous Computing
- Intelligent Networks
- Engineering of Software Systems
- Knowledge Management Systems and Data Mining

Seminars :

Each research student is expected to present at least 1 seminar per semester and to attend and participate in all our weekly seminars.

Department Contact Information:

The Department of Computing
Faculty of Pure and Applied Science
The University of the West Indies
Mona
Jamaica, West Indies

Mona Institute of Applied Sciences

Executive Director, Dr. Howard Reid

The Mona Institute of Applied Sciences offers the following Graduates programmes:

- M.Sc. Computer Science
- Post-Graduate Diploma in Information Technology

M.Sc. Computer Science

Programme Objectives:

- To produce graduates with core knowledge and skills for computing, advanced knowledge of some selected topics in the science of computing, and research experience in computer science.

Entry Requirements (*For the Particular Programme*):

An honours first degree in Computer Science or Information Technology from a recognised University. Students may be required to do selected Preparatory Courses as determined by an Academic Advisor or Head of Department.

Duration of programme:

Two years part time

Programme Structure:

The **Master of Science in Computer Science** provides graduates with core knowledge and skills for computing, advanced knowledge of some selected topics in the science of computing, and research experience in computer science. The courses are divided into four groups:

- *Preparatory* courses develop prerequisite knowledge necessary and assumed for students to progress into any of the Master programs. These courses have zero credit value.
- *Principles* courses examine core topics in computing, providing advanced knowledge.
- *Science* courses examine selected topics in computer science research and development.
- *Project* Course provide various opportunities to apply the knowledge obtained in other courses.

Students are required to complete:

- Three courses of *principles*
- Three courses of *science*
- One course of *principles* or *science*
- Research thesis

The M.Sc. Computer Science will be offered two years part-time, with the preparatory courses being taught in the first Semester of the first year, the principle and science courses being taught from Semester II of the first year to Semester II of the second year, and finally, the Research Project in the final Semester.

Year 1 Semester 1

1. Computer Architecture
2. Discrete Mathematics
3. Algorithms, Implementation and Analysis

Principle and Science Courses

Year 2 Semester 3

Research Paper

Courses(Preparatory):

Course Code	Course Name	No. of Credits	Course Weighting
MIAS4117	Computer Architecture	0	60% Exam 40% Course-work
MIAS4213	Discrete Mathematics	0	60% Exam 40% Course-work
MIAS4501	Algorithms, Implementation and Analysis	0	60% Exam 40% Course-work

Principle:

Course Code	Course Name	No. of Credits	Course Weighting
MIAS6121	Operating Systems	4	60% Exam 40% Course-work
MIAS6317	Computer Networks	4	60% Exam 40% Course-work
MIAS6117	Database Systems	4	60% Exam 40% Course-work
MIAS6226	Software Engineering	4	60% Exam 40% Course-work
MIAS6218	Theory of Computing	4	60% Exam 40% Course-work
MIAS6319	Artificial Intelligence	4	60% Exam 40% Course-work
MIAS6815	Research Thesis	8	100% Course-work

Science:

Course Code	Course Name	No. of Credits	Course Weighting
MIAS6219	Expert Systems	4	60% Exam 40% Course-work
MIAS6419	Topics in Artificial Intelligence	4	60% Exam 40% Course-work
MIAS6326	Formal Methods in Software Design	4	60% Exam 40% Course-work
MIAS6122	Parallel Computing	4	60% Exam 40% Course-work
MIAS6118	Cryptography and Digital Security	4	60% Exam 40% Course-work

MIAS6121: Operating Systems

A comprehensive course covering the design and execution of operating systems manage system resources for application processes.

MIAS4317: Computer Networks

This course introduces the structure, implementation, and theoretical underpinnings of computer networking and the applications that have been enabled by that technology. It concentrates on the presentation and analysis of fundamental algorithms and design principles which underlie communications protocols and their performance characteristics.

MIAS6117: Database Systems

This course introduces the concepts and techniques of database system.

MIAS6226: Software Engineering

A study of the processes, structures, and management techniques required for the engineering of large software projects. Technical and

organizational methodologies are examined, as well as specific tools that support software engineering.

MIAS6218: Theory of Computing

An examination of abstract models of computation, including finite automata, regular expressions, context-free grammars, pushdown automata, and Turing machines. Decidability and undecidability of computational problems.

MIAS6319: Artificial Intelligence

There are five cornerstones to the construction of artificially intelligent agents: powerful input processing, problem representation, search strategies, contextual knowledge, and powerful output processing. This course studies aspects of two core components: problem representation and search strategies. Various techniques and algorithms are introduced, and some implemented in a commonly used AI programming language.

MIAS6219: Expert Systems

The course gives a wide introduction to expert systems: how they can be used and how they are constructed, the main approaches to implement them, how to evaluate and compare systems and select the best one for the given problem.

MIAS6519: Topics in Artificial Intelligence

An in-depth study of a chosen topic in Artificial Intelligence.

MIAS6326: Formal Methods in Software Design

Formal Methods is a generic term for system design, analysis, and implementation methods that are described and used with mathematical rigour. The purpose is to construct, with high confidence, systems that behave according to their specification

MIAS6122: Parallel Computing

Parallel Computing is the study of the hardware and software issues in parallel computing. Topics include an introduction to the basic concepts, parallel architectures and network topologies, parallel algorithms, parallel metrics, parallel languages, granularity, applications, parallel programming design and debugging. Students will become familiar with various types of parallel architectures and programming environments.

MIAS6118: Cryptography & Digital Security

The course introduces the principles and practice of network security and cryptographic algorithms. Topics covered include the necessary mathematical background, cryptographic algorithms, and cryptographic protocols.

Department Contact Information:

The University of the West Indies
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3069 **Fax:** (876) 970-0289

Email: mias@uwimona.edu.jm

Website: <http://mias.uwimona.edu.jm>

Programme Coordinator:

Mr. Julian Francis

Post Graduate Diploma in Information Technology

Programme Objectives:

- To bring university graduates with degrees in disciplines other than Information Technology and Computer Science to a level between a good honours degree and an MSc in Information Technology.
- To enable graduates to acquire “hands-on” applied skills in information technology which are under-girded by the theoretical foundation necessary to master key concepts in information technology.

Entry Requirements:

Applicants must have a Bachelors degree from a recognized university. Students must have an interest in information technology as well as programming.

Duration of programme:

One year part time

Programme Structure:

The **Postgraduate Diploma in Information Technology** provides graduates with skills required to commence a career in the Information Technology industry, or to proceed to graduate study in a Master program. The courses are divided into two groups:

- *Core* courses
- *Elective* courses

The Post Graduate Diploma in Information Technology will be offered one year part-time, with the core courses being taught in the first and second Semester, and the elective courses being taught in the third Semester.

Students are required to complete:

- All five *Core* Courses
- Two *Elective* Courses

Semester 1

Core Courses

4. Computer Architecture
5. Discrete Mathematics
6. Introduction to Computer Programming

Semester 2

Core Courses

7. Data Structures
8. Operating Systems & Networks

Semester 3

Electives

1. Algorithms and Analysis
2. Graphics and Multimedia or Introduction to Database Principles

3. C Programming & Unix
4. Internet Computing

Courses Core

Course Code	Course Name	No. of Credits	Course Weighting
MIAS4117	Computer Architecture	4	60% Exam 40% Course-work
MIAS4213	Discrete Mathematics	4	60% Exam 40% Course-work
MIAS4101	Introduction to Computer Programming	4	60% Exam 40% Course-work
MIAS4201	Data Structures	4	60% Exam 40% Course-work
MIAS4317	Operating Systems & Networks	4	60% Exam 40% Course-work

Courses Electives

Course Code	Course Name	No. of Credits	Course Weighting
MIAS4217	Introduction to Database Principles	4	60% Exam 40% Course-work
MIAS4301	Algorithms and Analysis	4	60% Exam 40% Course-work
MIAS4619	Graphics & Multimedia	4	60% Exam 40% Course-work
MIAS4401	C Programming & Unix	4	60% Exam 40% Course-work
MIAS4417	Internet Computing	4	60% Exam 40% Course-work

The University of the West Indies
MIAS4117: Computer Architecture

A study of the hardware components of modern microcomputers and their organization. Evaluation and comparison of the various microcomputer systems.

MIAS4213: Discrete Mathematics

The discrete mathematical skills fundamental to the computing and information sciences.

MIAS4101: Introduction to Computer Programming

A first course in computer programming, examining the syntax and semantics of a chosen programming language, including object oriented programming techniques.

MIAS4201: Data Structures

Data Structures used in computer programming to represent domain objects and activities. Algorithms for manipulating the data structures. Advanced object oriented programming techniques to implement the algorithms.

MIAS4317: Operating Systems & Networks

Introduction to fundamental concepts of operating systems and their implementation in UNIX, Windows. Principles of computer network design, operation and management.

MIAS4217 - Introduction to Database Principles

This course provides students with an understanding of the importance of database technology in today's society and how they can use this technology to manage their own data requirements. The course will include a detailed discussion of database design and the relational database model.

MIAS4619: Graphics and Multimedia

A first course in algorithms and techniques for image generation. Geometric transformations, algorithms for hidden surfaces and ray tracing. Programming with standard a graphics interface. The planning and creation of interactive multimedia presentations, developing a conceptual and practical understanding of the components of media and their production.

MIAS4301: Algorithms and Analysis

Design of efficient data structures and algorithms. Analysis of algorithms and asymptotic time complexity. Graph, string and geometric algorithms.

MIAS4401: C Programming & UNIX

Programming in the C language in a UNIX environment. The syntax and semantics of the C language, with emphasis on features that make C effective for applications. Study of some code libraries available to C programming. The user environment of UNIX, its file system and tools. Programming for Unix through the system call interface, including internet programming.

MIAS4417: Internet Computing

Principles and practices used in creating interactive internet sites, using dynamic HTML, JavaScript, and the Common Gateway Interface. Effective use of search tools. Java Database Connectivity, swing, applets, and servlets. Principles and practices used in connecting web sites to back-end databases with Active Server Pages, PHP: Hypertext Preprocessor, JavaScript, Java servlets, and Java Server Pages. Internet programming with Python or Perl.

Additional Information/Notes:

- Students exempted from any course due to previous study are required to take replacement *elective* courses.
- Students proceeding to the MSc are required to take the Algorithms and Analysis elective.

Department Contact Information:

Mona Institute of Applied Sciences

4 Belmopan Close

The University of the West Indies

Mona

Jamaica, West Indies

The University of the West Indies

Telephone: (876) 970-2021 / 970-2042 / 512-3069 **Fax:** (876) 970-0289

Email: mias@uwimona.edu.jm

Website: <http://mias.uwimona.edu.jm>

Programme Coordinator:

Mr. Julian Francis

Department of Physics

Head: Dr. Joseph Skobla

M.Sc. Digital Technology Programme Objectives:

The objectives of the programme are:

- Analyze performance requirements and specify the technical characteristics and features of components and systems necessary to meet given performance objectives.
- Evaluate technical proposal for systems employing digital technology and recommend appropriate choices and actions.
- Manage the acquisition and implantation of integrated systems which use digital technology.

Entry Requirements:

The programme will admit applicants who are holders of a first degree from the University of the West Indies (UWI) in any of the following: Applied Physics, Electrical, Mechanical, Chemical Engineering or Computer Science. Applicants from other Universities will be considered on a case by case basis.

Duration of programme:

Two years part-time

Programme Structure:

The Digital Technology Masters will be offered as a two-year part-time programme. Where courses will be conducted on one night during the week and all day class and labs on Saturdays. There will also be two full time sessions during summer of each of the two years.

Year 1 Semester 1 <ol style="list-style-type: none">0. Introduction to Digital Technology1. Solid State Electronic Devices and Applications	Year 2 Semester 1 <ol style="list-style-type: none">1. Micro Controllers (<i>Architecture and programming.</i>)2. Computer control of Machinery, Industrial Systems and Processes
Year 1 Semester 2 <ol style="list-style-type: none">2. Digital Control Systems and Signal Processing (<i>Theories, design and analysis.</i>)	Year 2 Semester 2 <ol style="list-style-type: none">3. Digital Communication (<i>Theories design and analysis.</i>)
Year 1 Summer <ol style="list-style-type: none">3. Communication Links (<i>Design and Implementation.</i>)4. Project Management Fundamentals.	Year 2 Summer <ol style="list-style-type: none">4. Computer Networks.

Core Courses

Course Code	Course Name	No. of Credits
ELET 6400	Introduction to Digital Technology	0
ELET 6420	Digital Control Systems and Digital Signal Processing- Design and Analysis	8
ELET 6430	Digital Communications- Design and Analysis	8
ELET 6450	Micro controllers	8
ELET 6440	Computer Networks, Design and Implementation	8
ELET 6470	Digital Communication Links- Design and Implementation	4
ELET 6410	Solid State Electronic Devices.	3
ELET 6480	Project Management Fundamentals.	4

Courses Electives

Course Code	Course Name	No. of Credits
ELET 6460	Computer Control of Industrial Machinery, System and Processes.	4
ELET 6490	Software Method for Electronics.	4
ELET 6455	Microprocessors- Architecture and Applications.	8

The University of the West Indies

ELET 6400: Introduction to Digital Technology.

Course Description:

To provide general knowledge in electronics, communication and electronics, component, principle of Microprocessor and controllers. This course was developed to enhance entry level knowledge and is compulsory for all students.

It is 3 credit undereducated course, credits are not counted towards M.Sc. programme.

ELET 6420: Digital Control Systems and Digital Signal Processing-

Design and Analysis.

Course Description:

To provide a general foundation in the principles applicable to discrete data systems, digital control systems and digital signal processing. This module will enable students to adopt a rigorous approach to practical applications in the field and will equip the students, academically, to undertake more advanced studies in more specialized aspects of the subjects.

ELET 6430: Digital Communications- Design and Analysis.

Course Description:

To provide a general foundation in the principles applicable to digital communications. This module will enable students to adopt a rigorous approach to practical applications in the field and will equip the students, academically, to undertake more advanced studies in more specialized aspects of the subject.

ELET 6455: Microprocessors- Architecture and Applications.

Course Description:

To give students the knowledge and experience in the use of microprocessors in circuits designed to achieve digital control, communication or signal processing functionality.

ELET 6450: Microcontrollers.

Course Description:

- To expose students to new advanced technology in microelectronics
- To provide an understanding of microcontroller hardware and software.
- To enable students to carry out design and troubleshooting of the intelligent microcontroller systems.

ELET 6450: Computer Networks, Design and Implementation.

Course Description:

To provide students with the knowledge and skills needed to assess user requirements and to design and implement computer networks of any size or configuration likely to be required by a Jamaican organization.

ELET 6470: Digital Communication Links- Design and Implementation.

Course Description:

To provide students with the skills and knowledge needed to enable them to design and implement digital communication links of any type needed in the current and future Jamaican commercial contexts.

ELET 6460: Computer Control Of Industrial Machinery, Systems And Processes.

Course Description:

To provide students with the skills and knowledge required to enable them to design and / or direct the acquisition and integration of systems which would facilitate the computer control of industrial machinery, systems and processes.

ELET 6410: Solid State Electronics Devices.

Course Description:

The goal of this course is to introduce the physical principles of semiconductor devices and their practical implementation to beginning post graduate students. The aim is to initially introduce elementary

The University of the West Indies semiconductor physics and fabrication technology, including concept of the energy band diagram, carrier concentration and mobility. The basic fabrication processes- impurity diffusion, oxidation, epitaxy, photomasking and ion implantation will be explained. The Static and dynamic properties of two-terminal and three terminal devices will be introduced.

ELET 6490: Project Management Fundamentals.

Course Description

To provide students with the knowledge necessary to enable them to efficiently manage a technical project.

ELET 6490: Software Methods for Electronics.

Course Description

To introduce students to a variety of software tools, which are used in the design, implementation and testing of electronics

Department Contact Information:

The Department of Physics

Faculty of Pure and Applied Science

The University of the West Indies

Mona

Jamaica West Indies

Telephone No. 927-2480

URL: www.uwimona.edu.jm/physics OR

www.mona.uwi.edu/physics

Programme Coordinator: Dr. Joseph Skobla

The Biotechnology Centre

Director: Professor. Mohammed H. Ahmad

The Biotechnology Centre offers M Phil and Ph D. degrees in biotechnology.

Collaborative projects may be done with other departments or with other universities or institutions.

M Phil/Ph D. Biotechnology

Programme Objectives:

1. To provide a strong understanding of the foundation, principles, and application of the substantive areas of biotechnology, with emphasis on plant biotechnology and plant molecular biology.
2. To train students with modern scientific equipment, tools, techniques and methodologies used in genetic engineering and biotechnology research and development.
3. To encourage the development of problem solving skills in the student's area of specialization in biotechnology

Entry Requirements:

Bachelors degree from the University of the West Indies, or other recognized universities, with at least an upper second class honours.

Students must demonstrate aptitude in independent research and have passed the core undergraduate biotechnology and biochemistry courses, including molecular biology courses at the UWI.

Areas of Research

1. Plant Biotechnology
2. Molecular Genetics
3. Plant Molecular Biology
4. Plant Tissue Culture
5. Molecular Plant Virology
6. Bioengineering of tuber crops

Management of Diabetes through the use of Glycemic Indices of Indigenous Caribbean Food

Seminars

1 – 2 seminars per academic year per student

Duration of programme:

3 – 6 years part time/2 – 4 years full time for M Phil Degrees

4-8 years part time/3 – 6 years full time for Ph D Degrees

Additional Information/Notes:

Acceptance to the M Phil also depends on the availability of bench space at the Centre and a suitable supervisor.

Department Contact Information:

876-977-1828 (Tel). 876-977-3331 (Fax)

1. Prof. M. H. Ahmad - Director

The University of the West Indies

2. Dr. Marcia Roye (927-0304) – Lecturer

3. Dr. Sylvia Mitchell – Lecturer

4. Ms. Karen Levy - Administrator

Faculty of Social Sciences



Dr. Mark Figueroa, Dean

Department of Economics

Head: Mr. Claremont Kirton

The Department of Economics offers the following Graduate Programmes:

- M.Sc. Economics
- M.Sc. International Economics and International Law

MSc Economics

Programme Objectives:

- The main objective of the M.Sc. Degree at Mona is to produce graduates who are internationally competitive in research skills, with a thorough understanding of economic theory and its main subdisciplines, and sensitive to the economic issues of the Caribbean.
- Graduates are prepared to function effectively in both the public and private sectors.

Entry Requirements:

Our admission process is highly selective. Any well-qualified person with a First Class or Upper Second baccalaureate degree from a recognized college or university may apply for the graduate admission to the Economics Department. It is not essential though an asset that the undergraduate degree be in economics, however some preparation in undergraduate economics, especially in economic analysis is desirable. Similarly, a working knowledge of calculus, matrix algebra and statistical methods is essential. Students without adequate knowledge may be accepted but will be asked to take some departmental courses at the discretion of the Selection Committee. Some students may also be accepted subject to their completion of a qualifying year. All courses, including departmental requirements, must be passed with a grade “B” or better. Students will be asked to **withdraw** from the programme after failing five (5) courses or if the same course is failed twice.

Seminars

Students are required to be present at all the Graduate Seminars for a full academic year.

Duration of programme:

Two years full-time

Programme Structure:

The programme consists of twelve (12) full-semester graduate courses, three credits each. Four (4) courses (Microeconomic Theory I, Macroeconomic Theory I, Economic Development I, Econometrics I) will constitute the core of the programme which all students will be required to take. In addition, each student will be required to major in two (2) field courses, and any other four (4) electives. A field consists of two (2) sequenced courses.

Year 1 Semester 1

The University of the West Indies

1. Microeconomic Theory I
2. Macroeconomic Theory I
3. Either Economic Development I or Econometrics I
4. Graduate Seminar

Year 1 Semester 2

1. Microeconomic Theory II
2. Macroeconomic Theory II
3. Either Economic Development II or Econometrics II or International Economics II (with lecturer's permission)

Year 2 Semester 1

1. Either Economic Development I or Econometrics I
2. Students choose the fields they want to pursue:
 - i. International Economics
 - ii. Monetary Economics
 - iii. Game Theory
 - iv. Financial Economics

Year 2 Semester 2

1. Either Economic Development II or Econometrics II
2. Students complete the fields that they chose:
 - i. International Economics
 - ii. Monetary Economics
 - iii. Game Theory
 - iv. Financial Economics

*Students who are mandated to complete some departmental requirements would not follow the stated programme structure. These students would be given academic counselling to ensure appropriate course selection during registration.

Courses (Core)

Course Code	Course Name	No. of Credits
EC61A	Microeconomic Theory I	3
EC62A	Macroeconomic Theory I	3
EC63A	Economic Development I	3
EC65A	Econometrics I	3

The University of the West Indies
Courses (Electives)

Course Code	Course Name	No. of Credits
EC61B	Microeconomic Theory II	3
EC62B	Macroeconomic Theory II	3
EC63B	Economic Development II	3
EC65B	Econometrics II	3
EC68A	Monetary Economics I	3
EC68B	Monetary Economics II	3
EC69A	International Economics I	3
EC69B	International Economics II	3
EC69C	International Trade Policy	3
EC73A	Game Theory I	3
EC73B	Game Theory II	3
EC75A	Financial Economics I	3
EC75B	Financial Economics II	3
EC76A	Directed Readings I	3
EC76B	Directed Readings II	3
EC77B	Economic Growth Theory I	3

EC61A & EC61B/ Microeconomic Theory I&II

Course Description:

This two course sequence is a survey of microeconomic principles, problems and applications, with most of the emphasis on principles. The course will assume familiarity with linear algebra and calculus and will sometimes make use of more advanced mathematical tool. Microeconomic Theory I presents the general equilibrium and partial equilibrium models of price formation under conditions of perfect competition. In doing so, there are in-depth analyses of the theory of consumer under certainty and the theory of the perfectly competitive firm. Microeconomic Theory II explores the formation of prices under conditions of imperfect competition. In doing so, there is in-depth analysis of consumer choice under uncertainty, the behaviour of firms under various assumptions of imperfect competition, and the formation of prices in the presence of externalities.

EC62A & EC62B/ Macroeconomic Theory I&II

Course Description:

The purpose of these courses is to introduce the student to the analysis of macroeconomic issues at a more advanced level. The emphasis in the first semester course is on becoming familiar with the techniques and basic models of analysis that macroeconomists use. Students will explore models that uncover fundamental relationships and are suitable for analysis of economic fluctuations – the representative agent and overlapping generations’ model. Also, time will be spent reviewing the mathematical prerequisites necessary to manipulate the models you will encounter later in the course. In the second semester course, the objective is to cover the various approaches to explaining the phenomena of economic growth. At the end of the sequence, the student will have an understanding of why and how

economies experience cyclical swings and grow over time, as well as have the basic tools to work through published economic literature in order to deepen and extend his or her understanding in these and other areas. Essentially, students will be exposed to a smaller number of topics, but in rather great depth than in the first course.

EC63A & EC63B/ Economic Development I&II

Course Description:

The sequencing of the contents of the two courses has been organized so as to complement each other, while integrating theory and practice in policy-making. Economic Development I surveys theories of economic development/underdevelopment with special reference to the Caribbean. Students are exposed to the main schools of economic thought with respect to development and growth. It examines the meanings and measurement of development and growth and then reviews development theories and policies. This is a core course in the MSc programme that all students are required to take. Economic Development II is strongly oriented to research and uses a seminar format. Students are required to prepare research papers on topics selected for their relevance and importance to the formation and implementation of development policy in the Caribbean. Emphasis is on building research, writing and presentation skills.

EC65A & EC65B/ Econometrics I&II

Course Description:

This two-course sequence in econometric theory and analysis is intended to be an introduction to advanced econometric theory and analysis. It is intended to prepare both those who will go on to further study in economics and those for whom the

M.Sc. is the terminal degree. Given these two goals for the courses, they contain a combination of theoretical analysis and computer applications. It is assumed that students have a background in calculus, matrix algebra, statistical analysis and probability theory. Topics include: single equations problems, distributed lags, simultaneous equation models, time series analysis, model specification, estimation and testing.

EC68A & EC68B/ Monetary Economics I&II

Course Description:

The first course, Monetary Economics I, is designed to cover basic concepts and issues in monetary theory; demand for and supply of money and credit, and interest rates theory. Students are encouraged to be familiar with both theoretical developments and empirical works. The second course, Monetary Economics II, covers materials related to monetary policy and its role in affecting economic activity at advance levels. It is assumed that students are familiar with basic economics, monetary theory, mathematics, and statistics. Included are: the financing of government spending, seigniorage, deficit and national debt, and inflationary dynamics.

EC69A & EC69B/ International Economics I&II

Course Description:

The first of this two-course sequence exposes students to advanced international trade theory and empirical tests of trade models. Included are classical trade models, neoclassical trade theory, new trade theories, economic integration and trade and development. The second course focuses on issues in international finance. As such it offers explanations of exchange rate determination, balance-of-payments fluctuations, and currency crises. It includes an analysis of the comparative benefits of various exchange rate arrangements.

EC69C/ International Trade Policy

Course Description:

This course complements the international trade theory course by exposing students to current issues in international trade policy. The emphasis is on the policy choices facing developing countries in the international trading system. Included are the World Trade Organization, trade in goods, trade in services, trade related intellectual property rights, regionalism and unfair trading practices.

EC73A & EC73B/ Game Theory I&II

Course Description:

The Department offers a two-course sequence in Game Theory. This sub-discipline has become extremely important in modern graduate curricula because of its mathematical novelty and its applicability to many social and economic problems. Beyond the theory, students are exposed to a variety of applications to bargaining problems especially where they are relevant to policy formation. Included are: the rules of game, topics in moral hazard and signal games.

EC75A & EC75B/ Financial Economics I&II

Course Description:

The first course, Financial Economics I, in this two-course sequence is a general introduction to modern methods in finance and financial economics. It concentrates mainly on the capital assets, stocks in particular. The second course, Financial Economics II, covers the empirical applications of modern methods in finance and financial economics. This course reviews selected current research topics in the literature and the empirical methods used in these studies. Upon completing the course, students will become familiar with some of the recent literature in financial economics and the methodologies involved. Included are: mean-variance portfolio

theory, asset pricing theories, market anomalies, and international stock price movements.

EC76A & EC76B/ Directed Readings I&II

Course Description:

This is a research based course within which the student is assigned a supervisor. The Supervisor directs the reading material based upon the agreed topic. The topic that is chosen is usually based on a course that was not taught in that academic year. The Supervisor then indicates the expected coursework to be completed by the student which would constitute the grade of the course.

EC77B/ Economic Growth Theory I

Course Description:

In the last two decades, several recent developments in the theory of economic growth have been made. These developments, which offer to address the dynamics of economic growth without a resort to shift parameters, may be useful summarized under the heading of Models of Endogenous Economic Growth and Innovation'. A primary objective of this course will be to introduce and guide students through this new literature, which will be situated within the dominant modern theoretical traditions in economic growth. Included are: introduction and overview of the issues in growth theory, equilibrium and non-equilibrium growth theory.

Additional Notes

Graduate Seminar Series

The Department hosts a weekly seminar series where faculty, graduate students and private and public sector leaders are invited to make presentations on current research work. The primary objective of the series is to expose students to a wide range of issues and ideas surrounding the changing economy and the world of work. This exercise is mandatory for all graduate students.

Summer Internship Programme

An important component of the M.Sc. programmes is the summer internship exercise in which students are placed in public or private sector institutions in the Caribbean as researchers. The programme runs for 6 – 8 weeks during which time the advantage to the student is exposure to, and the experience of, the real world of decision-making.

The M.Sc. Economics Internship programme has proven very successful with the overwhelming support and participation of central banks, ministries of finance, private insurance companies, and various statutory bodies of the governments in the Caribbean.

Scholarship and Awards

Students reading for higher degrees are an important and valuable asset to the University. Continuing efforts are being made to increase the size and sources of funds available for graduate students. The University currently offers twelve (12) awards annually for graduate study and research purposes and administers awards on behalf of donors e.g. PCJ and Starr Foundation Fellowship.

The Department of Economics is in a position to offer several departmental awards to students registered for full-time study. These will be financed by both departmental and non-departmental sources. Recipients of these awards are required to perform duties such as invigilating, grading examinations and conducting tutorials and research.

In addition, the Department administers awards on behalf of the Bank of Jamaica (The G. Arthur Brown Scholarship) and The De La Rue Group plc (The Thomas De La Rue Scholarship and De La Rue Currency Scholarship). Consult the Department for details.

Department Contact Information:

Office #: 876-977-1188

Fax #: 876-977-1483

Email address: econ@uwimona.edu.jm

Website: <http://www.mona.uwi.edu/economics>

Programme Coordinator:

Marie Freckleton (PhD)

MSc International Economic International Law

Programme Objectives:

The M.Sc. Degree in International Economics and International Law aims to:

- Provide students with the skills necessary for economic analysis of international trade issues.
- Expose students to recent developments in international trade theory and international trade policy.
- Provide students with an understanding of the principles and practice of International Law.

Entry Requirements:

The admission process for this full-time, two (2) year, programme is highly selective. All applicants must have a baccalaureate degree from a recognized University with at least an upper second class honours, preferably in Economics or Law. Where necessary, students may be required to take some departmental courses. All courses, including departmental requirements, must be passed with a grade “B” or better. Students will be asked to withdraw from the programme after failing five (5) courses or if the same course is failed twice.

Seminars:

Students are required to be present at all the Graduate Seminars for a full academic year.

Duration of programme:

Two years full-time

Programme Structure:

The programme consists of eleven (11) full-semester graduate courses and an internship of eight (8) weeks, three (3) credits each. Six (6) courses will constitute the core of the programme which all students will be required to take. In addition, each student will be required to select five (5) electives, at least two (2) from Law and at least two (2) from Economics.

The courses available in any academic year will be dependent on the current graduate course offerings and the graduate timetables from both Departments of Economics and Government.

Students, with permission, can select graduate courses as electives that have not been listed.

Courses (Core)

Course Code	Course Name	No. of Credits
EC61A	Microeconomic Theory I	3
EC62A	Macroeconomic Theory I	3
EC69A	International Development I	3
GT62B	Selected Issues in International Law	3
GT62G	The World Trading System	3
GT62K	International Economic Law	3

Courses (Electives)

Course Code	Course Name	No. of Credits
GT62C	The Law and Politics of the Sea	3
GT62L	International Trade and the Environment	3
EC61B	Microeconomic Theory II	3
EC62B	Macroeconomic Theory II	3
EC63A	Economic Development I	3
EC65A	Econometrics I	3
EC69C	International Trade Policy	3
EC73A	Game Theory I	3

EC61A / Microeconomic Theory I

Course Description:

This course is a survey of microeconomic principles, problems and applications, with most of the emphasis on principles. The course will assume familiarity with linear algebra and calculus and will sometimes make use of more advanced mathematical tool. Microeconomic Theory I presents the general equilibrium and partial equilibrium models of price formation under conditions of perfect competition. In doing so, there are in-depth analyses of the theory of consumer under certainty and the theory of the perfectly competitive firm.

EC62A / Macroeconomic Theory I

Course Description:

The purpose of this course is to introduce the student to the analysis of macroeconomic issues at a more advanced level. The emphasis in the first semester course is on becoming familiar with the techniques and basic models of analysis that macroeconomists use. Students will explore models that uncover fundamental relationships and are suitable for analysis of economic fluctuations – the representative agent and overlapping generations' model. Also, time will be spent reviewing the mathematical prerequisites necessary to manipulate the models you will encounter later in the course.

EC69A/ International Economics I

Course Description:

This course focuses on issues in international finance. As such it offers explanations of exchange rate determination, balance-of-payments fluctuations, and currency crises. It includes an analysis of the comparative benefits of various exchange rate arrangements.

GT62B/ Selected Issues in International Law

Course Description:

This course examines the extent to which Public International Law contributes to international order and development in a number of contexts. It is concerned with the ways in which Public International Law has influenced approaches to the Use of Force, foreign investment, and the promotion and protection of human rights. Special emphasis will be placed on the role of international organisation in the formulation of legal regimes for international order and in fostering international development. At the same time, attention will also be focused on the precise operation of legal rule at the international level.

GT62G/ The World Trading System

Course Description:

The course will first examine the legal institutional/constitutional structure of the WTO. This will be followed by an examination of the basic theory of trade liberalisation, and the related core obligations of the two most important WTO Agreements regulating trade in goods and services - the GATT and GATS respectively. The main objectives of this course are to demonstrate an understanding of the constitutional/philosophical underpinnings of the international system of international trade regulations; identify/outline the main rules/principles of the system; determine the extent to which the system is representative of the interests of developing countries; understand the relevance of WTO; understand the relevance of WTO - compatibility re: the relationship between regional/preferential trade arrangements and the WTO; appreciate the relationship between globalisation and the movement towards the inclusion of new/emerging issues (especially labour and the environment) and their significance for the continued participation of developing countries in the system and demonstrate an understanding of the fundamentals of the dispute settlement.

GT62K/ International Economic Law

Course Description:

This course emphasises the importance of legal prescription/regulations in achieving 'global

economic coherence'. It will focus primarily on the operations and influence of the International Monetary Fund, the World Bank and the World Trade Organization, as the principal international organizations responsible for the determination of legal regimes governing the achievement of economic liberalization and development. Throughout, the role of politics and the influence of the more powerful (State and Private) players in the prescription of appropriate economic policies to correct structural imbalances will be highlighted. However, the course focuses on the increasing reference to the legality of state conduct and the importance of monitoring and compliance as two distinct legal outcomes with implications for developing countries. It considers the role of law in the governance of the international economic order, and the possible legal recourse (if any) open to recipient state - both of which will be analysed in the wider context of the need for reform of existing structures and processes of these institutions.

GT62C/ The Politics and Law of the Sea

Course Description:

This course will examine the rules of international law pertaining to the sea. Emphasis will be placed on the development of the law of the sea in the post-

World War II period, and, in particular on the new rules on the law of the sea which have emerged out of negotiations at the first and second Geneva Conference on Law of the Sea. Although attention will be paid to technical rules in areas such as access to natural resources and navigational rights for States, the focus will be placed on the different political and economic interests which underpin current rules and principles. The course will also examine the interplay between issues of development, hegemony, geography and geopolitics in the evolution of the prevailing legal rules. The relationship between the various Law of the Sea treaties and customary international law shall also be emphasised.

GT62L/ International Trade and the Environment

Course Description:

This course provides a systematic analysis of the factors informing the inclusion of this matter in the WTO trade negotiating process. While much emphasis will be placed on the WTO, the course includes a comparative examination/analysis of NAFTA, EU, the FTAA and international law principles, as well as reference to economic and political considerations related to the topic. It seeks to examine, in detail, the role of environmental concerns in the formulation of trade policy initiatives/measures, the issue of extraterritoriality,

implications for the sustainability of the WTO as an international regulatory institution and more importantly, the possible legal and policy implications of this for the market access opportunities of developing countries.

EC61B / Microeconomic Theory II

Course Description:

This course is a survey of microeconomic principles, problems and applications, with most of the emphasis on principles. Microeconomic Theory II explores the formation of prices under conditions of imperfect competition. In doing so, there is in-depth analysis of consumer choice under uncertainty, the behaviour of firms under various assumptions of imperfect competition, and the formation of prices in the presence of externalities.

EC62B / Macroeconomic Theory II

Course Description:

The purpose of this course is to introduce the student to the analysis of macroeconomic issues at a more advanced level. The objective of this course is to cover the various approaches to explaining the phenomena of economic growth.

EC63A/ Economic Development I

Course Description:

The contents of this course have been organized so as to integrate theory and practice in policy-making. Economic Development I surveys theories of economic development/underdevelopment with special reference to the Caribbean. Students are exposed to the main schools of economic thought with respect to development and growth. It examines the meanings and measurement of development and growth and then reviews development theories and policies.

EC65A/ Econometrics I

Course Description:

This course in econometric theory and analysis is intended to be an introduction to advanced econometric theory and analysis. It is intended to prepare both those who will go on to further study in economics and those for whom the M.Sc. is the terminal degree. The course contains a combination of theoretical analysis and computer applications. It is assumed that students have a background in calculus, matrix algebra, statistical analysis and probability theory. Topics include: single equations problems, distributed lags, simultaneous equation models, time series analysis, model specification, estimation and testing.

EC69C/ International Trade Policy

Course Description:

This course complements the international economic theory course by exposing students to current issues in international trade policy. The emphasis is on the policy choices facing developing countries in the international trading system. Included are the World Trade Organization, trade in goods, trade in services, trade related intellectual property rights, regionalism and unfair trading practices.

EC73A/ Game Theory I

Course Description:

This sub-discipline has become extremely important in modern graduate curricula because of its mathematical novelty and its applicability to many social and economic problems. Beyond the theory, students are exposed to a variety of applications to bargaining problems especially where they are relevant to policy formation. Included are: the rules of game, topics in moral hazard and signal games.

Additional Information/Notes:

Graduate Seminar Series

The Department hosts a weekly seminar series where faculty, graduate students and private and public

sector leaders are invited to make presentations on current research work. The primary objective of the series is to expose students to a wide range of issues and ideas surrounding the changing economy and the world of work. This exercise is mandatory for all graduate students.

Summer Internship Programme

A compulsory and important component of the M.Sc. programmes is the summer internship exercise in which students are placed in public or private sector institutions in the Caribbean as researchers. The programme runs for 6 – 8 weeks during which time the advantage to the student is exposure to, and the experience of, the real world of decision-making.

The M.Sc. International Economics and International Law Internship programme has proven very successful with the overwhelming support and participation of regional and international organizations, central banks, and various statutory bodies of the governments in the Caribbean.

Assessment of internship will be as follows:

- Students will be required to prepare a written paper on a subject related to the work done during the internship. This will account for 80% of the marks.

- The supervisors of the interns in the participating organizations will be provided with a form designed to assess the performance of the interns. This assessment will account for 20% of the marks.

Department Contact Information:

Office #: 876-977-1188

Fax #: 876-977-1483

Email address: econ@uwimona.edu.jm

Website:

<http://www.mona.uwi.edu/economics>

Programme Coordinator:

Marie Freckleton (PhD)

Department of Government

Head of Department: Professor Anthony Harriott, BA UWI, PhD UWI

The Department of Government offers the following Graduate programmes:

- MSc Government
- MPhil Government
- PhD Government

MSc Government

Specializations/Options:

- Comparative Politics/Political Theory
- International Relations
- Public Sector Management

Programme Objectives:

The objectives of the programme are:

1. Develop a body of research, teaching and policy oriented materials which can assist in deepening and expanding theoretical and empirical knowledge in the study and practice of government in general and the Caribbean Community in particular.

2. Contribute to the development of a pool of technical specialists with the competence, discipline and commitment to analyse complex problems relating to issues of power and governance.

Entry Requirements:

Admission normally demands a first class degree in a relevant discipline with sound undergraduate coverage in the particular sub-field of concentration. In exceptional cases where students are admitted without appropriate fundamentals, candidates would audit undergraduate courses as departmental requirements.

Duration of programme:

Full-time - 3 semesters Part-time - 5 semesters.

Programme Structure:

All students are expected to pursue a structured sequence of courses in one of the following three sub-fields of concentration.

Courses with asterisks (*) are compulsory. Others are optional and may be substituted with appropriate 3-credit courses offered by the Department or from another Faculty/Department/Unit.

Comparative Politics/Political Theory	International Relations	Public Sector Management
Year 1 Semester 1 1. *GT63A (GOVT6078) Caribbean Political Systems I 2. *GT65A (GOVT6090) Political Theory I – Methodology and Critical Concepts 3. *GT66A (GOVT6076) Quantitative Research Methods Year 1 semester 2 *GT66B (GOVT6077) Qualitative Research Methods	Year 1 Semester 1 1. *GT62A (GOVT6064) Theories and Issues in Contemporary International Relations 2. *GT62B (GOVT6065) Selected issues in International Law 3. *GT66A (GOVT6076) Qualitative Research Methods Year 1 semester 2 *GT66B (GOVT6077) Qualitative Research Methods	Year 1 Semester 1 1. *GT60A (GOVT6000) Leading Issues in Public Management 2. *GT61A (GOVT6020) Emergence of State-owned Enterprises 3. *GT66A (GOVT6076) Quantitative Research Method Year 1 semester 2 1. *GT60B (GOVT6010) Leading Issues in Development 2. *GT61E (GOVT6030) Regulation and Regulatory Reform 3. *GT66B (GOVT6077) Qualitative Research

It is expected that, after completion of their coursework, students will embark upon one of the following Research Paper project (six credits), usually in the following semester.		
Comparative Politics/Political Theory	International Relations	Public Sector Management
1. *GT63C (GOVT6080) Caribbean Political Systems [III] - Research Project OR 2. *GT64C (GOVT6085) Supervised Research Project/Democracy [III] (on one of the Main issues in Caribbean Political Constitutional Reform) OR 3.*GT65C (GOVT6092) Supervised Political Research Theory III	*GT62F (GOVT6068) Supervised Research Paper (in International Law, OR International Organization, OR International Politics)	1. *GT61C (GOVT6060) Supervised Research Project in Public Enterprise Management OR 2. *GT61D (GOVT6061) Supervised Research Project in Public & Development Management

Electives		
Comparative Politics/Political Theory	International Relations	Public Sector Management
1. GT63B (GOVT6079) Caribbean Political Systems II	1. GT62C (GOVT6066) The Law and Politics of the Sea	1. GT66C (GOVT6177) Analysis of Political and Media
2. GT64A (GOVT6081) Democracy I	2. GT62E (GOVT6067) Government & Politics in Selected Regions (Latin America)	2. GT66T (GOVT6097) Principles and Practices of Egovernance
3. GT64B (GOVT6082) Democracy II	3. GT62G (GOVT6069) The World Trading System	
4. GT65B (GOVT6091) Political Theory II Radical and Critical Theories in Modern Political Thought	4. GT62H (GOVT6070) Regionalism in a Globalized Age	
5. GT66C (GOVT6177) Analysis of Political and Media	5. GT62J (GOVT6072) International Political Economy	
6. GT66G (GOVT6095) Methods and Models of Transitional Justice Not on offer 2008/2009	6. GT62K (GOVT6073) International Economic Law	

7. GT67A (GOVT6093) Politics in the Middle East	7. GT62L (GOVT6074) International Trade and The Environment 8. GT66C (GOVT6177) Analysis of Political and Media 9. GT66T (GOVT6097) Principles and Practices of Egovernance Not on offer 2008/2009 10. GT68A (GOVT6094) United States Foreign Policy	
Electives may be chosen from another Department/Faculty/Unit.		

Course Description:

GT60A: Leading Issues in Public Management

This course aims to deepen students' theoretical and empirical knowledge about public management. Emphasis is placed on developing students' critical appreciation of rival analytical approaches about the nature and functioning of public management, drawing on national and international perspectives and on their ability to apply this understanding to the contemporary public management context.

GT60B: Leading Issues in Development Management

This course provides students with an in-depth understanding of development issues from a public management perspective. Using the development management analytic framework as its primary anchor, the course emphasises as well as exposes students to discourses concerned with: the development administration/development management nexus; (re) conceptualisation of the state and state capacity; institutional analysis of development management and theories and empirics of development and understanding. Simultaneously students are directed to engage analytically with the international context of development theory and practice particularly the role of international technical bureaucracies as 'policy advocates'.

GT61A: Emergence of State-Owned Enterprises

This course aims to introduce students to the analysis of some of the recurrent issues in state-owned enterprise performance. The scope of the course is both international and interdisciplinary, and students will confront a wide range of literature documenting experiences across a number of developed and developing countries, with particular emphasis on political science, legal and institutional and economic perspectives. Much of the focus of the course will be conceptual and theoretical. Students will be expected to analyse and discuss various problems in the context of the various conceptual frameworks with which they will become familiar.

GT61E: Regulation and Regulatory Reform

This course aims to introduce students to the academic study of public policy towards the utilities and financial sectors in a post-privatisation era. For most of the topics to be examined, this course adopts a comparative perspective, and will draw on evidence from a number of countries, although emphasis will be placed on developments in Jamaica, the United Kingdom and North America. The approach taken to the case studies examined is self-consciously interdisciplinary, and students will be required to handle sources drawn from a range of disciplines drawn from political science, law, and institutional economics. Much of the focus of the course will be conceptual and theoretical, but the

students will be expected to apply the relevant concepts and theories to the different cases examined during the course.

GT62A: Theories and Issues in Contemporary International Relations

This course engages students in a detailed survey of the principal theories and approaches to International Relations and the prevailing theoretical debates in the field at the beginning of the 21st century. It also encourages students to critically evaluate International Relations theories from the perspective of developing states and their peoples, to question the extent to which these theories focus on development issues and the positions of developing countries in the international system.

GT62B: Selected issues in International Law

This course examines the extent to which Public International Law contributes to international order and development in a number of contexts. It is concerned with the ways in which Public International Law has influenced approaches to the Use of Force, foreign investment, and the promotion and protection of human rights. Special emphasis will be placed on the role of international organizations in the formulation of legal regimes for

international order and in fostering international development. At the same time, attention will also be focused on the precise operation of legal rules at the international level.

GT62C: The Politics and Law of the Sea

This course will examine the rules of international law pertaining to the sea. Emphasis will be placed on the development of the law of the sea in the post-World War II period, and, in particular on the new rules on the law of the sea which have emerged out of negotiations at the first and second Geneva Conferences on the Law of the Sea and the Third United Nations Conference on the Law of the Sea. Although attention will be paid to technical rules in areas such as access to natural resources and navigational rights for States, the focus will be placed on the different political and economic interests which underpin current rules and principles. The course will also examine the interplay between issues of development, hegemony, geography and geopolitics in the evolution of the prevailing legal rules. The relationship between the various Law of the Sea treaties and customary international law shall also be emphasized.

GT62E: Government and Politics of Selected Regions: Latin America

The general focus of this course is on the political development and the international relations of Latin America. However, this is a large and complex area and we are obliged to be selective in our coverage. Each year, therefore, after a general introduction to the comparative Politics of Latin America, the focus is on a specific sub region, like Southern Cone or the Andean region. The subject headings and readings provide a basic introduction to the history, political and institutional development of these countries, their regional and international relations. In addition to gaining a deeper knowledge of a part of Latin America, one of the main objectives of the course is to better appreciate where the Caribbean fits into this wider region, and to analyse the forces of change which are shaping new directions in Caribbean-Latin American relationships.

GT62G: The World Trading System

The course will first examine the legal institutional/constitutional structure of the WTO. This will be followed by an examination of the basic theory of trade liberalisation, and the related core obligations of the two most important WTO Agreements regulating trade in goods and services – the GATT and GATS, respectively. The main objectives of this course are to demonstrate an understanding of the constitutional/philosophical

underpinnings of the international system of international trade regulations; identify/outline the main rules/principles of the system; determine the extent to which the system is representative of the interests of developing countries; understand the relevance of WTO; understand the relevance of WTO-compatibility re: the relationship between regional/preferential trade arrangements and the WTO; appreciate the relationship between globalisation and the movement towards the inclusion of new/emerging issues (especially labour and the environment) and their significance for the continued participation of developing countries in the system and demonstrate an understanding of the fundamentals of the dispute settlement.

GT62H: Regionalism in a Globalized Age

This course will explore the several dimensions of regionalism in the current era of economic globalization and compare the evolution of regional cooperation in a number of studies. The case studies will be the European Union, The Common Market of the Southern Cone (MERCOSUR) and the North American Free Trade Area (NAFTA).

GT62J: International Political Economy

This course will introduce students to the main theories of political economy, with particular reference to their role in international relations

theory. It will also take these theories into consideration in studies of various issues in contemporary international political economy.

GT62K: International Economic Law

This course emphasises the importance of legal prescription/regulations in achieving 'global economic coherence'. It will focus primarily on the operations and influence of the International Monetary Fund, the World Bank and the World Trade Organization, as the principal international organizations responsible for the determination of legal regimes governing the achievement of economic liberalization and development. Throughout, the role of politics and the influence of the more powerful (State and Private) players in the prescription of appropriate economic policies to correct structural imbalances will be highlighted. However, the course focuses on the increasing reference to the legality of state conduct and the importance of monitoring and compliance as two distinct legal outcomes with implications for developing countries. It considers the role of law in the governance of the international economic order, and the possible legal recourse (if any) open to recipient state – both of which will be analysed in the wider context of the need for reform of existing structures and processes of these institutions.

GT62L: International Trade & The Environment

This course provides a systematic analysis of the factors informing the inclusion of this matter in the WTO trade negotiating process. While much emphasis will be placed on the WTO, the course includes a comparative examination/analysis of NAFTA, EU, the FTAA and international law principles, as well as reference to economic and political considerations related to the topic. It seeks to examine, in detail, the role of environmental concerns in the formulation of trade policy initiatives/measures, the issue of extraterritoriality, implications for the sustainability of the WTO as an international regulatory institution and more importantly, the possible legal and policy implications of this for the market access opportunities of developing countries.

GT63A: Caribbean Political Systems 1

Caribbean political systems face new strains brought on by the crises of climate change, energy and food, on top of not so new ones like crime and violence, HIV/AIDS, and deeper structural ones like poverty and inequality, all related to the nature of Caribbean societies and globalization. These strains pose threats to development, stability, democracy, human rights

and nation building. This course studies the possible responses of and to Caribbean political systems in the face of these crises. Its main question is this: Are Caribbean political systems built for crisis management in states that are highly vulnerable and prone to crisis? It begins with a critical analysis of the concept of governance in the Caribbean context. The concept is applied to different political systems like those of Haiti, Cuba, Guyana, Trinidad and Tobago, and Jamaica. We try to understand it's relevance to failed or fragile states (like Haiti) and small, vulnerable and dependent post-colonial Caribbean states generally. The course also addresses this question at the regional level of CARICOM and the OECS.

GT63B: Caribbean Political Systems II

This course brings together new thinking about human rights (the Rights-Based Approach), democracy (as empowerment), and development (as equity). All of these come together to support the 'right to development'. This right to development (UN, 1986) is now challenged by what the United Nations agrees is a 'development emergency' (2008). It analyzes Caribbean political systems in terms of their structural capacity to provide a right to development. It considers it necessary to think about Caribbean political systems in terms of a new paradigm of democracy and development where democracy is more developmental and development is more democratic. At the same time, political

structures must have the capacity to respond to a situation where failures of human rights, empowerment, and equity constitute a development emergency.

GT64A: Democracy 1

This course investigates a paradox of the democratic experience – democracy is the most preferred system of politics in the world and yet people are more dissatisfied with democracy than at any other time. It considers the discontent with democracy and how in fact to further democratize democracy. It begins by surveying the evidence for the paradox. It then explores various perspectives that democracy confronts, such as the structure of power in society, conflicts over rights and national identity, immigration and national integration, culture and multiculturalism, executive, legislative and electoral arrangements, security, corruption, inequality, and globalization. Each of these represents an aspect of the democratic paradox. The presumption is that equity and inclusion are important ingredients if democracy is to be developmental and citizens are to be more contented with democracy.

GT64B: Democracy 11

This course studies popular attitudes towards democracy in five Caribbean countries – Jamaica, Dominican Republic, Haiti, Guyana and Belize as

expressed in surveys of the Latin American Public Opinion Project (LAPOP). The rationale is to understand how Caribbean people feel about their democracy. We will try to identify areas of satisfaction and dissatisfaction. In so doing, we wish to understand what people believe democracy to be and should be. We consider whether Caribbean societies need remedy, renewal or transformation. We begin by studying how people come to the beliefs they have about democracy and social reality in general. As such we try to understand the basis for the apparent paradox of democracy in the Caribbean, one where people have positive beliefs about democracy as a set of principles but appear dissatisfied with democracy in practice.

GT65A: Political Theory

This course has a strong focus on the Caribbean and engages recent writing that explores its intellectual traditions and current debates. It introduces students to debates about Caribbean thought, philosophy and theory and highlights the implications of the transatlantic slave trade for political theorizing, discusses theories of decolonization and post-colonialism. It takes the discussion from that era into the 21st century. It looks not only at current theoretical debates but begins an important dialogue about Caribbean Futures. This course also discusses key issues in global political thought, the impact of modernity and western political thought, the

environment, the emergence of countervailing movements such as those critical of neo-liberal globalization and movements such as those based on Islamic jihad. Your reading has to be careful and analytical, paying attention to definitions and argumentation. This is not ordinary narrative reading. It is the search for the theoretical premises on which arguments are based and the methodological strategies deployed.

GT65B: Political Theory – Radical and Critical Theories in Modern Political Thought

This course reads and analyses six volumes of South Africa's Truth and Reconciliation Commission Report. However, the focus in the TRC on truth in politics, on issues of reconciliation and justice remains critical not only in relation to a white/black situation, but the ethnic violence after the 2007 Kenyan elections and the genocide in Rwanda indicate how easy it is for political elites to manipulate inter-ethnic African conflicts. The TRC may become more important for relations among Africans as a basis for compromise and negotiations instead of war and bloodletting.

The TRC Report inductively forces us to think deeply about matters pertaining to the state, justice, equality, liberty, freedom, trust, revolutions and revolutionary situations, symbolic manipulations, diplomacy and war among others. And in the more

modern and supposedly pragmatic version of political thought, the TRC work stimulates conceptual formation and review in areas such as political culture, political mobilization, political integration, political distribution and overall sustainable political development.

GT66A: Quantitative Research Methods in Social Sciences

This course is a weekly seminar in research methods with emphasis on bivariate and multivariate techniques for analysing quantitative social science data. The seminar is intended to help graduate students develop a sophisticated understanding of the conceptual foundations of research design, measurement strategies, and bivariate/multivariate statistical Analysis of data in the social policy sciences. Primary emphasis will be placed on developing an understanding of the logic of inquiry and appropriate research strategies rather than on extensive manipulation on mathematical formulas. A basis competence in algebra should be sufficient to grasp the mathematical aspects of the course. The theoretical sophistication, research skills, and statistical knowledge acquired from this should enable the student to better comprehend technical literatures in professional journals and will help with basic tools with which to design and execute research projects.

GT66B: Qualitative Research Methods

A complement to GT66A, this course provides training in philosophies and methods of qualitative inquiry in the social sciences, with particular emphasis on techniques employed by political scientists in studying the historical, cultural, textual, subjective, symbolic, meditated, propagandistic, and rhetorical aspects of political life. Weekly lectures, student projects, lab exercise in computerized text/content analysis, and assigned reading are used to explore the major theoretical paradigms of qualitative political research, and common methods for collecting and interpreting qualitative materials.

GT66C: Analysis of Political Opinion and Media

This course examines the major theories and methods applied by political scientists in studying public opinion and mass media. It focuses on the communicative, symbolic and subjective aspects of human interaction in politics, with particular attention to issues that lie at the intersection of public opinion, electronic and print media, and democratic governance. A broadly interdisciplinary perspective is taken, drawing from politically-relevant theories and empirical research techniques in the adjacent disciplines of communication, linguistics, public relations, consumer marketing, sociology, psychology and anthropology. The course

is particularly recommended for students who are considering politically-oriented careers related to public relations, public opinion polling, marketing research, political consulting, campaign management, and television and newspaper journalism.

GT66G: Methods & Models of Transitional Justice

This course is intended to be a critical examination of the recently flourishing sub-field of transitional justice. Transitional justice is the conception of justice primarily concerned with developing ways of dealing with perpetrators as well as victims of a previous authoritarian regime. In effect it is how a society responds to prior injustice and human rights violations in a way that seeks not to repeat them. This course will therefore examine the meanings, nature, causes and approaches to transitional justice. It will be primarily concerned with the mechanisms of human rights regimes and the role of truth commissions, reparations and restitution in transitional justice.

The course will be primarily an examination of some of the societies who have made the transition from authoritarian rule and towards democracy. The countries will be drawn from Latin America, Africa and Europe. The major cases to be examined will be Argentina, Chile, Rwanda, South Africa, and Eastern Europe. As a major requirement of this course,

students will have to design a transitional country model.

GT66T: Principles and Practices of Egovernance

Information and communication technologies (ICTs) have transformed the landscape and process of democratic governance in many parts of the world. In the Caribbean for example, this is evident by the migration of many government services to the internet as well as the several modernization exercises which have been undertaken in the last decade to make government agencies more efficient, transparent, accountable and, responsive to the needs of civil society. The need thus arises to develop the capacities of public sector workers (or those interested in understanding and/or researching electronic governance - egovernance) across the region to be able to (1) effectively develop appropriate egovernance models and/or (2) understand the dynamics, components and dimensions of egovernance as well as to (3) effectively evaluate this phenomenon. There is however a disconnect between the world of democratic governance and ICT. This course attempts to bridge that divide by providing students with the knowledge to bridge this gap.

GT67A: Politics in the Middle East

This course is designed to deepen students' knowledge of Middle Eastern societies and to explore how the theories and methods of comparative politics help us to make sense of social, economic and political processes in the contemporary Middle East. In addition, it is intended to explore what the Middle East can tell us about theories and methods in comparative politics, political economy, political sociology and/or international relations. The intent of the seminar is not only to explore the various and complex dynamics of Middle Eastern societies but also to connect political science issues in the Middle East with broader theoretical concerns and debates in the social sciences.

With these aims in mind, our discussions and readings will focus not only on phenomena that need to be explained, but on the kinds of theories that are used to explain them and how the two interact in the study of the Middle East. The course will focus on the 20th and 21st centuries, with particular attention to the period since the Second World War. The course will study the political processes of Middle Eastern states over time, and also their relations with one another, as well as with states outside the region. We will also be comparing what we know about the Middle East with what leading theories of comparative politics or political economy tell us the Middle East should be like. For instance, we will examine the literature dealing with state formation

and state crisis, legitimacy, stability, and authoritarianism, leadership, elites, ideologies, collective action. We will also discuss current research issues, including religious or ethnic conflicts, political consequences of structural adjustment, liberalization, democratization, civil society, and gender issues.

GT68A: United States Foreign Policy

The United States today is inarguably the world's sole superpower, yet little over a century ago the US was just a bit player in the international political and economic arena. The US is also the most important actor in Caribbean international relations today, by a number of different measures. This course examines the causes and consequences of American foreign policy since 1776, with specific reference to the Caribbean.

Additional Information/Notes:

MSc. (Public Sector Management) Research Paper

The research project is an integral part of the MSc. (Public Sector Management) course of study. Its main objective should be to apply what has been learned in the core Public Sector Management courses to an analysis of: (a) some aspects of the political and administrative process within a given

subject area; or (b) positive responses to a particular policy/institutional problem within the discipline. The paper should be double spaced type-written comprising about 10,000 – 15,000 words.

Soon after the courses on Research Methods, each student is assigned a research supervisor by the Programme Director (s). Together the supervisor and student agree on an outline and research strategy.

Three copies of the paper agreed on for FINAL SUBMISSION are due by July in the year of graduation.

Similar procedures apply for the Research Papers/Projects in International Relations and Political Theory/Comparative Politics. Students must meet with their respective Programme Directors to be assigned a Research Supervisor.

Compulsory and Optional Courses

It should be noted that, for each sub-field, compulsory courses are marked with an asterisk (*). Optional courses include courses within the sub-field, and also, where possible, relevant courses offered by the other departments in the Faculty of Social Sciences and other Faculties. Naturally, special approval is required for registration in an extra-departmental course, from both the Department of Government and the other Department or Faculty and all prerequisites must have been covered by the student concerned.

Course Load

Full-time students will be required to take four 3-credit courses in each semester (semesters I&II). The third semester will be devoted to the Research Paper worth 6 credits. Part-time students will take two courses per semester and complete the Research Paper in the final semester of their programme. University Regulations do not permit students who work full-time to also study full-time.

Method of Assessment

Assessment is through a combination of course work, usually involving a strong research component and written examinations. The minimum pass grade is a B for each subject achieved in both course work and examination components, i.e. student must pass 50% of each component.

Department Contact Information:

Department of Government

Faculty of Social Sciences The University of the West Indies
Mona
Jamaica, West Indies

Programme Coordinator: Dr. Jessica Byron

MASTERS OF PHILOSOPHY (MPhil)

This is by Thesis only, although candidates are expected to attend class seminars. This option is offered to students with at least a strong Second Class Honours (Upper Division) and who have shown a strong proficiency for research. Candidates are normally required to do 9 credits of courses before embarking on their thesis, but may be asked to do additional courses.

These courses are:

GT66A-Quantitative Research Methods – 3 credits

GT66B-Qualitative Research Methods – 3 credits

One other approved course specified by the Department of Government – 3 credits

Some of the theses produced by the Department of Government since 1991 include:

"Human Resource Development in the Public Service of St. Vincent & the Grenadines: A Development Management Approach." - Jean Jack.

"The Privatization Process in Jamaica with a brief critical comparison with the British experience." - Livingston Smith.

"The Role of Government Agency as an agent of change ... the JDF in the development of Jamaica." - Winston Sutherland.

"How external agencies impact on the development of democracy in the Caribbean." - Floyd Morris.

"Dis/Place: Socio-cultural Politics of Identity in Inna Di Dancehall Jamaica" - Donna Patricia Hope.

DOCTOR OF PHILOSOPHY (PhD)

Normal entry into this programme is by way of the Masters of Philosophy degree.

Candidates who have made significant progress on their dissertation may be upgraded to the PhD on the recommendation of a special graduate studies committee.

Direct entry may be considered for exceptional candidates who possess a solid background in social sciences theory and methodology with strong recommendations from at least three academic references.

If candidates are accepted by the direct entry, they are normally required to do 9 credits of courses before embarking on their thesis, but may be asked to do additional courses.

These courses are:

GT66A-Quantitative Research Methods – 3 credits

GT66B-Qualitative Research Methods – 3 credits

One other approved course specified by the Department of Government- 3 credits

Some of the PhD theses produced by the Department of Government since 1991 include:

"Colour for Colour; Skin for Skin: The Ideological Foundations of Post Colonial Slave Society 1838 to 1865 - The Jamaican Case." - Clinton Hutton

"CLR James and Marxism: 1934-50." -Anthony Bogue

"Race, Class and the Political Behaviour of the Jamaican Security Forces: 1962-89."
- Anthony Harriott

"Dependency and Foreign Relations: A Comparative Study of the Manley and Seaga Government in Jamaica: 1972-89." - Holger Henke

"Political and Intellectual Study of Walter Rodney." - Rupert Lewis

"A comparison between the Constitutional Reform Process of the 1940s and the 1990s in Jamaica" - Livingston Smith

"Local Government Reform and the Prospects for Community Empowerment in Jamaica" - Eris Schoburgh

"The Political Economy of the Uruguay Round" - Marjorie Brown

"Public Transportation in the Kingston Metropolitan Region: Theoretical and Practical Challenges for Policy Makers" - William Lecky

"End of the Franchised Monopoly Utility: Uprising of Competition - A Four Stage Development Model for the Electricity Industry" - Cezley Sampson

Department of Management Studies

Head: DR. NOEL COWELL

The Department of Management Studies offers the following Graduate programmes:

- M.Sc. Accounting
- M.Sc. Computer Based Management Information System
- M.Sc. National Security and Strategic Studies
- M.Sc. Tourism

MSc. ACCOUNTING

Academic Director: Mr. Michael Williams

Programme offering: PART-TIME and FULL-TIME

Programme Objectives

The programme is committed to producing accounting graduates at the masters level with well developed analytical and technical capabilities, intellectually adaptive though processes and an orientation toward life long learning, enabling them to become effective accounting and management practitioners and researchers.

Entry Requirements

All candidates should have an undergraduate degree. Candidates should have an examination mark of 50 or more in the following courses or equivalent courses.

Introduction to Financial Accounting

Introduction to Cost & Management Accounting

Introduction to Microeconomics

Introductory Statistics or Calculus 1 for Business & Social Sciences

Mathematics for the Social Sciences

Financial Accounting I

Financial Accounting II

Management Accounting I

Management Accounting II

Business Law

Company Law

Auditing I

Taxation I

Financial Management I

Computer Applications

Duration of programme

FULL TIME: 18 MONTHS (Final teaching term ends in December and final examinations are held in January)

PART-TIME: TWO YEARS

Programme Structure

The MSc Accounting programme is offered on a part-time and a full time basis. The programme consists of 12 courses; the courses are the same for the full time and part-time programme. The full time programme is 18 months (3 semesters). The part-time programme is 24 months, 6 semesters with two courses per semester, (2 evenings per week from 5:00 p.m. to 9:00 p.m.) including summer.

MSc Accounting full-time

YEAR 1		SEMESTER 1	
Course Code	Course Name	No. of Credits	Course Weighting
ACCT 6101	Accounting and Related Theory	4	60%Exam 40% Course work
ACCT 6103	Advanced Financial Reporting	4	75% Exam 25% Course Work
MGMT6118	Legal Environment of Business	4	50% exam 50% Course Work
ACCT 6106	Advanced Taxation	4	100% Exam

YEAR 1		SEMESTER II	
Course code	Course Name	No. of Credits	Course Weighting
ACCT 6102	Advanced Financial Accounting	4	60% Exam 40% Course Work
MGMT 6116	Corporate Finance	4	60% Exam 40% Course
MGMT 6117	Financial Markets and Investment	4	70% Exam 30%Course Work
ACCT 6105	Advanced Management Accounting	4	60% Exams 40% course work

YEAR 2		SEMESTER 1	
Course Code	Course Name	No. of Credits	Course Weighting
ACCT6104	Advanced Auditing	4	60% Exam 40% Course Work Exam
MGMT 6115	Corporate Environment and Strategy	4	70% Exam 30% Course Work
MGMT6110	Management Information Systems	4	70% Course 30% Work Course
MGMT 6010	Research Project	1	100%

MSc Accounting Part-time

YEAR I		SEMESTER I	
Course Code	Course Name	No. of Credits	Course Weighting
ACCT 6101	Accounting and Related Theory	4	60%Exam 40% Course work
MGMT6118	Legal Environment of Business	4	50% exams 50% course work
YEAR 1		SEMESTER II	
Course Code	Course Name	No. of Credits	Course Weighting
ACCT 6103	Advanced Financial Reporting	4	60% exam 40% course work
ACCT 6106	Advanced Taxation	4	100%exam

YEAR 1		SEMESTER III	
Course Code	Course Name	No. of Credits	Course Weighting
ACCT 6105	Advanced Management Accounting	4	60% exam 40%course work
ACCT 6102	Advanced Financial Accounting	4	60% exam 40%course work

YEAR 2		SEMESTER I	
Course Code	Course Name	No. of Credits	Course Weighting
MGMT6116	Corporate Finance	4	60%exam 40% course work
MGMT6117	Financial Markets and Investment	4	60% exam 40% course work

YEAR 2		SEMESTER II	
Course Code	Course Name	No. of Credits	Course Weighting
ACCT 6104	Advanced Auditing	4	60% exam 40 % course work
MGMT 6100	Management Information Systems	4	70% exam 30 % course work
YEAR 2		SEMESTER III	
Course Code	Course Name	No. of Credits	Course Weighting
MGMT 6115	Corporate Environment and Strategy	4	70% exams 30% course work
MGMT 6010	Research Project	1	100%

ACCT6101 – Accounting Research & Related Theory

The course seeks to develop and transmit knowledge about research methodologies for postgraduate study in the social sciences and related disciplines, and to encourage critical thinking as a foundation for subsequent study, employment, and personal development. Specific competencies to be developed include quantitative, problem-solving, written and oral communication, information technology, and lifelong learning skills. The course is designed to introduce students to the elements of social research, both quantitative and qualitative, and demonstrate its relevance to the business community.

After taking this course the student should be able to (i) conduct research in their chosen field where the research design is internally consistent and based on a theoretical framework, (ii) understand the nature of methodologies, methods, and processes for the purpose of undertaking research in accounting and related areas, and (iii) develop specific skills for the purpose of conducting a small, independent, original, quality research at the graduate (Masters) level.

ACCT6102 – Advanced Financial Accounting

This course seeks to provide further study of advanced aspects of financial accounting. Emphasis will be placed on the application of the financial accounting concepts and standards examined in intermediate and advanced accounting at the undergraduate level, on accounting for limited liability companies, specialized industries, accounting for groups and the interpretation of financial statements. The course will also include a practical aimed at giving students an understanding of how accounting software may be used in the preparation of a company's financial statements.

ACCT6103 – Advanced Financial Reporting

This course examines current issues and theoretical models which may be used to evaluate and guide the development of financial reporting in the Caribbean. Emphasis is given to the role of financial reporting in development, social accounting and environmental reporting, financial reporting and capital markets, and international financial reporting. This course will provide students with a thorough understanding of the regulatory environment of financial reporting and inadequacies of financial reports

ACCT6104 – Advanced Auditing

This course builds on the fundamentals of auditing theory and practice. It covers the management of the audit process including quality control of audits and

some special industry audits. Other areas such as internal audit and forensic accounting will also be covered. The professional *Code of Ethics* of the Institute of Chartered Accountants of Jamaica is also revisited. Throughout the course emphasis will be placed on current issues and problems in auditing and research done on these issues and, in particular, how these issues impact on the accounting profession in Jamaica.

It is a requirement of this course that all full-time students participate in an internship program to obtain practical experience in auditing. The internship runs for a minimum of four weeks and usually takes place immediately after the May examinations.

ACCT6105 – Advanced Management Accounting

This course seeks to provide, primarily through cases and readings an understanding of the conceptual and practical issues relevant to the design and use of contemporary cost management and management control systems in the context of technological change and intense global competition. In the first section of this course, the design and use of cost management systems for process management and as strategic decision-support systems will be explored. The analysis and application of accounting information provided by these systems is extended to specific industries such as manufacturing, health

care and banking. Business process reengineering, as an effective long-term cost management tool, is also examined. In the second section of the course, current issues in management control are reviewed, in particular, the design and use of contemporary performance measurement and reporting systems. Behavioral and organizational issues relevant to the implementation and use of these systems are also addressed.

ACCT6106– Advanced Taxation

The course examines advanced issues and applications in personal and corporate taxation for Jamaica and the Caribbean; tax planning; and tax administration. The course also reviews other taxation regimes such as General Consumption Taxes, Property Tax, Stamp Duty, and Transfer Tax.

MGMT6115 – Corporate Environment & Strategy

The Corporate Environment and Strategy Course is designed to provide graduate students in accounting with an appreciation of the strategic challenges confronting Caribbean based organisations. An appreciation of these challenges is obviously critical in order for the Accounting Specialist to play a critical role in the development and execution of organisational strategy. In an effort to assess these strategic challenges, the course will operate at three levels of analysis:

1. National
2. Industry, and
3. The Firm

In this regard the course of study will be divided into three modules. The first module, taking a national macro level of analysis, will examine issues relating to the management of national economies and the challenges facing developing country nation-states, with a particular focus on the nations of the Caribbean region. The second module will focus on the strategic challenges confronting industries, and the final module will examine the strategy development process at the level of the firm.

MGMT6116 – Corporate Finance

The main objective of this course is to provide an understanding of financial decision making and financial theory from the point of view of corporate financial managers in competitive financial markets. This course presents the corporation as a collection of projects, each of which contributes to the firm's cash flows, and hence, the value of the firm. It aims to provide a framework, concepts, and tools for analyzing corporate finance problems and issues, based on fundamental principles of modern financial theory, with an understanding of application to "real world" scenarios. The approach is rigorous and analytical. This type of analysis enables the financial manager to identify and solve management problems related to the financial operations of businesses.

Specific competencies to be developed include quantitative, problem-solving, written and oral communication, information technology, and lifelong learning skills.

MGMT6117– Financial Markets and Investments

This course will examine the investing environment from the perspective of the investor (both individual and institutional). We will look at how financial markets operate, the appropriateness of the financial products, the pricing on those products and the determination of and influence of risk in the pricing determination. We will also look briefly at the secondary and derivative markets.

MGMT6118– Legal Environment of Business

This course will be presented in six modules. It begins by building on foundational aspects of law – the nature of the legal system and its importance to the business environment. The second module will begin by introducing students to the general nature and purpose of business regulation and an overview of various regulated sectors. It will then focus on some domains that attract regulation, identifying the specific risks/hazards which justify their regulation and the legal contours of the regulatory environment for each domain and how businesses are affected. Module 3 examines and reviews the legal principles in Jamaica's insolvency law and also assesses the

position of secured creditors upon insolvency. The fourth module presents an overview of legal liability which may arise for players in the business environment. It looks at contractual and tortious liability, the increasingly important subject of the liability of directors, criminal liability for companies and professional negligence with a focus on the accounting profession. The next module examines the law relating to intellectual property and raises the moral, ethical and pragmatic issues surrounding the legal principles in this area. Finally, students will be exposed to topical issues in corporate governance and corporate responsibility and how the law reflects the developing policies in this area.

MGMT6100 – Management Information Systems

This course seeks to expose accounting students to the fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, computer-based Information Systems (IS) in their discipline.

Today's organizations are increasingly dependent on Information Technology (IT) for achieving their business goals. Many organizations rely on IT to help them compete in new ways. Organizations need workers who are comfortable with IT concepts, knowledgeable about IT applications, and capable of applying IT to all organizational areas including

accounting, finance, human resources, marketing, sales and customer support, and manufacturing.

MGMT6010 – Research Project

This requirement of the M.Sc. degree is designed to explore methodological issues and applied research on issues critical to improving the practice of accounting and financial management in the Caribbean region.

Additional Information/Notes:

In order to pass the course work or final examination a graduate student must receive a mark of 50% or more out of 100%. **In order to pass a course you must pass both the course work and the final examination.** You must do over the section of the course (course work or final examination) you failed. If you fail both sections you must do over the entire course (course work and final examination). The following symbols are used to communicate examination results:

P – Pass

FC- Fail Course Work

FE – Fail Examination

F – Fail Examination and Course Work

Students who fail a course twice normally are asked to withdraw from the programme. However, if the Department is aware of extenuating circumstances why a student should be given a 3rd attempt at an examination, a recommendation will be made to the Office of Graduate Studies and Research for approval of the Board for Graduate Studies and Research

A graduate student, who is required to do an undergraduate course, must obtain a mark of 50% or more out of 100% in order to receive a passing grade.

Department Contact Information:

The Department of Management Studies

Faculty of Social Sciences

The University of the West Indies

Mona

Jamaica , West Indies

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Programme Coordinator: Lola Hyde

MSc Computer Based Management Information Systems

The objectives of the programme are:

- To meet the demand for the management of information.
- To educate a new generation of Information Systems Analysts and Managers who will spearhead the thrust by Jamaican firms to establish a sustainable competitive position in the critically important information service sector

Entry Requirements

- The CBMIS is open to candidates with Bachelor's degrees in any field. However, the programme is designed for students with Bachelor's degrees in Computer Sciences or Management Studies. All applicants must meet the academic requirements of a master's degree at the University of the West Indies.
- Candidates are required to have at least two years work experience. However, candidates with at least a strong upper second class honours degree may be accepted without this work experience.

Duration of programme:

Two years part-time

Management Courses

MS60Q: Information Systems in Organizations

This course establishes a foundation for understanding and analysing information in organizations, and its role in creating strategic advantage in companies. It examines the factors which underlie the evolution of Information Technology with the rapid convergence of voice, text, graphics and video technologies with traditional technologies for data processing. The goal is to introduce students to some of the basic concepts and current developments in IT and to examine successful applications of IT to business problems in order to understand how to improve their awareness of the managerial issues raised by IT and its use in inspiring organizational effectiveness.

MS61R: Organizational Theory and Behaviour

This course introduces the basic concepts in social psychology relevant to the study and understanding of individual and group behaviour in an organizational setting. It shows the information system manager and analyst how interpersonal and structural variables influence job and task performance, individual and group productivity and their impact on the achievement of consistent quality in organizational outputs.

MS61S: Marketing

This course provides managers with an understanding of marketing concepts, methods and techniques and how these are used to achieve organizational goals. It examines the marketing mix and its application in planning and decision making in private and public enterprises. An emphasis is placed on the design and use of information systems for improving the efficiency and effectiveness of sales, distribution and marketing programmes.

MS61T: Finance

This course provides managers with the basic tools for efficiently using the financial resources of an organization and understanding the objectives of financial management. It focuses on the factors which govern the financial structure, cost of capital, market valuation, sourcing of short and long term funds and dividend, working capital policies of the firm and methods of capital budgeting. The course will also examine the use of financial databases.

MS62Q: Decision Models for Managers

This course examines how formal analytic tools and quantitative techniques are used for managerial decision making. It examines the application of statistical concepts and models to decision making under uncertainty and linear programming and simulation models under conditional or relatively more certainty. An emphasis is placed on the

development of computer based decision aids for managers.

MS62T: International Business

The purpose of this course is to examine how international trade and competition affect competitive strategy. Students are provided with techniques for assessing when and how to enter foreign markets and how firms compete when they have no competitive advantage. In addition the course delves into the role and management of intermediaries (trading firms) as well as exploring how the interaction of firms and governments can affect the terms of international trade

MS62R: Production and Operations Management

This course introduces managerial concepts and techniques that can be used to achieve flexibility, reliability, efficiency and total quality in operations. Specific attention is paid to the role of forecasting, systems design production planning and scheduling and materials management. The use of information systems in planning, design and control of manufacturing and service organizations is emphasized

MS63T: Governance and Policies

The course will enable students to gain an understanding of IT Governance, policy frameworks and Corporate Governance and how to utilize these strategies to meet key objectives, manage risks, deliver value and measure performance in an organization. Students will also be introduced to the organizational interventions required to cultivate and sustain an effective, business-specific IT governance model which is an essential tool for deriving benefits and meeting business objectives.

MS63S: IT Project Management

The course introduces students to the defining characteristics of IT projects, a variety of project management techniques, the challenges involved in executing IT projects, how to recognize warning signs associated with failing projects and how best to avoid them. The course will also cover management issues associated with different alternatives for sourcing information systems and acquiring infrastructure components.

MS63R: Final Project

In lieu of a thesis, each participant in the programme will be required to undertake a project which will entail defining and developing a software system which has real potential for solving a practical

problem of significance to managers. The system will require students to draw on their capacity to analyse business problems as well as on their ability to implement the software development tools, techniques and concepts learned throughout the programme.

Computer Science Courses

CS52Q: Software Engineering

This course examines some of the different approaches to software construction including object-oriented approaches, formal specification techniques, and prototyping. The various stages in the life cycle of a piece of software, and the tools available for supporting the activities taking place in the different stages of the life cycle, as projects, will be examined.

CS69X: Decision Support Systems

The course is divided into two sections. The first section will discuss organizational decision-making within a problem-solving framework and examine the role of computer-based models in supporting the various stages of the decision-making process. It presents an organizing framework for classifying various types of organizational problems. Then Simon's model is used to illustrate a normative approach to the problem-solving/decision-making process. The second section of the course discusses

knowledge-based decision support systems, with a particular emphasis on Expert Systems. We introduce students to Expert Systems as they offer an alternative solution to solving problems for which traditional solutions do not exist. The different stages involved in the development of expert systems and their relevance to real world applications will be discussed.

CS69Y: E-Commerce

The purpose of this course is to provide students with a solid understanding of eCommerce principles, strategy and business application in order to enable them to identify opportunities and articulate strategies for employing eCommerce initiatives within their own organizations.

CS69Z: IT Economics

The primary aim of the course is to introduce students to the importance of financial considerations in making decisions related to software; both in firms that develop software and in firms that use software to help them better achieve their strategic objectives. It will provide students with an introduction to the fields of software economics and IT business value analysis, and expose them to some of the tools that they can use to help firms make financially more responsible software related decisions.

CS54U: Data Warehousing and Mining

The primary goal of Data Mining and Data Warehousing are to integrate heterogeneous data stores into one large repository of data which can then be mined to discover patterns and trends which would otherwise go undetected. Because of this emphasis will be placed on the steps involved in building a Data Warehouse and the benefits they can provide to an organisation. Various Data Mining techniques will be studied, in terms of the algorithms used and the benefits they can provide to an organization

Department Contact Information

The Department of Management Studies

Faculty of Social Sciences

The University of the West Indies
Mona, Jamaica, West Indies

The CBMIS Academic Directors:

Dr. Lawrence Nicholson & Dr. Lila Rao-Graham

The CBMIS Programme Coordinator:

Miss Asenath Sharpe

Department of Management Studies

UWI, Mona, Kingston 7

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MSc National Security & Strategic Studies

Programme Objectives:

The Primary focus of the Masters in National Security and Strategic Studies is to provide professional graduate level academic training for students who are likely to occupy the most senior positions in the security sector agencies and allied organizations across the Caribbean, so that they may be better prepared to meet the challenges of their roles.

The Programme aims at providing a better understanding of:

- Agency roles and functions
- The domestic, regional and international settings of national security policy
- The concepts of military threats
- Issues of crime and violence
- Terrorism, particularly narco-terrorism
- Crises Management
- Military alliances
- “Third level” human rights as security concerns

National policy and programme analysis

Entry Requirements

To gain entry to the programme, a candidate must have:

1. Held a position at mid-management level in the security forces, government or private security firm.
2. A Bachelor’s degree from a recognized University at the level of lower second class or above

Special Admission

3. Senior military and Police officers who have successfully completed a senior staff course will with the recommendation of their superior be considered for admission.

Duration of programme:

One year full-time or Two years part-time.

Programme Structure:

Students will be required to complete all courses outlined in the Semesters given.
Part-time students are required to complete 2 courses per semester.

Full-Time	Full-time	Full-time
Year 1 - Semester 1 1. NS60A- Management of Strategic Issues. 2. NS61A – External and Internal Threats to Hemispheric Security 3. NS65A – New Dimensions of Power and Security in the Caribbean. 4. NS68A- Caribbean Security Perspective- Deviance, Conflict and Social Management	Year 1 - Semester 2 1. NS66A-International Relations and National Security Issues. 2. NS69A-Research Methods.	Year 1 - Semester 3 1. NS62A-Security and Defense Economics. 2. NS63A – National Security Policy and Programme Analysis. 3. NS64A- National Security Issues. 4. NS67A-Contemporary Governance. NS70A – Research Paper (Year long)
Part-time Year 1 - Semester 1 1. NS65A – New Dimensions of Power and Security in the Caribbean 2. NS68A – Caribbean Security Perspective- Deviance, Conflict and Social Management	Part-time Year 1 - Semester 2 1. NS 69A – Research Methods	Part-time Year 1 - Semester 3 1. NS62A – Security and Defense Economics 2. NS67A – Contemporary Governance

Part-time	Part-time	Year 2 – Semester 3
Year 2 – Semester 1 1. NS60A-Management of Strategic Issues 2. NSNS61A- External and Internal Threats to Hemispheric Security	Year 2 – Semester 2 1. NS66A – International Relations and National Security	1. NS63A- National Security Policy and Programme Analysis 2. NS64A – National Security Issues 3. NS70A – Research Paper (Year long)

Courses

Course Code	Course Name	No. of Credits	Course Weighting
NS60A	Management of Strategic Issues	3	60% exam 40% course work
NS61A	External and Internal Threats to Hemispheric Security	3	60% exam 40% course work
NS62A	Security and Defense Economics	3	75% exam 25% course work
NS63A	National Security Policy and Programme Analysis	3	60% exam 40% course work
NS64A	National Security Issues	3	50% exam 50% course work
NS65A	New Dimensions of Power and Security in the Caribbean	3	40% exam 60% course work
NS66A	International Relations and National Security Issues	3	40% exam 60% course work
NS67A	Contemporary Governance	3	50% exam 50% course work
NS68A	Caribbean Security Perspective-Deviance, Conflict and Social Management	3	50% exam 50% course work
NS69A	Research Methods	3	80% exam 20% course work
NS70A	Research Paper (year long)	6	100%

NS60A- Management of Strategic Issues

Students will receive a sound understanding of strategic management in the security sector and will have the ability to employ strategic and critical thinking skills in their work environment.

NS61A-External and Internal Threats to Hemispheric Security

On the completion of this course students will be able to understand, analyze and disseminate intelligence on: terrorism, narco-terrorism, new crimes, social and political impact of security threats and the role of civil society in reducing crime and maintaining community safety

NS62A- Security and Defense Economics

Students will be able to understand the economic process that underlie, in conjunction with political interaction, various national security and defense resource allocation decisions, from budget-making to procurement to expenditures

NS63A-National Security Policy and Programme Analysis

The examination and analysis of how national security policy is formulated and translated into the national security and defense budgets, programme priorities and force structures from it. The ability to analyze

the development of national security policy and use analytical techniques to derive programmes and structures.

NS64A- National Security Issues

To provide a better understanding of the issues affecting the security forces in the Caribbean. The seminar examines the regional security problems and will seek to provide solutions through the research completed by the students.

NS65A-New Dimensions of Power and Security in the Caribbean

To present and analyze concepts and frameworks from making the complexity of domestic and regional politics and international relations clearer and more comprehensible. Much emphasis will be placed on the challenges to power politics and the state system.

NS66A – International Relations and National Security Issues

To provide sound understanding of aspects of international politics, foreign policy and international laws that most affect the operations in the National Security Sector

NS67A- Contemporary Governance

This course deals with breaking issues in regional, hemispheric and global political economy and international relations. While historical antecedents are important to deal with the present and future breaking situations, it is also acknowledged that some issues are so new and different that they are unanticipated by path-dependent approaches.

NS68A- Caribbean Security Perspective-Deviance,, Conflict and Social Management

The course focuses on isolating, understanding and analyzing the various structural contexts that produce conflict, deviance, violence, and ultimately, divide societies. It also gives simultaneous attention to the peculiarities in those contexts that inevitably work to prevent or discourage peace.

NS69A-Research Methods

The principal purpose is to introduce students to the main issues in the philosophy of science and to foster a critical understanding of the main techniques of conducting social science research. The student will also be introduced to the basics of preparing a research paper.

NS70A – Research Paper

The thesis will be an opportunity to perform substantial analysis on a current security situation and to develop solutions.

Department Contact Information:

Department of Management Studies

Tele. #: 977-3808,977-3775, 9776960, 702-2099

Programme email:

msc.nationalsecurity.uwimona.edu.jm

Programme Coordinator: Sandra Muirhead-
Broomfield

M.Sc. Tourism & Hospitality Management

Specializations/Options:

- Tourism Management
- Hospitality Management

The objectives of the programme are:

- Develop and improve their analytical and research capacities through rigorous graduate level courses.
- Gain a thorough knowledge of the operating characteristics of the international and Caribbean tourism business.
- Appreciate the importance of the strategic approach in ensuring the long term sustainability of tourism in the Caribbean region.
- Understand the processes through which tourism and hospitality organizations become internationally competitive and thereby enhance the national standards of living and levels of development.
- Gain an in-depth knowledge of the functional activities of tourism and hospitality operations in an International and Caribbean context.
- Learn practical, efficient and professional methods of solving industry problems through a series of case study analyses with the guidance of academic staff and industry experts who will share a wealth of knowledge and experience with the students.
- Be exposed to the “psychology” of tourism and the dynamics affecting the Caribbean tourism worker due to socio-historical and cultural variables.
- Improve the understanding of the vital role of tourism in the context of the macro economic development of the whole Caribbean region

Entry Requirements:

Matriculants are normally expected to have the equivalent of at least an upper-second class honours degree in Tourism or Hospitality Management. Students will be accepted from other disciplines if they have more than one year’s post graduate experience in a Tourism industry sector.

Mature Students

Managers and executives with over 10 years experience in the tourism and hospitality industry may be accepted to the programme. A first degree qualification will not be a compulsory entry requirement for such an applicant provided he/she has an equivalent professional qualification such as MHCIMA (Member of the Hotel & Catering International Management Association) – or CHA, (Certified Hotel Administrator awarded by the American Hotel & Motel Association).

Duration of programme:

Fifteen months full-time

Twenty-Seven months part-time

Programme Structure:

The programme carries 45 credit hours consisting of 11 three credit, 3 four credit and 1 not for credit courses. With the exception of the research course, there are 36 class room hours per course and an average of 12 hours per week. Full-time and part-time students attend the same classes.

In addition to taught class sessions, students will be exposed to periodic workshops and/or conferences based on topical, relevant and emerging issues as they impact on the industry.

Tourism Management (F/T)	Hospitality Management (F/T)	Tourism Management (P/T)	Hospitality Management (P/T)
Year 1 Semester 1	Year 1 Semester 1	Year 1 Semester 1	Year 1 Semester 1
4. Research & Quantitative Methods	1. Research & Quantitative Methods	1. Research & Quantitative Methods	1. Research & Quantitative Methods
5. Tourism & Hospitality Marketing	2. Tourism & Hospitality Marketing	2. Tourism & Hospitality Marketing	2. Tourism & Hospitality Marketing
6. Sociology of Tourism in the Caribbean	3. Sociology of Tourism in the Caribbean		
7. Quality Service & Operations Management	4. Quality Service & Operations Management		
Year 1 Semester 2	Year 1 Semester 2	Year 1 Semester 2	Year 1 Semester 2
1. Human Resource Management & Industrial Relations	1. Human Resource Management & Industrial Relations	1. Human Resource Management & Industrial Relations	1. Human Resource Management & Industrial Relations
2. Financial & Management Accounting	2. Financial & Management Accounting	2. Sustainable Tourism Development	2. Sustainable Tourism Development
3. International Hospitality Business	3. International Hospitality Business		
4. Sustainable Tourism Development	4. Sustainable Tourism Development		

Summer 1. Decision Making Under Uncertainty 2. Infrastructure Management 3. Tourism Management Year 2 semester 1 3. Events Planning & Management 4. Tourism Entrepreneurship and Innovation Management 5. Strategic Planning in Tourism/Hospitality Business Year 2 Semester 2 Internship	Summer 1. Decision Making Under Uncertainty 2. Food & Beverage Management 3. Property Management Year 2 Semester 1 1. Events Planning & Management 2. Tourism Entrepreneurship and Innovation Management 3. Strategic Planning in Tourism/Hospitality Business Year 2 Semester 2 Internship	Summer 1. Decision Making Under Uncertainty 2. Infrastructure Management Year 2 Semester 1 1. Events Planning & Management 2. Tourism Entrepreneurship and Innovation Management Year 2 Semester 2 1. Financial & Management Accounting 2. International Hospitality Business Year 2 Semester 2	Summer 1. Decision Making Under Uncertainty 2. Food & Beverage Management Year 2 Semester 1 1. Events Planning & Management 2. Tourism Entrepreneurship and Innovation Management Year 2 Semester 2 1. Financial & Management Accounting 2. International Hospitality Business
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		Summer 1. Tourism Management Year 3 Semester 1 1. Quality Service & Operations Management 2. Sociology of Tourism in the Caribbean 3. Strategic Planning in Tourism/Hospitality Business Year 3 Semester 2 1. Internship	Year 2 Semester 2 Summer 1. Property Management Year 3 Semester 1 1. Quality Service & Operations Management 2. Sociology of Tourism in the Caribbean 3. Strategic Planning in Tourism/Hospitality Business Year 3 Semester 2 1. Internship
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Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
MGMT6120	Research & Quantitative Methods	4	60% exam 40% course work
MKTG6121	Tourism & Hospitality Marketing	3	50% exam 50% course work
SOCI6101	Sociology of Tourism in the Caribbean	3	60% exam 40% course work
MGMT6122	Quality Service & Operations Management	3	60% exam 40% course work
MGMT6123	Human Resource Management & Industrial Relations	4	60% exam 40% course work
MGMT6124	Financial & Management Accounting	4	60% exam 40% course work
MGMT6125	International Hospitality Business	3	60% exam 40% course work
MGMT6126	Sustainable Tourism Development	3	50% exam 50% course work
MGMT6127	Decision Making Under Uncertainty	3	60% exam 40% course work
MGMT6132	Strategic Planning in Tourism/Hospitality Business	3	100% research paper
MGMT6133	Events Planning and Management	3	60% exam 40% course work
MGMT6136	Tourism Entrepreneurship and Innovation Management	3	60% Business Plan 40% course work
MGMT6135	Internship	0	100%

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
MGMT6129	Tourism Management	3	60% exam 40% course work
MGMT6128	Infrastructure Management	3	60% exam 40% course work
MGMT6130	Food & Beverage Management	3	60% exam 40% course work
MGMT6131	Property Management	3	60% exam 40% course work

Course Description:

MGMT6120: Research and Quantitative Methods

The main objectives are (i) to develop and transmit knowledge about research methodologies for postgraduate study in the social sciences and related disciplines, and (ii) to encourage critical thinking as a foundation for subsequent study, employment, and personal development. Specific competencies to be developed include quantitative, problem-solving, written and oral communication, information technology and lifelong learning skills.

MGMT6121: Tourism & Hospitality Marketing

The general objectives in this course are to:

- Understand strategic planning in the tourism environment
- Understand the needs of customers within the tourism industry
- Understand tourism product development
- Understand how to promote and price tourism products

MGMT6122: Quality Service & Operations Management

This course is designed to:

- Introduce students to the general principles of quality service management in the tourism and hospitality industry.
- Help students to understand the roles of all stakeholders in creating a culture of quality service management.
- Demonstrate the importance of effective quality service management for organization profitability and sustainability.

SOCI6101: Sociology of Tourism in the Caribbean

This course seeks to provide a comprehensive understanding of tourism policies and their actual and potential impacts on the social and cultural fabric of Caribbean societies. At the end of the course students should be able to:

- Perform social impact analysis in relation to tourism development.
- Engage in social policy formulation as it relates to tourism development.
- Competently discuss sociological theories of tourism and their relevance to Caribbean society.

MGMT6123: Human Resource Management & Industrial Relations

This course is designed to introduce students to the general principles of the behaviour of people within organizations and the best way of managing to

achieve organizational effectiveness. At the end of the course students will among others be able to:

- Identify and explain the major theories of work and job design and highlight the implications for the management of people.
- Describe the process of conflict management and resolution in unionized setting.

MGMT6124: Financial & Management Accounting

This course will provide students with a solid conceptual and practical understanding of the disciplines of both financial and management accounting theory and practice, as well as the opportunity to develop competence in the handling of accounting data in the hospitality industry.

MGMT6125: International Hospitality Business

This purpose of this course is to familiarize students with the globally applicable theories of international business in the context of the practice of management in a small open developing country environment, while also focusing on the key challenges confronting government policy makers and firm managers who are seeking to improve the competitiveness of the tourism and hospitality sectors over which they have responsibility, or the firms that they manage. The course builds upon the

unassailable conclusion that the development of countries in the Caribbean region will rest upon the ability of firms within the region to engage profitably in international business activities.

MGMT6126: Sustainable Tourism Management

This course will introduce the principles of sustainable development, provide an understanding of the social, economic and environmental issues that will determine the future of tourism in the Caribbean, and impart the skills needed to develop and manage the industry on a more sustainable basis in the years ahead. The course will introduce students to methods for planning, developing, financing and managing tourism products within a framework of sustainable development, including attraction management, marketing and specialist operations such as eco-tourism.

MGMT6128: Decision Making Under Uncertainty

Decision Making Under Uncertainty is designed to address the application of decision theory to the quantitative analysis of risky decision problems. Risky decision problems generally involve large amounts of resources that must be committed to alternatives in competitive and uncertain environments. Examples would include corporate acquisition decisions, new product decisions, major capital investment decisions, choices among alternate technologies,

and choices among alternate destinations. Many of these problems can be conceptualized and structured using the ideas of decision theory. The course therefore provides a structured framework within which the decision maker can make logical and rational decisions, using various decision-making tools. These tools include Linear Programming, Probability Models, Decision Tree, Utility, Influence Diagram, and Monte Carlo Simulation.

MGMT6129: Tourism Management

The course focuses on approaches to and trends in destination marketing, a practical framework for strategic destination marketing/branding, analyzing and interpreting the macro, market and competitive environments, undertaking a destination attractions and resource analysis, market segmentation and the selection of target markets, destination branding and competitive positioning, developing and implementing integrated marketing and communication strategies, facilitating destination marketing partnerships, benchmarking and evaluating destination marketing strategies, and managing information and marketing research. International "best practices", relevant case studies and practical guidelines form an integral part of the course.

MGMT6130: Food & Beverage Management

This course introduces students to the strategic elements of food and beverage management. Students who take the course will be exposed to ways in which food and beverage outlets may be both a source of profit and competitive advantage for the organization. They will also be exposed to the most common pitfalls in successfully operating such outlets and should gain an understanding of why some organizations have chosen to outsource their food and beverage management outlets.

MGMT6131: Property Management

This course is designed to introduce you to the general principles of managing the non food and beverage concerns of tourism properties. Rather than focusing on the nuts and bolts of day to day management the course will focus on the strategic aspects of property management. In particular we will focus on creating an experience for the guest through effective management of all of the aspects of property management.

MGMT6132: Strategic Planning in Tourism/Hospitality Business

The research paper demonstrates your ability to develop a sound research question and to answer that question using sound scientific techniques. For the duration of the programme, meetings are held with students to discuss their research paper ideas,

provide assistance with the selection of research topics, the assignment of supervisors, and the completion of the research paper. Meetings are not scheduled but are held at least once per semester. Additional meetings may be planned if necessary or as the research paper deadline draws near. Students will be required to produce a research paper in the form of a company report or on an issue of interest to the student in his/her specialization. The research paper/report must be submitted within one year after completion of all written courses.

MGMT6133: Events Planning & Management

The importance of the events industry lies in its ability to create employment and income, to increase foreign exchange earnings and stimulate business activity within host destinations. In addition, it helps promote the destinations as an international tourist destination. It is therefore the purpose of this course to expose students to the intricacies of planning, managing, facilitating and executing such events

MGMT6136: Tourism Entrepreneurship & Innovation Management

The creation of new business, especially in a small, open economy, has significant implications for the development of the country in general and the tourism industry in particular. It is therefore the aim

of this course to develop the students' understanding of the process of and context of entrepreneurship as well as to provide key concepts which will enable them to take advantage of the mushroom of entrepreneurial opportunities that accompany the increased investments in the hospitality sector and the general tourism system.

MGMT6135: Internship

This working experience is designed for the professional development of the interns where they will be exposed to challenging working environments which will enhance and develop new skills. Students will work with managers within the organization who will expose them to the many aspects of managing a hospitality organization. Persons with prior working experience and those currently employed in the tourism and hospitality industry will be exempted from the internship.

Department Contact Information:

The Department of Management Studies

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Mona, Kingston 7

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Programme Coordinator:

Sophia Wellington

Mona School of Business

Executive Director: Professor Evan Duggan

The Mona School of Business offers the following Graduate programmes:

- Doctorate in Business Administration (DBA)
- Executive Master in Business Administration (EMBA)
- Master in Business Administration (MBA) Specializations for both programmes are available in the following areas:
 - Banking and Finance
 - International Business Management
 - Human Resource Management
 - Marketing Management
 - Management Information Systems
 - General Management
- M.Sc. Telecommunications Policy and Technology Management
- Diploma in Business Administration.

Doctorate in Business Administration (DBA)

Entry Requirements

The DBA programme seeks candidates who:

Are MBA, MA, and MSc. EMBA graduates of an approved university with a B+ average;

AND

- Have relevant management experience and have access to strategic and operational data of a firm;
- Are senior managers or are earmarked for senior management positions;

OR

Have been lecturing at the tertiary level no less than 3 years.

Duration of programme 4 years

Programme Structure:

The DBA will follow a trimester format over a four year period. It incorporates a taught component in the form of ten (10) compulsory courses, and two (2) seminars or courses drawn from a pool of complementary field of study.

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
SB900	Global Management Trends	3	Examination 50% Course work 50%
SB901	Quantitative & Qualitative Research Methods for Managerial Decision-Making	6	Part A : Examination 50% Part B : Course work 50%
SB902	International Marketing	3	Course Work 40% Examination 60%
SB903	Business Development, Entrepreneurship & Innovation	3	Course Work 40% Examination 60%
SB904	Multi-Variate Analysis	3	Course Work 40% Examination 60%
SB906	Strategic Use of Information & Communication Technology	3	Course Work 40% Examination 60%
SB907	Finance	3	Course Work 40% Examination 60%
SB908	Internationalization of Small & Medium Enterprises	3	Course Work 60% Examination 40%
SB909	Global Competitiveness	3	Course Work 60% Examination 40%
SB910	Strategy Dynamics	3	Course Work 60% Examination 40%

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
SB911	Comparative Labour Relations	3	Course Work 40% Examination 60%
SB912	Labour and Employment Law	3	Course Work 40% Examination 60%
SB913	Labour Economics	3	Course Work 40% Examination 60%
SB914	Workplace Negotiation & Conflict Management	3	Course Work 40% Examination 60%
SB915	Psychology of Motivation & Group Behaviour	3	Course Work 40% Examination 60%
SB916	Psychological Measurement & Testing Assessment	3	Course Work 40% Examination 60%
SB917	Performance Management	3	Course Work 40% Examination 60%
SB918	Complex Organizations & Change	3	Course Work 40% Examination 60%
SB919	Collaborative and Network Governance	3	Course Work 40% Examination 60%
SB920	Public Budgeting Policy & Development Performance Outcomes	3	Course Work 40% Examination 60%
SB921	International Public Policy	3	Course Work 40% Examination 60%
SB922	Harmonization of Sectoral & Regional Policy	3	Course Work 40% Examination 60%
SB923	Human Capital Development	3	Course Work 40% Examination 60%
SB924	Knowledge Management	3	Course Work 40% Examination 60%
SB925	Cross-Cultural Management	3	Course Work 40% Examination 60%

Quantitative & Qualitative Research Methodologies for Managerial Decision-Making:

This course is offered in two parts.

Part A highlights the use of research in operational and strategic decision-making, including key algebraic tools and other measurement issues in the global business environment. The growing trend of combining quantitative and qualitative research methodologies will be explored. A wide array of methods will be examined with attention being paid to the strengths and weaknesses of a variety of data collection methodologies. Upon completion participants will be able to formulate a research question, compile a comprehensive literature review, collect requisite data, and analyze and interpret with select statistical packages. The value of this course to participants will be realized in the DBA programme and in any other research undertaking.

This component has an examination.

Part B

Proposal Writing:

Grounded in theoretical frames, we introduce the practical techniques for writing solid proposals for three critical and diverse audiences

- a) Academic research papers.
- b) Investment proposals

- c) Government/ International Agency funding proposal

Guidance on selecting and refining the appropriate research methodology to suit the intended audience will be provided. Critical to this segment will be an understanding of the ethics of research, the evaluation of research and the conceptualization of a research paper. The output from this segment will be the development of three types of proposals.

Multivariate Statistical Analysis

This course emphasizes the use and application of multivariate data analysis for analyzing problems involving multiple variables. The course introduces students to an overall understanding of multivariate statistical methods and guides them through the application of these methods for analyzing typical data sets that may be encountered in the dissertation phase of the programme, subsequent research undertakings, and for solving practical problems in business management. Students will be taught the appropriate use and application of the following statistical analytical techniques: Multiple Regression Analysis; Logistic Regression; Multiple Discriminant Analysis; Factor Analysis; Multivariate Analysis of Variance (MANOVA); Canonical Correlation Analysis; Cluster Analysis, Multidimensional Scaling; Introduction to Structural equation modeling (SEM). Students will be required to use popular statistical packages, such as SPSS,

SASS, STATA, or E-Views to do the required statistical computing.

Global Management Trends

Predominantly using case studies, participants will examine the experiences of the last three decades to analyze emerging management mega trends and key variables on managerial practice. The course will focus on the impact of society on management, the impact of culture, values and ethics on customers, organizations, employees and society. Additionally, the course will examine among other things, the extra regional thrust towards mergers and acquisitions, spin offs, and its implications for corporate governance, nation building and achieving financial results.

Strategic Use of Information and Communications Technologies

The course seeks to equip participants with the knowledge to bridge concepts and practice in order to respond to the challenges and opportunities facing Caribbean organisations in the adoption and diffusion of ICT, for strategic enablement and increased global competitive positioning in the information revolution. It provides insights into the key managerial issues surrounding management and use of ICT and other linked technologies in organizations as a strategic corporate resource.

Participants will gain an awareness of approaches for appropriating ICT to enhance organizational competency and competitive advantage from a Caribbean perspective

Business Development, Entrepreneurship and Innovation:

This course explores the critical success factors of the contemporary firm, given the reality that firms, regardless of size, geographic location and apparent financial strength have no guarantees of survival in today's environment. It covers some of the basics of business development and innovation management and focuses on redefining business practices and nurturing and harnessing innovation within the Caribbean context with the use of research and development. Topics to be covered include innovation of products and processes for customer value, new product development process, commercializing innovations, business intelligence, risk identification and negotiation skills, among others. It should be emphasized that a great part of the course focuses on managing new product development (NPD) processes in business organizations.

International Marketing

Under the overall theme of "business and marketing across national boundaries", this course focuses on

examining the notion of the 'global village' and related issues. We will explore the implications of homogenization of consumer tastes within this global village, as well as assess future trends and their potential impact on international business and marketing strategy. The course focuses on both regional and global issues and encompasses both larger and smaller firms. It is structured so as to provide an appropriate environment for the students to explore issues concerning the need for strategic adjustments, including research and development, to enhance innovativeness and competitiveness at the corporate and national levels. The overall objective of this course is to examine issues related to business and marketing across national boundaries within the context of the Caribbean Single Market.

Finance

Finance focuses on the financial structure and problems of corporations, as well as the organization and operation of markets and financial institutions within the ambits of the domestic and international political economy. It deals with the development and maintenance of sound financial policies, the organization and behavior of financial markets and investors, and the influence of public policies and investor psychology on financial markets and on corporate finance. The Concept of sustainable growth will also be introduced as it is an important organizing framework when working with financial

statements. Relatively new, especially to the Caribbean markets, are certain innovative financial products, especially derivatives, which will also be explored.

The Corporate Finance component will have specific reference to three (3) important questions faced by financial managers

- What long term investment should the firm take on? This is the capital budgeting decision and the valuation of securities.
- How can cash be raised for the required investment? These are the financing, the capital structure and cash determination decisions.
- How to structure incentive and control systems to manage firms and optimize performance and value?

Among the topics to be included are:

- Financial Incentives and Corporate Control
- Valuation of Projects, Financial Assets and the Firm
- Sourcing Financial Resources, Capital Structure & Payout Policy
- Behavioral Finance
- Financial Risk Management and Derivatives
- Financial Markets and Institutions
- Taxation and Financial Decision making
- Exchange Rate Determination

Internationalization of SMEs

Using case studies and building upon stage model theory, network theory and organization capabilities perspective of internationalisation, this course examines the factors that are encouraging the rapid internationalization of SMEs and seeks to identify factors critical to the success of the internationalisation process given the dynamics of international trade systems, which impacts the business environment. Contemporary coping strategies such as alliances, and utilizing the diaspora will also be examined.

A heavy reliance will be placed on the operational data of regional SMEs and access by candidates to this data therefore becomes critical. Candidates will also be exposed to proposal writing techniques relevant to the International fora.

Global Competitiveness

Central to the teaching of this course is promotion of the understanding that it is firms and not countries that compete. Within this context the course will focus on the competitive pressures from increasing trade openness and globalization and how it forces domestic firms to upgrade their techniques and technologies in order to compete with imports and internationally through exports. The course will also demonstrate that there is the need for the macroeconomic framework and the institutional environment to foster and promote innovation as

important within the context of building globally competitive firms and by extension a competitive economy. The course will also stress that firms seeking to upgrade, often do so incrementally, and require a continuous stream of information, technical and business development services (BDS).

A key component of this course will be the examination of Country Case Studies. The focus will include case studies of small open economies that have succeeded in fostering a high level of competitiveness, carving out high value-added niches in the global economy. The cases should briefly review the technological performance of the firms in these countries and describe the main policies and programs. In particular, the study should highlight how the firms with or without government support programs have overcome the barriers in terms of size of the domestic market, technology transfer from abroad and low domestic capacity. Further, the experiences should be contrasted to the status of technology adoption and public policies in the Caribbean.

Strategy Dynamics

Given volatility within the business environment, success largely depends on precise anticipation of market trend, quick responses to customer needs, indicative of finely honed creative and strategic thinking. With the use of cases, this course seeks to identify fluid strategies for dealing with complex, volatile and uncertain environments.

The course will show that for a company to succeed it must weave its key business processes into hard-to-imitate strategic capabilities and distinguish it from its competitors. Capability will be presented as a set of business processes strategically understood. The course will demonstrate that such capabilities are collective and cross-functional – a small part of many people's jobs, not a large part of a few people's job.

With the use of case studies we will undertake a comparative analysis of strategies employed by successful and unsuccessful companies. The focus will be on the four key principles of capabilities-based competition. These principles are:

- Business Processes;
- Transforming a company's key processes into strategic capabilities that consistently provide superior value to the customer;
- The key role of making strategic investment in support infrastructure that links together all business units and functions; and
- Presenting the CEO as the champion of capabilities-based strategy.

LABOUR AND EMPLOYMENT RELATIONS

Comparative Labour Relations

This course provides a comparative picture of the legal framework of many institutions of labour, procedures and various means for dispute settlement

in the collective bargaining process, and generally for the conduct of industrial relations in the English speaking Caribbean. The course seeks to address relevant questions concerning the future of Caribbean labour relations such as: What is the future model for an effective labour relations system? Should the system be more voluntary, or more legalistic, or more of a consensus-based model? Can the use of the political methods now be effectively and strategically employed to explore the potential of national social partnership accords for economic and social development? Can the consensus-based model, as exists in Ireland and Barbados, offer new possibilities for national development strategies in the Caribbean?

Labor and Employment Law

This course surveys and analyzes the laws governing labor relations and employee rights in the workplace. It examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic and political pressure. The second half of the course explores the adequacy of existing laws against discrimination based on race, religion, sex, residence, age, and disability.

Labour Economics

Focuses on both the economic analysis of unions and collective bargaining in our economy and the economic forces that affect collective bargaining. The method is to identify and conceptualize the structural determinants of relative bargaining power. On this basis, the course examines both the economic outcomes of collective bargaining and current bargaining trends in a variety of industries. Tentative theoretical analyses of unionism (neoclassical, institutionalist) are compared. The statistical techniques and empirical results of research on the union effect on economic outcomes (wages, prices, inflation, profits, productibility, earnings inequality) are also evaluated. The effect of technology, corporate structures, and public policy on union bargaining power is outlined, and a number of case studies of collective bargaining in the private sector are reviewed.

Workplace Negotiation and Conflict Management

This course explores the theory and practice of negotiations as applied in the context of a business. The course is intended primarily for students preparing for a career in Human Resource Management, Industrial Relations or in general management. Many of the principles encountered in this course will be applicable to problem solving and conflict resolution in other aspects of life.

The objective is to expose students to the theory and practice of negotiation as it applies to workplace and the models for managing conflict that are appropriate to the resolution of intra-organisational disputes.

ORGANIZATION DEVELOPMENT

Psychology Of Motivation & Group Behaviour

The underlying causes of stress in an organization will be examined to determine their co-relation with the behaviour of people in an organizational setting. Comparisons will be made with the activities in a social setting by groups. Group dynamics and interpersonal behaviour and the effect on group decision-making will also be studied. Topics will include:

Workgroup behaviour vs. social group behaviour

Group dynamics and interpersonal behaviour

Group decision-making

Occupational Stress

Psychological Measurement, Testing Assessment

This course will explore the application of assessment tools for leadership development and succession planning, employment and selection, team building and organizational functioning. The concept of

emotional intelligence will be examined and compared with IQ testing and contemporary psychological testing and measurement tools including:

Vocational Testing

Differential Aptitude Testing

Personality Testing

Personality Typing

Performance Management

The critical role that efficient performance plays in an organization's success gives rise to the need for innovation in the management of that performance. Internal business processes will be examined and reengineered as well as the approaches to recognition of performance. The effect of incentives on performance and the financial implications will also be examined. Topics will include:

Internal Business Processes

Reinforcement, Awards and Merits

Financial Measurements of Business Performance

Complex Organizations, Transformation Management and Change

The mechanistic view of organizations as perceived by classical scientists that involved fixed theories using linear methods will be revisited and juxtaposed with modern non-linear approaches to organizational design and development as demanded by the dynamic changes necessitated by the business environment.

- Theories of Complexity
- The Learning Organization and Transformation
- Chaos Theory
- Initiating and Managing Change

POLICY, GOVERNANCE AND MANAGEMENT

Collaborative and Network Governance

(i) The course will look at the governance of contract and collaborative networks (resource sharing, formal contract network, joint program network), the blurring of boundaries with the involvement or incorporation of the state into such networks. Networks are horizontal, but when the state sector gets involved the structure becomes horizontal. It will be one of the paramount lessons of the course to decipher what these complexities are and how they affect programme outcomes. Sector study areas will include: disaster management, poverty reduction, social protection, crime fighting.

(ii) Private participation in policy and service delivery: public goods production, public infrastructure development and public-private partnership (legal and policy underpinnings, procurement and contracts management, project financing and corporate tax issues). The governance of water, roads, electricity and the need to include community and cultural institutions in the processes of decision-making.

Public Budgeting Policy and Development Performance Outcomes

This will look at models of public budgeting and developmental outcomes. It will involve examination and evaluative assessment of Throne Speeches and budgets from 1989-2005. It will involve hands-on research and examination of national budgets (Caribbean).

International Public Policy

This course examines global, regional and local efforts at disaster management, pandemics and evaluations of performance. It seeks to explore whether size and relative affluence have been inhibiting factors in response and planning and implementation.

Harmonization of Sectoral and Regional Policy

Utilizing lesson drawing from the E.U. experience, this course examines the attempts at regional policy

harmonization by CARICAD and their member states, with specific focus on barriers to implementation, capacity deficits and focuses on a coherent procedural framework to accomplish the harmonization objectives.

HUMAN RESOURCE MANAGEMENT

Human Capital Development

This course will explore current issues and strategies for the identification, development and retention of human capital. In particular, it will examine the strategic relevance of recruitment and selection, training and development and performance management strategies for the development and retention of the high-performing workforce. It will also demonstrate how workforce diversity can be used as a strategy to facilitate organizational learning and further used to promote creativity and innovation. In keeping with contemporary trends in this field, the course will further present techniques for the assessment of human capital and the

calculation of its contribution to the asset base of organizations. A necessary component of this course will be the requirement to demonstrate the practical relevance of these strategies through the application of the principles developed to live business situations.

Knowledge Management

Many researchers consider knowledge to be the key resource for today's organization. The major challenge for organizations, however, lies in their capabilities to move knowledge from the tacit dimension (within the employee) to the explicit dimension where it can be codified and made available to the wider organization community. Within this context, the course will examine the concept of knowledge in both the tacit and explicit dimensions and explore the process by which knowledge can be created, processed, stored, shared, and finally, used to create new knowledge that can add significant value for the organization.

The course will also examine the evolution of knowledge management from a technology-based application to the emerging trends marked by the increasingly use of the term, "intellectual capital" to highlight the importance of human capital, intellectual assets, and structural capital.

Cross-cultural Management

This course will explore the cultural issues involved in managing and trading across boundaries. It will also examine issues in ethics, the corporate responsibility of transnational corporations, and communications across borders and cultures. A key component of the course will be a requirement to examine the initiatives of organizations based in the Caribbean that have pursued global expansion strategies.

Programme Coordinator: Mrs. Maxine Lettman-Hall

Executive Master in Business Administration (EMBA)

Specializations/Options

- Banking and Finance
- International Business Management
- Human Resource Management
- Marketing Management
- Management Information Systems

The objectives of the programme are:

- To provide senior management personnel with appropriate human, technical, administrative and organizational skills
- To ensure the ability to evaluate corporate performance while maximizing customer value
- To encourage transformational leadership and changes relative to global competitiveness

Entry Requirements

Applicants must:

- Have a degree from an approved University or hold an equivalent qualification acceptable to the Board for Graduate Studies, The University of the West Indies, Mona.
- Have at least five (5) years’ work experience in a senior management position.
- Be willing to commit themselves to a rigorous 29-month programme.

Duration of programme:

Twenty-Nine Month

Programme Structure:

The FOUNDATION Module			
Learning Strategies		Computer Business Applications	
Graduate Mathematics for Management Education			
EMBA THEMATIC Modules			
Evaluating Corporate Performance	Maximizing Customer Value	Transformational Leadership	Global Competitiveness
COURSES			
Teambuilding			
Financial & Managerial Accounting	Marketing Management	Advanced Critical Thinking for Managers	Business Policy & Strategic Management
Financial Management	Operations Management	Communication for Managers	Macro-Economic Implications for Business
Quantitative Techniques for Managerial Decision Making	Behavioural Science for Managers 1	Behavioural Science for Managers 2	Business in a Global Environment

Economics for Business (Micro)	Management Information Systems	Business, Government & Society	New Ventures & Entrepreneurship
Management Decisions with Statistics		Transformational Leadership	
Module Project (Optional)	Module Project (Optional)	Personal Development Electives	Personal Development Electives

Each student is required to do the three (3) foundation courses as well as Teambuilding before proceeding to the core courses which form the underpinning for the four (4) themes encompassed in the EMBA programme. During this time, students are also required to do two (2) Personal Development Electives.

In the second year of the programme, a major project is undertaken reflecting either of the themes *Evaluating Corporate Performance* or *Maximizing Customer Value*.

EMBA students are required to do one (1) elective chosen from the MBA concentrations

Module Project	Personal Development Electives
In the second year a major project reflecting either of the themes - <i>Evaluating Corporate Performance</i> or <i>Maximizing Customer Value</i> is done.	Each student must obtain two programme credits by completing all the requirements of their chosen electives
Academic Electives At least one elective should be chosen from the MBA concentrations.	

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
	Learning Strategies	0	
	Computer Business Applications	0	
SBCO6030	Graduate Mathematics for Management Education	0	100% Continuous Assessment
SBCO6110	Financial and Managerial Accounting	3	60% Exam 40% Course work
SBCO6140	Financial Management	3	60% Exam 40% Course work
SBCO6320	Quantitative Techniques for Managerial Decision Making	2	60% Exam 40% Course work
SBCO6330	Economics for Business (Micro)	2	80% Exam 20% Course work
SBCO6430	Macro-Economic Implications for Business	2	80% Exam 20% Course work
SBCO6420	Management Decisions with Statistics	2	60% Exam 40% Course work
SBCO6800	Module Project	2	50% Exam 50% Course work
SBCO6150	Marketing Management	3	60% Exam 40% Course work
SBCO6160	Operations Management	3	60% Exam 40% Course work
SBCO6300	Behavioural Science for Managers- 1	1	50% Exam 50% Course work

Courses (Core) contd.

Course Code	Course Name	No. of Credits	Course Weighting
SBCO6400	Behavioural Science for Managers- 2	2	50% Exam 50% Course work
SBCO6370	Management Information Systems	2	60% Exam 40% Course work
SBCO6010	Advanced Critical Thinking for Managers	0	50% Exam 50% Course work
SBCO6020	Communication for Managers	3	55% Exam 45% Course work
SBCO6080	Personal Development Electives (Public Speaking, Ethics in Business, Social and Business Etiquette, Learning through Service, Action Learning Projects or Career Development)	2	100% Coursework assessment
SBCO6220	Business, Government and Society	3	60% Exam 40% Course work
SBCO6310	Transformational Leadership	3	50% Exam 50% Course work
SBCO6190	New Ventures and Entrepreneurship	3	60% Exam 40% Course work
SBCO6200	Business Policy and Strategic Management	3	70% Exam 30% Course work
SBCO6340	Business in a Global Environment	3	70% Exam 30% Course work

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
SBFI6010	Investment Analysis and Portfolio Management	3	60% Exam 40% Course work
SBFI6020	Advanced Corporate Finance	3	60% Exam 40% Course work
SBFI6030	International Monetary Economics and Finance	3	60% Exam 40% Course work
SBFI6040	Management of Financial Institutions	3	60% Exam 40% Course work
SBMA6010	Marketing Research	3	40% Exam 60% Course work
SBMA6020	Consumer Behaviour	3	40% Exam 60% Course work
SBMA6030	Marketing Strategy and Product Policy	3	60% Exam 40% Course work
SBMA6040	International Marketing and Export Strategy	3	50% Exam 50% Course work
SBIB6010	International Human Resource Management	3	60% Exam 40% Course work

Code		Credits	Weighting
SBIB6020	International Business Management	3	60% Exam 40% Course work
SBHR6010	Human Resource Management	3	60% Exam 40% Course work
SBHR6020	Industrial Relations and Negotiation Strategies	3	60% Exam 40% Course work
SBHR6030	Organizational Development and Change	3	60% Exam 40% Course work
SBHR6040	Counseling for Human Resource Practitioners	3	60% Exam 40% Course work
MGMT6024	IT Project Management	3	60% Exam 40% Course work
SBMI6020	Electronic Commerce	3	60% Exam 40% Course work
SBMI6030	Advanced Database Management Systems	3	60% Exam 40% Course work
COMP5120	System Design and Software Engineering	3	60% Exam 40% Course work

Courses (Electives) Contd.

Course	Course Name	No. of	Course
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Course Description:

Learning Strategies

This course provides a brief overview of the requirements and challenges involved in pursuing graduate studies. It equips students with an understanding of learning principles, strategies and styles which should be used to derive maximum benefit from the diverse teaching strategies and styles to which they will be exposed. Emphasis will be placed on integrating learning styles with methods usually employed at the graduate level.

Computer Business Applications

All students in the EMBA and MBA programmes are expected to make considerable use of computers during their programme of study. It is for this reason that the possession of a laptop is considered essential for participation in and out of class. This course will provide students with an introduction to the major software applications that are used in business and which they will be expected to use during the programme. Included will be applications such as Excel, PowerPoint and Word. Students will also be exposed to guidelines on document preparation and use of Internet sources in research.

SBCO6030: Graduate Mathematics for Management

Education

This course deals with some of the basic mathematical problems that students have and minimizes the fear of doing mathematics. It deals with typical mathematical shortcomings of MBA students and re-orientes them to various mathematical concepts related to the disciplines they will cover in the MBA programme.

SBCO6110: Financial and Managerial Accounting

This course examines the internal accounting systems and current practices of businesses to develop an understanding of the uses and limitations of accounting

information in planning, control, decision making, performance evaluation and external reporting processes. It offers a balanced coverage of the concepts, methods and uses of financial and managerial accounting information with a strong emphasis on analysis and reporting.

SBCO6140: Financial Management

The main objective of this course is to provide an understanding of financial decision-making and financial theory from the point of view of corporate financial managers in competitive financial fields. The course explores various financial theories and their application to real life situations.

SBCO6320: Quantitative Techniques for Managerial Decision Making

This course provides an introduction to a selection of quantitative techniques commonly used to structure and analyze business decision problems. Specifically, the technique best suited to the type of problem and where most applicable and relevant, computer-based techniques.

SBCO6330: Economics for Business (Micro)

This course is designed to stimulate economic thought as it pertains to decisions and problem solving that confront managers. Decisions will be arrived at by obtaining, processing and using economic information and principles relative to such areas as consumer behaviour, demand theory, production, cost and markets.

SBCO6420: Management Decisions with Statistics

This course provides students with a conceptual framework of statistics and its many applications in business. The presentation of techniques in the context of real

business problems and the statistical results will be used to equip managers to obtain insights on the solutions to problems they are likely to encounter.

SBCO6800: Module Project

The primary aim of this course is to help students develop the capability to use the concepts, frameworks and techniques presented in other courses to analyse, explain and propose solutions to problem situations that confront organizations. It is also aimed at developing an appreciation for how to summarise technical analysis and present it in a readily understandable form.

SBCO6150: Marketing Management

This course seeks to acquaint students with key concepts, theories and techniques of marketing and their application to business challenges. Exposure is given to the collection and evaluation of data and its utilization for strategic decision-making based on marketing trends.

SBCO6160: Operations Management

This course introduces students to the strategic and operational issues and decisions involved in managing the operations of a firm. The transformation of raw materials (labour, energy, etc.) into goods and services is influenced by decisions such as the choice of technologies, the design of the facilities, the processes involved and the effectiveness of the production plans.

SBCO6300: Behavioural Science for Managers - 1

This course is designed to equip students with the skills, knowledge and understanding of the interaction of human beings within organizations. The use of theory will be

Applied to contemporary issues and problems within the Caribbean and global workplace. Variations in types of organizations and classifications will be examined with a view to unearthing the implications that present for managers of these organizations.

SBCO6370: Management Information Systems

This course provides a broad overview of the key managerial issues surrounding the management of information in organizations as a strategic corporate resource and the development, acquisition and use of information technology resources. The course is intended to foster an understanding of the benefits and problems resulting from the development and use of organizational information systems, identify information systems approaches that can increase organizational effectiveness and focus on the strategic priorities of firms in gaining and maintaining competitive advantage.

SBCO6010: Advanced Critical Thinking for Managers

This course is intended to increase the readiness of students to meet the requirements of the Executive MBA courses by providing exposure to concepts and techniques of logic, reasoning and critical thinking.

The course fosters the development of practical skills in these areas and encourages the application of these skills as students and practicing managers.

SBCO6020: Communication for Managers

This course will provide students with a clear understanding of the underlying concepts and theoretical foundations of human and organizational communication. The ethics of communication is challenged both in the preparation of effective and persuasive business reports and in understanding and working the media. There is also emphasis on oral presentations.

SBCO6080: Personal Development Electives

The electives will provide students with the opportunity to participate in diverse learning experiences during their programme. By virtue of their involvement in their chosen electives, students will acquire specific personal skills by engaging in seminars, workshops, special assignments or projects. Students are required to choose two (2) of the electives being offered.

SBCO6220: Business, Government & Society

This course is primarily concerned with understanding the inter-relationships among business, government and society and how they affect private and public sector

managers. Consequently, it focuses on the forces that shape and re-shape the economic, cultural, political and technological terrain on which managers operate

SBCO6310: Transformational Leadership

This course is designed to influence the views and behaviours of participants in relation to leadership for transformation. It focuses on principle-centred behaviour, the ability to inspire self and others' creative thinking, and problem solving as the driving forces for influencing and managing change in an environment. The underpinning philosophy encourages movement from day-to-day, functional management to a 'higher ground' of serving others, while involving themselves and others in innovative, animated and ethical actions for the success of an enterprise.

SBCO6400: Behavioural Science for Managers - 2

This course continues the exploration that began in SBCO6300 -Behavioural Science for Managers - 1, of the factors which influence human behaviour especially in the context of organizations. Group behaviour, culture, motivation and leadership are examined to enable understanding behaviour in organizations, handling the

behavioural aspects of performance, interpreting trends in organizational behaviour and applying

theories for effective management of people.

SBCO6190: New Ventures and Entrepreneurship

This course examines the foundations of the entrepreneurial process and provides students with a structure for assessing opportunities and bringing them to fruition. Opportunities are identified and credible business plans formulated with the intention of creating value and the likelihood of viability.

SBCO6200: Business Policy and Strategic Management

This is considered a capstone course and seeks to develop skills in total enterprise management drawing on all prior course work and experience as managers and professionals. Static business models are challenged by innovative and entrepreneurial thinking which explores the characteristics and demands of different industry

environments and options open to management.

SBCO6340: Business in a Global Environment

This course examines critical aspects of the global business environment and its influence on the behaviour of firms. It focuses on the macroeconomic, institutional, and technological factors that shape the environment within which firms compete at the international and regional/national levels. It also

looks at the special challenges that confront firms in the Caricom region and developing countries in general.

SBCO6430: Macro-Economic Implications for Business

This course enables the student to understand the Macro economy and how it works as well as economic policies and their influence within the context of the Jamaican economy. Emphases are placed on measuring growth in the Jamaican economy based, among other concepts, on the role of labour in production activities, the natural unemployment rate, the importance of international trade and the international monetary system as well as the demand for money and the debate over monetary policy.

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Department Contact Information:

Mona School of Business

University of the West Indies

Mona

Jamaica, West Indies

Programme Coordinator: Ms. Michelle Tomlinson

Master in Business Administration
(MBA)

Specializations/Options :

- Banking and Finance
- International Business Management
- Human Resource Management
- Marketing Management
- Management Information Systems
- General Management

The objectives of the programme are:

- To provide junior and middle management personnel with appropriate human, technical, administrative and organizational skills for upward mobility
- To provide a sound general management base
- To encourage transformational leadership and changes relative to global competitiveness

Entry Requirements

Applicants must:

- Have a degree at honours level from an approved University or hold an equivalent qualification acceptable to the Board for Graduate Studies, The University of the West Indies, Mona.
- Have at least three (3) years' work experience in a management position.
- Be willing to commit themselves to a rigorous 16-month programme for the full-time delivery or up to 29 months for the part-time programme.

Duration of programme:

Twenty-Nine Months

Programme Structure

The FOUNDATION Module	
Foundations Skills for Graduate Management Education	
Graduate Mathematics for Management Education	
Learning Strategies	Computer Business Applications

CORE COURSES	
Teambuilding	
Business in a Global Environment	Operations & Project Management
Quantitative & Statistical Techniques	Legal & Regulatory Framework for Business
Financial & Managerial Accounting	Business Research
Economics for Managers	Transformational Leadership
Financial Management	New Ventures & Entrepreneurship
Marketing for Managers	Business Policy & Strategy
Behavioural Science for Managers	Management Information Systems
Personal Development Electives	

Concentrations

<i>Banking & Finance</i>	<i>Marketing Management</i>	<i>International Business</i>
Investment Analysis & Portfolio Management	Market Research	International Human Resource Management
Advanced Corporate Finance	Consumer Behaviour	International Business Management
International Monetary Economics & Finance	Marketing Strategy & Product Policy	International Monetary Economics & Finance
Management of Financial Institutions	International Marketing & Export Strategy	International Marketing & Export Strategy

Human Resource Management	Management Information Systems	General Management
Human Resource Management	Management of Technology	Electives taken from any four (4) concentrations
Industrial Relations & Negotiation Strategies	Electronic Commerce	
Organizational Development & Change	Advanced Database Management Systems	
Counseling for HR Practitioners	System Design & Software Engineering	

Each student is required to do the four (4) foundation courses as well as Teambuilding before proceeding to the core courses. During this time, students are also required to do two (2) Personal Development Electives.

In the second year of the programme, students are required to pursue the four (4) courses that constitute their chosen Concentration.

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
	Learning Strategies	0	
	Computer Business Applications	0	
SBCO6030	Graduate Mathematics for Management Education	0	100% Continuous Assessment
SBCO6000	Foundation Skills for Graduate Management Education	0	50% Exam 50% Course work
SBCO6040	Business Research	2	60% Exam 40% Course work
SBCO6060	Behavioural Science for Managers	2	50% Exam 50% Course work
SBCO6110	Financial and Managerial Accounting	3	60% Exam 40% Course work
SBCO6130	Economics for Managers	3	60% Exam 40% Course work
SBCO6140	Financial Management	3	60% Exam 40% Course work
SBCO6520	Quantitative and Statistical Techniques	3	60% Exam 40% Course work
SBCO6070	Marketing Management	2	60% Exam 40% Course work

Courses (Core) Contd.

Course Code	Course Name	No. of Credits	Course Weighting
SBCO6240	Operations Management	3	60% Exam 40% Course work
SBCO6370	Management Information Systems	2	60% Exam 40% Course work
SBCO6080	Personal Development Electives (Public Speaking, Ethics in Business, Social and Business Etiquette, Learning through Service, Action Learning Projects or Career Development)	2	100% Coursework assessment
SBCO6090	Legal and Regulatory Framework for Business	2	60% Exam 40% Course work
SBCO6310	Transformational Leadership	3	40% Exam 60% Course work
SBCO6190	New Ventures and Entrepreneurship	3	50% Exam 50% Course work
SBCO6200	Business Policy and Strategic Management	3	40% Exam 60% Course work
SBCO6340	Business in a Global Environment	3	70% Exam 30% Course work

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
SBFI6010	Investment Analysis and Portfolio Management	3	60% Exam 40% Course work
SBFI6020	Advanced Corporate Finance	3	60% Exam 40% Course work
SBFI6030	International Monetary Economics and Finance	3	60% Exam 40% Course work
SBFI6040	Management of Financial Institutions	3	60% Exam 40% Course work
SBMA6010	Marketing Research	3	40% Exam 60% Course work
SBMA6020	Consumer Behaviour	3	40% Exam 60% Course work
SBMA6030	Marketing Strategy and Product Policy	3	60% Exam 40% Course work
SBMA6040	International Marketing and Export Strategy	3	50% Exam 50% Course work

Courses (Electives) Contd.

Course Code	Course Name	No. of Credits	Course Weighting
SBIB6010	International Human Resource Management	3	60% Exam 40% Course work
SBIB6020	International Business Management	3	60% Exam 40% Course work
SBHR6010	Human Resource Management	3	60% Exam 40% Course work
SBHR6020	Industrial Relations and Negotiation Strategies	3	60% Exam 40% Course work
SBHR6030	Organizational Development and Change	3	60% Exam 40% Course work
SBHR6040	Counseling for Human Resource Practitioners	3	60% Exam 40% Course work
MGMT6024	IT Project Management	3	60% Exam 40% Course work
SBMI6020	Electronic Commerce	3	60% Exam 40% Course work
SBMI6030	Advanced Database Management Systems	3	60% Exam 40% Course work
COMP5120	System Design and Software Engineering	3	60% Exam 40% Course work

Course Description:

Learning Strategies

This course provides a brief overview of the requirements and challenges involved in pursuing graduate studies. It equips students with an understanding of learning principles, strategies and styles which should be used to derive maximum benefit from the diverse teaching strategies and styles to which they will be exposed. Emphasis will be placed on integrating learning styles with methods usually employed at the graduate level.

Computer Business Applications

All students in the EMBA and MBA programmes are expected to make considerable use of computers during their programme of study. It is for this reason that possession of a laptop is considered essential for participation in and out of class. This course will provide students with an introduction to the major software applications that are used in business and which they will be expected to use during the programme. Included will be applications such as Excel, PowerPoint and Word. Students will also be exposed to guidelines on document preparation and use of Internet sources in research.

SBCO6000: Foundation Skills for Graduate

Management Education

The rationale for this course is that students must have a secure foundation in the skills and attitudes required for successful completion of their programme. The course covers tools and techniques for gathering information combined with the application of reasoning, logic and argument to the handling of intellectual problems and management thinking. Proficiency in critical thinking and all aspects of communication in written and oral formats will be developed.

SBCO6030: Graduate Mathematics for Management Education

This course deals with some of the basic mathematical problems that students have and minimizes the fear of doing mathematics. It deals with typical mathematical shortcomings of MBA students and re-orientes them to various mathematical concepts related to the disciplines they will cover in the MBA programme.

SBCO6040: Business Research

This course provides an introduction to the concepts, language, techniques and methodologies employed in business research. It will examine the basics of social

scientific enquiry, the logic of inference, the nature, sources and analysis of data, as well as the impact of data on inference. The course is intended to prepare managers to engage and converse with specialist researchers, to articulate business requirements of commissioned research as well as to interpret and evaluate and apply research output to the solution of business problems

SBCO6060: Behavioural Science for Managers

This course is intended to help participants understand why people behave the way they do, especially in the context of organizations. One particular aim of the course is to ensure that Behavioural Science concepts and theories are interpreted and understood in the context of a cross-cultural environment, with specific emphasis on the Caribbean cultural context.

SCO6070: Marketing for Managers

This course introduces participants to the theoretical and conceptual underpinnings of marketing. The course goes beyond marketing theories and concepts to show how the application of marketing principles can assist decision makers in public and private sector organizations in Jamaica and the Caribbean to develop and implement marketing strategies that will enhance their competitive positions in the global economy.

SBCO6080: Personal Development Electives

The electives will provide students with the opportunity to participate in diverse learning experiences during their programme. By virtue of their involvement in their chosen electives, students will acquire specific personal skills by engaging in seminars, workshops, special assignments or projects. Students are required to choose two (2) of the electives being offered.

SBCO6090: Legal and Regulatory Framework for Business

This course explores the legal and social responsibilities of business along with the norms and values developed by firms to meet the challenges of government regulations, community pressures and public demand for accountability. Participants in this course develop an understanding of the legal issues in the business environment and are prepared for managing within the regulatory framework in which business is conducted.

SBCO6110: Financial and Managerial Accounting

This course examines the internal accounting systems and current practices of businesses to develop an understanding of the uses and limitations of accounting information in planning, control, decision making, performance evaluation

and external reporting processes. It offers a balanced coverage of the concepts, methods and uses of financial and managerial accounting information with a strong emphasis on analysis and reporting.

SBCO6130: Economics for Managers

This course introduces students to the economic approach to social analysis and the economic fundamentals of enterprise. Principles and analysis not solutions, are emphasized to develop economic thinking. The course explores five basic themes: market allocation, transaction costs, strategic behaviour, economic development and economic policy.

SBCO6140: Financial Management

The main objective of this course is to provide an understanding of financial decision-making and financial theory from the point of view of corporate financial managers in competitive financial fields. The course explores various financial theories and their application to real life situations.

SBCO6190: New Ventures and Entrepreneurship

This course is designed to give participants practical skills and methodology for identifying, analyzing and

developing new business concepts and writing business plans. It gives an understanding of the process of new business creation and entrepreneurial behaviour and the entrepreneurial process, including the issues that affect family businesses. It also analyses the concept of intrapreneurship, which deals with application of entrepreneurial thinking within the framework of being employed in an organization.

SBCO6200: Business Policy & Strategy

This course is designed to improve the participant's ability to integrate knowledge of functional disciplines into a general management perspective and evaluate internal and external conditions and forces that have impacted on business organizations

SBCO6240: Operations and Project Management

The term operations management (OM) encompasses the decisions and activities involved in managing the processes and organizational subsystems that are directly geared towards the production of goods and services. This course is designed to provide students with a working knowledge of the breadth and depth of OM decisions and activities in order to develop integrative solutions to OM problems.

SBCO6310: Transformational Leadership

This course is designed to influence the views and behaviours of participants in relation to leadership and transformation. It focuses on principle centered behaviour, the ability to inspire self and others, creative thinking and problem solving as the driving forces for influencing and managing change in the organization.

SBCO6340: Business in a Global Environment

This course examines the critical aspects of the global business environment that influence a firm's decisions and behavior. It focuses on the macroeconomic, institutional and technological factors at both international and national levels that shape the environment in which firms compete.

SBCO6370: Management Information Systems

This course is designed to provide a fairly detailed introduction to the key managerial issues involved in the development, acquisition and use of information technology resources in organizations.

SBCO6520: Quantitative and Statistical Techniques

This course is concerned with the use of quantitative and statistical techniques to assist in rational decision making. The emphasis is not on the techniques

themselves, but rather on how they can contribute to better decisions. The approach is to present real

business situations in which quantitative and statistical techniques have been applied successfully and to show how managers can use the methods to make better decisions.

Department Contact Information:

Mona School of Business
University of the West Indies
Mona
Jamaica, West Indies

Programme Coordinators:

Mrs. Uylander Jack (MBA Full-Time)
Mrs. Dawn Morgan (MBA Part-Time)
Mr. Stephen Henderson (MBA Part-Time)
Mrs. Carole Wedderburn-White (MBA Part-Time)

Master of Science in Telecommunications Policy and Technology Management (MSc-TPM)

The objectives of the programme are:

- To provide telecommunications executives and technical specialists in the specialized areas of policy, technology and management with in-depth knowledge of the industry
- To provide practical application of technology and information systems management to the development of the sector
- To provide more in-depth knowledge of telecoms management and ICT policy

Entry Requirements

Applicants must:

- Have an honours degree in Business Administration, Electrical Engineering, Electronics, Media and Communication, Computer Science, Information Technology, Law, Government, Economics, Public Policy, Management Studies or a related discipline or hold an equivalent qualification acceptable to the Board for Graduate Studies, The University of the West Indies, Mona.
- In exceptional circumstances, applicants who do not possess normal matriculation requirements can be recommended for admission by the Mona School of Business, subject to the approval of the Office of Graduate Studies and Research. This selection will be based on an assessment of industry and managerial experience as well as a review of any previous academic work in the field.

Duration of programme:

Twenty-One Months

Programme Structure:

CORE COURSES	
Frameworks for Telecommunications and ICT Policy Making	Information Technology and Telecommunications Management
Economics of Telecommunications, IT and the Global Market	Interconnection in Telecommunication Networks
Contemporary Telecommunications Networks and Technologies	Legal and Regulatory Frameworks
ELECTIVES	
ICT4D-Mobile Applications and Broadband Content for Development	Comparative ICT Strategies and Business Models
RESEARCH PAPER	

Students are required to complete all the core courses and then select one (1) of the electives offered.

A research paper is required in order to complete the degree and can only be undertaken after the successful completion of the core courses.

Courses (Core)

Course Code	Course Name	No. of Credits	Course Weighting
SBCT6000	Frameworks for Telecommunications and ICT Policy Making	4	Coursework 60% Exam 40%
SBCT6200	Information Technology and Telecommunications Management	4	Coursework 60% Exam 40%
SBCT6400	Economics of Telecommunications, Information Technology and the Global Market	4	Coursework 60% Exam 40%
RPTL6801	Contemporary Telecommunications Networks and Technologies	4	Coursework 60% Exam 40%
RPTL6802	Legal and Regulatory Frameworks	4	Coursework 60% Exam 40%
RPTL6805	Interconnection in Telecommunication Networks	4	Coursework 60% Exam 40%
SBCT 6800	Research Paper	8	Coursework 50% Research Paper 50%

Courses (Electives)

Course Code	Course Name	No. of Credits	Course Weighting
SBET6600	ICT4D – Mobile Applications and Broadband Content for Development	4	Coursework 60% Exam 40%
SBET6700	Comparative ICT Strategies and Business Models	4	Coursework 60% Exam 40%

Course Description:

SBCT6000: Frameworks for Telecommunications and ICT Policy Making

This course seeks to provide participants with an advanced working exposure to both the theoretical and practical implications of telecommunications policy making.

SBCT6200: Information Technology and Telecommunications Management

This course aims to provide students with an understanding of the varying approaches to managing IT systems.

SBCT6400: Economics of Telecommunications, Information Technology and the Global Market

This course seeks to provide participants with an understanding and working knowledge of the principles of economics as it relates to decision-making in the growing telecommunications market.

RPTL6801: Contemporary Telecommunications Networks and Technologies

This course is designed to establish the technical framework for telecommunication networks as it introduces fundamental concepts, clarifies

terminology and gives life to the telecom networks and technologies that have so dramatically changed our lives.

RPTL6802: Legal and Regulatory Frameworks

This course provides the basis for understanding: the principles of telecommunication law and the wider legal system; and the legal basis underpinning telecommunication policy.

RPTL6805: Interconnection in Telecommunication Networks

The objective of this course is to equip participants with an understanding of existing telecommunication networks in the context of interconnection and connectivity.

SBET6600: ICT4D - Mobile Applications and Broadband Content for Development

This course will explore and examine the mobilization of technological advancements to enable human and social development through ICTs.

SBET6700: Comparative ICT Strategies and Business Models

This course focuses on new and upcoming trends in telecommunication strategies on the micro-level in

businesses and on the macro-level in countries and regions.

SBCT6800: Research Paper

This course includes special modules in **Introduction to Research Methods** and **Advanced Quantitative Research Design**. It also includes a Research Paper of 15,000-20,000 words written on a subject chosen by the candidate in consultation with the Programme Director.

Department Contact Information:

Mona School of Business

University of the West Indies

Mona

Jamaica, West Indies

tpm@uwimona.edu.jm

Programme Director: Dr. Hopeton Dunn,
Director, TPM Programme, MSB

Programme Coordinator: Miss Allison Brown,
allison.brown@uwimona.edu.jm

Diploma in Business Administration

The objectives of the programme are:

- To provide a programme complete in itself, which develops a range of cognitive skills, for middle management professionals who wish to acquire a diploma only
- To develop foundation level competencies in specific core subjects necessary to meet the requirements of the MBA programmes
- To provide an opportunity to assess applicants whose business and life experiences attest to their maturity and intellectual capacity to complete higher levels of study

Entry Requirements

Applicants must:

- Have a first degree or hold technical or professional qualifications or equivalent qualifications acceptable to the Board for Graduate Studies, The University of the West Indies, Mona.
- Applicants should have practical experience or other qualifications deemed by MSB to have special relevance to the programme

Please note: Successful completion of the Diploma

Programme does not guarantee admission to the Master in Business Administration programmes.

To be considered for entry to the EMBA/MBA Programmes students must:

Have a First degree (or qualifications deemed appropriate by the University)

Pass all Diploma courses, having had no more than one re-sit

Obtain a minimum of **7 B+s**

Duration of programme:

Twelve Months

Programme Structure:

Courses	
Essentials of Critical Analysis & Communication	Learning Strategies
Essentials of Business Computing	Essentials of Quantitative Methods
Essentials of Marketing Management	Essentials of Business Plan Creation
Essentials of Managerial Theory	Essentials of Managerial Economics
Essentials of Financial & Managerial Accounting	Integrative Research Project

Courses

Course Code	Course Name	No. of Credits	Course Weighting
SBBA6000	Essentials of Critical Analysis and Communication	2	100% Coursework
SBBA6100	Learning Strategies	0	60% Exam 40% Course work
SBBA6200	Essentials of Business Computing	3	60% Exam 40% Course work
SBBA6300	Essentials of Quantitative Methods	3	60% Exam 40% Course work
SBBA6400	Essentials of Marketing Management	3	60% Exam 40% Course work
SBBA6500	Essentials of Business Plan Creation	2	50% Exam 50% Course work
SBBA6600	Essentials of Managerial Theory	3	50% Exam 50% Course work
SBBA6700	Essentials of Managerial Economics	3	60% Exam 40% Course Work
SBBA6800	Essentials of Financial and Managerial Accounting	3	60% Exam 40% Course work
SBBA6900	Integrative Research Project	3	Research Seminar 40% Research Project 60%

Course Description:

SBBA6000: Essentials of Critical Analysis and Communication

This course will guide students through concepts and techniques for more effective critical thinking, for results-oriented written and oral communication and for analysing data in meaningful ways for reporting in academic and work applications.

SBBA6100: Learning Strategies

This short course is designed to assist students to develop the necessary approaches and skills to enable them to apply higher level learning processes including analysis, synthesis, evaluation and application.

SBBA6200: Essentials of Business Computing

This course will introduce students to the basic and intermediate training in Microsoft Excel and Access, in order to attain an acceptable level of proficiency in these fundamental computing skills. Additionally, it will provide exposure to the factors that determine the choice of database tools (e.g., Microsoft Access) in preference to spreadsheets.

SBBA6300: Essentials of Quantitative Methods

This course introduces the foundation concepts and commonly used quantitative and statistical techniques in management decision-making. The core of the course is geared towards functional competence in the use of fundamental quantitative and statistical techniques to formally structure business decision problems.

SBBA6400: Essentials of Marketing Management

This course will introduce the fundamentals of marketing management which are applicable to firms. The course content covers activities in the marketing process which are used globally to generate development.

SBBA6500: Essentials of Business Plan Creation

This course will provide students with the fundamentals for creating an effective Business Plan, through examination of core business planning concepts and practical examples.

SBBA6600: Essentials of Managerial Theory

This course will expose students to a contingency view of management as the process of organizing resources to set and accomplish organizational goals. It examines the tasks and styles of managers in both the private and the public sectors, introduces the practice of management and traces its evolution.

SBBA6700: Essentials of Managerial Economics

This course is designed to provide a basic understanding of the central problem of economics and the mechanisms used to resolve them. Additionally, it examines the standard paradigms of economic theory and how they are deployed to analyze the behaviour of firms, markets and the general economy.

SBBA6800: Essentials of Financial & Managerial Accounting

This course entails a study of how management accounting aids in the decision making process by

providing management with pertinent financial information.

SBBA6900: Integrative Research Project

The course will consist of two modules: a seminar in research methods and a supervised research project. The seminar will introduce students to the fundamentals of research design and require the preparation of a proposal and research plan for the research project. The research project will involve the undertaking of an inquiry about a practical problem that requires the collection and evaluation of relevant data.

Department Contact Information:

Mona School of Business

University of the West Indies

Mona

Jamaica, West Indies

Programme Coordinator: Mrs. Ingrid Nelson

Department of Sociology, Psychology & Social Work

Head: Mr. Clement Branche

The Department offers several programmes at the graduate level, each functioning independently of the others. The Graduate Coordinator for the Department is Dr. Peta-Anne Baker. Each programme has an independent Programme Coordinator who is responsible for guiding the technical contents of his/her programme and ensuring that University guidelines are observed. There is a Graduate Committee on which all graduate lecturers and supervisors (full-time staff) are represented.

The Department of Sociology, Psychology and Social Work offers the following Graduate Programmes:

- Master of Social Work (MSW)
- M.Sc. Applied Psychology
- M.Sc. Clinical Psychology
- M.Sc. Demography
- M.Sc. Human Resource Development (HRD)
- M.Sc. Sociology
 - Specializations are available in the following areas:
 - Social Anthropology
 - Social Policy and Administration
 - Sociology of Development
 - Social Policy and Development (Joint specialization)
- MPhil/Ph.D Sociology (by Research)

- Ph.D Organizational Behaviour

MSc Clinical Psychology

Duration of programme: 2 years (full time only)

The M.Sc. in Clinical Psychology is offered on a full-time basis. Students are expected to complete all requirements for the programme, including the practicum and research paper, in two academic years.

Programme Structure:

To earn the M.Sc. in Clinical Psychology, students must successfully pass:

- Ten taught courses (30 credits)
- Two ethics seminars (2 credit)
- Four practica (10 credits)
- Research paper, (6 credits)
- Comprehensive exam

The M.Sc. in Clinical Psychology is currently offered only on a full-time basis. Students should be able to complete all requirements for the programme, including the practicum in two calendar years. The programme runs for 4 terms and includes a summer practicum.

Course Description:

PS61A/PSYC 6021- Psychopathology (3 credits)

This course aims to provide students with the knowledge and skills required to accurately diagnose the wide range of mental health problems affecting adults, adolescents and children in the Caribbean. The course will focus on the multi-axial diagnostic approach of the Diagnostic and Statistical Manual- IV. The course will begin with a review of the development of the multi-axial approach, cover issues pertaining to the reliability and validity of making a diagnosis and discuss the stigma of being diagnosed with a mental illness. All major diagnostic categories of mental illness will be discussed, including the diagnostic criteria, associated features and risk factors. Special attention will be given to the application and relevance of the diagnostic categories to the Caribbean people.

PS62A/PSYC 6014 – Psychological Assessment I (3 credits)

PS62B/PSYC 6015 – Psychological Assessment II (3 credits)

This course will introduce students to the major assessment instruments used by Clinical Psychologists to assist in the understanding, diagnosis and treatment of mental disorders. Part I will focus on cognitive assessment and Part II will focus on personality assessment. The course will cover theoretical issues related to psychological assessment, choice of assessment instruments,

scoring and interpretation of measures and writing an integrated psychological assessment report. The course will also train students to carry out a diagnostic interview, a mental status examination and to do a suicide assessment.

PS63A/PSYC 6017 – Clinical Research Skills (3 credits)

This course aims to build upon and consolidate the research skills which students will have acquired as part of their undergraduate studies, so that they are competent to undertake and evaluate research during their clinical career, and be able to rigorously determine the success of any clinical intervention strategy. The course will commence with a review and revision of basic statistical concepts, including correlation, regression, and comparison of means. It will then go on to consider multiple regression, factor analysis, and advanced analysis of variance techniques. The design and analysis issues involved in a variety of clinical areas will then be outlined. The statistical package used will be SPSS.

PS64A/PSYC 6017 – Caribbean Psychology (3 credits)

The goal of this course is to help students develop their understanding and awareness of the psychological and cultural characteristics of Caribbean people through an examination of their historical and social development. Topics to be covered include the effects of colonialization, modern

Caribbean life and manifestations of mental illness in Caribbean people.

PS66A/PSYC 6018 – Individual Psychotherapy- Research and Theory (3 credits)

This course will expand on students' knowledge of the techniques and processes of individual psychotherapy. The course will also examine the major theories that guide the application of the ethical principles of psychotherapy. Following this will be an exploration of communication, interviewing, therapeutic and problem-solving skills, as well as the development of treatment plans. Major psychological theories will be reviewed and applied to individual cases. Finally, research into the effectiveness of psychotherapy will be reviewed and discussed. All students will be required to undergo six (6) sessions of individual therapy.

PS67A – Issues of Human Development (3 credit)

The course explores the social/cultural dilemmas affecting humans as they interact with the environment and takes student through the stages of human development from conception to death. The course will examine the impact of aging on mental health. Students are encouraged to learn and apply a variety of psychosocial perspectives to the various crises of human development. Though emphasis is placed on the psychosocial challenges of the healthy

individual at each developmental stage, students will examine both the positive outcomes as well as the pathologies of each stage with a view to better understanding the complexity of possible presenting issues of clients

PS68A/PSYC 6022 – Applied Health Psychology (3 credit)

This course aims to provide students with a thorough knowledge of current theories in health psychology and how these can be applied to problems and interventions within the health sector. The course will review theories which have been put forward to explain patient behaviour and behavior change, stress and coping, illness perception and pain. In each case, the use of theory to guide appropriate intervention strategies will be discussed.

PS69A/PSYC6028 – Clinical Neuropsychology (3 credit)

This course aims to provide students with a thorough knowledge of current neuropsychological theories and how these are applied to assessment. The course will review the theories which have been put forward in the major domains of cognitive functioning, i.e. perception, attention, memory, and language. Students will be introduced to the various assessment instruments that have been designed to evaluate functioning in each of these domains.

Students will have opportunities to practice carrying out each of these various types of assessment and guided through the appropriate reporting of findings. The major neurological conditions will be covered and the typical neuropsychological findings, discussed, including head injury, stroke, alcohol abuse and dementia. Finally, issues around the assessment of children and specific disorders such as attention deficit hyperactivity will be discussed.

SW65C/SOWK6016 –Group Therapy (3 credits)

This course is both theoretical and practical in nature. Theories, models and techniques will be examined from both generalist and clinical perspectives within the context of critical issues and problems requiring counseling interventions. Students are expected to participate in self-exploration and leadership activities as part of their own development as group counselors. In addition the course will provide hands on exposure to the practice of organizing and implementing a group counseling project which will require students to participate in at least one and possibly two week-ends of work-shop activities.

SW68B/PSYC 6017 – Family Therapy (3 credits)

This course will provide students with an opportunity to understand the theoretical concepts and techniques of family therapy. In pursuing this course students will have the opportunity to integrate class

and field experiences with a special focus on family assessment and treatment. There will be an emphasis on professional awareness and self-evaluation. Students will develop perceptual and conceptual skills that enable them to identify transactional patterns in families and to understand family functioning from a systems perspective. A range of strategies will be examined, involving the differential use of contemporary therapeutic modalities, particularly as they relate to their usefulness for the Caribbean.

PS60A/PSYC 6031 - Practicum 1- (1 day per week) (1 credit)

PS60B/PSYC 6024 - Practicum 11- (2 days per week) (2 credits)

PS60C/PSYC 6025 – Practicum III (4 days per week) (4 credits)

PS60D/PSYC 6026 – Practicum IV (21/2 days per week) (3 credits) (Can be taken in either Semester I or Semester II)

Practical experience is provided through psychologist supervised placements (internal and external). The course structure includes 95 days of clinical experience.

Internal placements: These placements will be conducted in the Section of Psychiatry at the

University Hospital of the West Indies and other
University clinics

External placements: All external placements will be undertaken under the guidance of clinical/counselling psychologists located at the site. Psychologists within the Psychology Unit or the Section of Psychiatry will sometimes provide supervision to supplement what is received at the external placement. Selection of placement sites will be guided by an attempt to match skills and interests of the students with appropriate supervisors and settings.

Placement setting will include organizations outside of the Section of Psychiatry in which clinicians typically work, for example, community mental health centres, psychiatric hospitals, general hospitals, crisis intervention centres, other specialist centres, schools and businesses.

During the first year in the Masters Programme (Practicum 1 & Practicum II – internal placements), students will initially observe cases and then begin to take on more responsibility for casework as their confidence and skills develop. Students are expected to develop skills in interviewing, history taking and planning therapeutic intervention. These skills will later be used to address general psychological problems. Students will also attend weekly seminars on Psychopharmacology. During the third and fourth practicum placements (external placements), these aims are further reinforced with more intense supervision to further hone diagnostic and

therapeutic skills.

NOTE: *Placement during the summer (Practicum III) will only be made after successful completion of PS 62A, PS 62B, PS 66A and PS 65A.*

PS65A/PSYC 6023 - Issues of Caribbean Psychology: Ethics and Professional Practice Seminar I (1 credit)

PS65B/PSYC 6020 – Issues of Caribbean Psychology: Ethics and Professional Practice Seminar II (1 credit)

PS 65A/PSYC 6023 will be attended by first year students and will incorporate teaching of various legal and ethical codes/guidelines, inclusive of the APA Code of Ethics and the Jamaican Ethics Code of Conduct for Psychologist. **PS65B/PSYC 6020** will be attended by second year students and will be delivered via student led presentations and seminars. The goals of these courses are to develop an awareness of current professional and ethical issues in the practice of Clinical Psychology, and to foster an awareness of the specific context of **(Course Code/Name)**

PS680/PSYC 6027 – Research Paper (6 credits)

All students will complete, under academic supervision, a research paper on a topic relevant to Clinical Psychology.

PS690/PSYC 6029 – Comprehensive Examination

At the end of the second year, students will sit a comprehensive examination that will assess their ability to apply their theoretical and practical skills in Clinical Psychology. Students require a passing grade before recommendations for graduation can be made. If the student fails the examination, they are allowed to take it again when it is next offered.

Research Seminars

During the first year, students will attend research seminars on the 1st and 3rd Friday of the month. The objective of the seminars is to facilitate research awareness and interest in the students by allowing them to discuss research topics and statistical analyses appropriate for implementation of their research. Students will also be expected to review recent journal articles and conduct a thorough critique on the literature, methodology and findings through presentations. Students will be matched to a supervisor who shares similar research interest as them by the end of the first year.

Group Experience

During the second year, students will be required to participate in a year long group therapy experience.

Sexuality Workshop is held in February of each year

Substance Abuse Workshop is held in July of each year

Comprehensive Examination

The university requires that students in the Clinical Psychology Programme take a comprehensive examination for completion of the programme. The comprehensive examination is held once per year and administered over a period of two days in the month of July in the second year of study. A student may not take the comprehensive examination until he or she has completed all requirements for the master's degree, with exception of the research paper.

A student's performance on the examination should reflect the body of knowledge that he or she has gained during graduate training. The examination is comprehensive and preparation for it is not limited to a review of coursework. The examination questions are essay questions, and good answers involve integration across a broad range of material. The two days focus on different areas: Day I - Psychotherapy and Day II - Assessment.

Students must pass both days to pass the comprehensive exam. A student who fails an area of the comprehensive examination is required to be retested on that area during the subsequent administration of the examination. A student is allowed to fail any given area only once. Failing an area twice results in termination of the student from the clinical programme.

Programme Coordinator: Dr. Stacey Brodie-Walker Stacey.brodie@uwimona.edu.jm

M.Sc. Applied Psychology

Programme Objectives: The objective of the M.Sc. is to provide a core body of knowledge and skills from social psychology which, when integrated with the theory, methods and research of specific areas of psychology, can be used to study and resolve social problems.

Duration of programme: The M.Sc. in Applied Psychology is offered on a full-time basis. Students are expected to complete all requirements for the programme, including the practicum and research paper, in two academic years.

Programme Structure: The M.Sc. programme is designed on the scientist-practitioner model. It prepares graduates for research, policy analysis, intervention and consulting in a wide range of different settings. These settings include government agencies, industrial organizations, schools, social service agencies, community-based organizations, research firms, trade unions, hospitals and clinics.

To earn the M.Sc. in Applied Psychology, students must pass:

- core courses, including courses in advanced research methods
- approved electives
- a research seminar (2 credits)
- an ethics seminar (1 credit)
- a technical writing course (departmental requirement, 1credit)
- a practicum (3 credits)
- a research paper (6 credits)

Courses (Core)

Course Code	Course Name	No. of Credits
PSYC 6000/PS61F	Themes in Applied Psychology	3
PSYC 6001/PS62F	Applied Psychology Research Seminar (Year Long)	3
PSYC 6002/PS64F	Psychological Testing, Measurement and Evaluation	3
PSYC 6032/PS68R	Applied Research Methods in Psychology and Organizational Behaviour	3
PSYC 6023/PS65A	Issues of Caribbean Psychology: Ethics and Professional Practice Seminar I	3
SOCI 6081/SY69C	Technical Writing	
PSYC 6007/PS62G	Applied Psychology Practicum	3
PSYC 6030/PS650	Applied Psychology Research Paper	6

Courses (Electives)

Course Code	Course Name
PSYC 6003/PS63G	Group Behaviour Applications
PSYC 6009/PS63F	Self and Social Theory in the Caribbean
PSYC 6011/PS64G	Communication and Persuasion
PSYC 6022/PS68A	Applied Health Psychology
PSYC 6006/PS65F	Coping With Illness
PSYC 6008/PS66G	Psychology of Work & Motivation
SY62K	Quantitative Data Analysis for the Social Sciences
PSYC 6010/PS66F	Organizational Learning
SY62D	Monitoring and Evaluation of Social Programmes
HRNM 7102/HR71B	Psychological Assessment in Organizations

Course Description:

PSYC 6000/PS61F - Themes in Applied Psychology (3 credits)

In this course students examine and discuss the theoretical, practical and methodological issues related to Applied Psychology. They are also expected to gain information on issues related to professional skills, teaching, consultancy, and interventions as it relates to the Caribbean and the world.

PSYC 6001/PS62F - Applied Psychology Research Seminar (2 credits; Year Long)

This seminar is designed to allow students to begin their research projects, and will take the form of lectures and student presentations on methodological issues and content areas of interest. It is conducted over the course of two semesters. Assessment of the course will be based on written reports and presentations (individual or group). It is expected to be associated with the material covered in the general methods and statistics courses.

PSYC 6003/PS 63G – Group Behaviour Applications (3 Credits)

Applied Psychology has focused a great deal on affecting group processes and behaviour in groups. Also the small social group has been a unit of intervention in relation to productivity, organizational change and development. In group behaviour applications we examine successful models of organizational intervention with a special emphasis on organizational change via small group processing and behaviour.

PSYC 6006/PS65F - Coping with Illness (3 Credits)

This course overviews the theories and methods that have been used to understand illness from a biopsychosocial perspective, and explores the Caribbean context of illness. It considers how psychologists can work with patients and their relatives to help them understand, come to terms with and cope with illness. Particular emphasis will be given to chronic diseases, the major conditions which affect a large number of patients and present a major challenge to individual's psychological balance and well being.

PSYC 6008/PS66G – Psychology of Work and Motivation (3 Credits)

This course is designed to explore worker related issues in the industrial/organizational context in the Caribbean, with a focus on motivation and satisfaction at the employee level. Students will learn the theories and principles of motivation and why motivation is crucial to organizational performance and employee satisfaction. Students will also develop skills required to enhance the motivation of all levels of employees.

PSYC 6013/PS650 – Applied Psychology Research Paper (6 Credits)

In this course students will carry out a research project under the guidance of a faculty supervisor. Students will meet regularly with their faculty supervisor to plan and carry out this research project.

PSYC 6032/PS68R Applied Research Methods in Psychology and Organizational Behaviour (3 credits)

Students in this course will be introduced to the methods used to conduct applied research in social, community and organizational settings. Students will gain a detailed understanding of the methods needed to identify and quantify change following social, community, or organizational interventions.

SY62D – Programme Monitoring and Evaluation (3 Credits)

This course provides an introduction to the theory and practice of programme monitoring and evaluation. Following completion of this course, students will have the basic skills needed to conduct need assessments, monitor the ongoing functioning of intact programmes, plan an evaluation, assess programme implementation, and assess the outcomes of social programmes.

SY62K - Quantative Data Analysis for the Social Sciences (3 Credits)

This course is intended to provide students who already have some previous experience of quantitative methods or statistics with a good working knowledge of statistical techniques used in social science research. Topics covered include the description of social science data; correlation and other forms of association, including chi-square; an introduction to probability distributions; the logic of sampling; the logic of statistical inference and significance tests; non-parametric and parametric statistics; analysis of variance and an introduction to classic regression analysis. Emphasis in the course will be placed on conceptualization and the ability to manipulate and appropriately apply these new ideas.

PSYC 6007/PS62G – Applied Psychology Practicum (3 Credits)

Working under the supervision of a setting supervisor and a faculty supervisor, students will gain practical experience in Applied Psychology, as well as enhancing the skills developed during their first year. The course will bridge the gap between academic coursework and the knowledge, skills and emotional challenges that are inherent in the “real world” of Psychologists. Students are expected to spend at least 2 days per week at their practicum site. In addition, students will meet weekly with the practicum coordinator and practicum supervisor to prepare for and discuss problems, progress and make presentations related to their sites.

PSYC 6009/PS63F – Self and Social Theory in the Caribbean (3 Credits)

This course attempts to identify the variety of narratives of the self and the ways that these have been inserted and positioned in Caribbean social thought. It looks at some of the extra-theoretical factors affecting this positioning and points to the limits and opportunities offered for understanding by the positioning.

PSYC 6002/PS64F - Psychological Testing, Measurement and Evaluation (3 credits)

Applied Psychology depends both on psychometric measurement and on the evaluation of the various strategies used in implementation and change. This course critically discusses the three foundations of psychometrics: Measurement, reliability, and validity. Students will be asked to reflect and critically examine several journal articles each week which deal with the concepts of measurement, reliability, and validity. As part of the course, students will create and establish the psychometric properties of a brief scale.

PSYC 6011/PS64G - Communication and Persuasion (3 Credits)

Communication and persuasion are used by Applied Psychologists to change problematic social, cultural, and personal attitudes, beliefs and behaviours. This course is designed to explore the basic and effective persuasion tactics that may be used to change human behaviour. It explores issues related to influence from a scientific and psychological perspective including persuasion, compliance, propaganda, and mind control - and how these same influences may be counteracted. Techniques used by masters of communication, such as commercial advertisers, experienced social action activists, and the political elite, will also be explored.

PSYC 6023/PS65A - Issues of Caribbean Psychology: Ethics and Professional Practice Seminar (1 credit)

This course is designed to inform students about ethical principles, codes and decision making in Applied Psychology. The course will be delivered in a seminar format via student-led presentations and discussions. Students will develop an awareness of current professional and ethical issues in the practice of Applied Psychology and to foster an awareness of the specific context of future practice within the Caribbean region.

PSYC 6022/PS68A - Applied Health Psychology (3 credits)

This course aims to provide students with a thorough knowledge of current theories in health psychology and how these can be applied to problems and interventions within the health sector. The course will review theories which explain patient behaviour and behaviour change, stress and coping, illness perception and pain. In each case, the use of theory to guide appropriate intervention strategies will be discussed.

PSYC 6010/PS66F – Organizational Learning (3 Credits)

Learning in organizations has moved from a focus on the individual and on to the organization itself. Indeed, the concept of the “learning organization”

may be critical for Caribbean development and the survival of our enterprises. Within this context, aspects of organizational learning are explored within Caribbean development. This course explores the concept of the learning organization and how such organizations maximize their levels of productivity through the utilization of effective organizational learning principles. Students will learn the fundamentals of organizational learning and why learning is becoming increasingly crucial to organizations. They will develop the skills required by learning and development consultants in high performance organizations.

HRNM 7102/HR71B – Psychological Assessment in Organizations (3 Credits)

This course covers the necessary skills that students will need to select, administer, interpret and report on the psychological assessment of individuals within organizations. Students will learn how to design and carry out an assessment procedure to screen and select candidates for employment and how to integrate the findings of an assessment exercise into a comprehensive report.

Department Contact Information:
Department of Sociology, Psychology & Social Work
University of the West Indies
Mona
Kingston 7

Programme Coordinator: Dr. Garth Lipps

M.Sc. Human Resource Development

The Masters Programme in Human Resource Development was initiated in 1995 by the Department of Sociology, Psychology and Social Work at the University of the West Indies. Students are drawn from both public and private sector, and work in HRD contexts as well as in direct management positions, service organisations and private consultancies.

Programme Objectives: The general objectives of the HRD programmes are to produce graduates who are expected to be able to apply the theoretical underpinning of the courses to the practical implementation of change within their organisations. More specifically, these programmes have always sought to educate professionals and academics who can contribute to the strengthening of their organisations both through organisational analysis and intervention and through training, team-building, effective leadership and research.

Entry Requirements (*For the Particular Programme*):

To enter the MSc. Human Resource Development programme one must possess the following **minimum** qualifications:

- A good first degree from an approved university (Honours),
- A minimum of three (3) years' full-time work experience at a supervisory level.

Duration of programme: The M.Sc. in Human Resource Development is offered on a part-time basis only. Students are expected to complete all requirements for the programme, including the HRD Practicum, in twenty-seven months.

Programme Structure: (*Subject to change*)

SEQUENCING OF COURSES FOR THE PART-TIME MSc. HUMAN RESOURCE DEVELOPMENT PROGRAMME

Summer 2009 - June – August 2009

HR69B: Communication Skills for Organisational Research

and Practice (For persons who have passed the Diagnostic Test) Weeks 1 – 8

Foundation English (For persons who failed the Diagnostic Test) Weeks 1 – 8

HR61B Group Dynamics Weeks 1 – 6

Term I – September – December 2009

HR61A Applied Behavioural Science Weeks 1 – 12

HR62C Strategic Human Resource Management Weeks 3 – 9

HR64A: Research Methods (with SPSS Labs) Weeks 1 - 12

HR69B: Communication Skills for Organisational Research

and Practice (For persons who did not pass the Diagnostic Test) Weeks 1 – 12

Term II – January – March 2010

HR62B Organisational Ethics: Developing Ethical Organisations Weeks 1 - 8

HR63A Introduction to Organisational Design Weeks 1 - 8

HR64B HRD Statistics I (with SPSS Labs) Weeks 1 – 12

Term III – March – August 2010

The University of the West Indies

HR61C Theory and Practice of Small Group Behaviour	Weeks 1 - 6
HR65C Training Design, Delivery and Evaluation	Weeks 1 – 12
HR66E Job Analysis	Weeks 1 – 8

Term IV – September to December 2010

HR64C HRD Statistics II	Weeks 1 - 12
SPSS Labs	Weeks 2 – 10
HR66B Compensation and Employee Assistance	Weeks 1 - 9
HR66C Staffing Organisations	Weeks 1 - 5

Term V – January – March 2011

HR63B Organisational Design and Intervention	Weeks 7 - 12
HR66D Performance Management	Weeks 1 – 6
HR67A Industrial Relations and Negotiation	Weeks 1 – 10

Term VI – April – May 2011

HR63C Organisational Intervention and Evaluation	Weeks 1 - 8
HR68A Information Technology and HRD	Weeks 1 - 9
BPR Labs	Weeks 2 – 8

Summer - June - August 2011

HR60A HRD Practicum	Weeks 1 - 9
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All courses are required for graduation.

Course Description

[HR61A] HRNM6022 - Applied Behavioural Science (2 Credits - Term I)

Objectives: This course looks at human behaviour, both individual and collective, as significantly shaped by the factors of society, culture and personality. It is an applied/practical course that is, at the same time, concerned with theoretical fundamentals.

[HR61B] HRNM6004- Introduction to Group Dynamics (1 Credit - Term I)

Objectives: This course is designed to develop the awareness of students regarding the nature and functions of groups, the impact of interpersonal styles and behaviour upon group development, teams and organisations.

[HR61C] HRNM6005- Theory & Practice of Small Group Behaviour (2 Credits - Term III)

Objectives: This course is designed to develop the awareness of students regarding the potential of well-managed groups to improve performance at work. It will also increase their ability to identify barriers to effective group functioning, and solutions. The course will provide opportunities for theoretical and experiential exploration of issues which affect team work, including personality, group dynamics, communication, leadership and conflict management.

[HR62B] HRNM6020 - Organisational Ethics: Developing Ethical Organisations (1 Credit - Term III)

Objectives: This course invites students to examine at both theoretical and practical levels, the issues informing the ethical issues facing contemporary workers, organisations and societies regionally and internationally. These issues will include, but are not limited to the problems surrounding globalisation and e-culture, organisational strategy and competition, the treatment of workers with diverse needs, corporate privacy and security, research and development, and corporate social responsibility. Students will explore their awareness of themselves as professionals and the need for the organisation to think about what it does as it operates within the society.

[HR62C] HRNM6019 - Strategic Human Resource Management (1 Credit - Term I)

Objectives: This is a foundation course for the other courses in the Masters in H.R.D. programme. Its objective is to provide an overview and appreciation of the major HRM functions within the framework of Strategic Management.

[HR63A] HRNM6007- Introduction to Organisational Design and Development (1 Credit-Term II)

Objectives: This course emphasizes the importance of effective organisational diagnosis, design and transformation for the achievement of organisational goals. The aim is to expose students to the assumptions underlying traditional and contemporary organisational designs and the implications of these designs for human performance.

[HR63B] HRNM6008- Organisational Design and Intervention (1 Credit - May - July 2009)

Objectives: This course introduces students to the techniques used in diagnosing organisations, and to important issues that should be considered in the selection of appropriate techniques. Students will also examine the issues related to individual, group and organisational change and some of the factors that would hinder effective change. Throughout students will relate the literature to Caribbean data and theory as well as to their own experiences.

[HR63C] HRNM6009- Organisational Intervention and Evaluation (1 Credit - Term VI)

Objectives: This course provides an opportunity for participants to work as a team in addressing a real-life problem in an organisation. They are expected to develop additional insights and competencies that are required in providing focussed interventions that add value to the organisation. The course is practical in orientation, and represents a culmination of this stream of courses offered in the programme. This group project also serves to equip students to conduct their practicum on an independent basis.

[HR64A] HRNM6010- Research Methods (1 Credit - Term II)

Objectives: This course seeks to provide students with an understanding of the range of quantitative and qualitative research techniques that are appropriate to different HRD issues, and to equip them with basic skills for organisational research.

[HR64B] HRNM6011- HRD Statistics I (1 Credit - Term III)

Objectives: This course provides an introduction to basic statistics for behavioural science. The application of these methods to human resource assessment and development is emphasized. Students are also expected to gain familiarity with methods of data manipulation through the use of selected computer packages.

[HR64C] HRNM6012- HRD Statistics II (2 Credits - Term IV)

Objectives: This course allows students to strengthen their skills in the analysis and interpretation of data generated and used in HRD contexts.

[HR65C] HRNM6503-Training Design, Delivery and Evaluation (3 Credits-Summer, May-July 2010)

Objectives: This course examines Job Analysis and Evaluation Techniques and seeks to introduce students to the basic elements of the training process and the contribution of these elements to the achievement of training goals and objectives. The role played in the training process by the main constituents inside and outside of the organisation will be examined to determine relevance, centrality and influence. The course will analyse the principles of adult learning and identify strategies and tools used for effective training. Students will also be introduced to methods of assessing training needs and evaluating the training function.

[HR66B] HRNM6014- Compensation and Employee Assistance (1 Credit - Term IV)

Objectives: This course provides students with the fundamentals of compensation management, and introduces some of the emerging issues for example students will evaluate the business ethics of employee assistance and EAPs as a risk management tool; the ESOP as an employee benefit and its impact on firm value.

[HR66C] HRNM6002 - Staffing Organisations (1 Credit – Term IV)

Objectives: This course seeks to provide participants with exposure to theory and current practice in the staffing area in order to create a strategic approach to organisational staffing and develop the skills required to properly manage the function. Participants will be exposed to traditional and modern approaches to staffing with emphasis on the utilization of technology. They will be encouraged to analyse varying approaches with a view to developing the capacity to devise a system most suitable for achieving their organisation's objectives.

[HR66D] HRNM6021- Performance Management (1 Credit - Term V)

Objectives: This course examines the fundamentals of Performance Management Systems. Students are introduced to the traditional personnel functions of hiring, assessment, appraisal, promotion and termination in the context of the human resource development approach. Issues of particular relevance in the Caribbean are highlighted.

[HR66E] HRNM6605– Job Analysis (1 Credit - Term III)

Objectives: This course provides participants with a broad understanding of the importance of job analysis in the overall human resource management and development process, particularly recruitment and selection, training and development, deployment of and compensation and reward of position and of incumbents. It articulates and demonstrates the link between job analysis at the organisational or enterprises level and the wider industry, national and international labour market(s). As such, national and international job classification systems will be examined. It also presents participants with an understanding of the basic principles, techniques and approaches in designing, implementing and managing job analyses; and guides in the conduct of actual job analysis exercises, as feasible.

[HR67A] HRNM6015- Industrial Relations and Negotiation (2 Credits - Term V)

Objectives: This course seeks to establish the institutional framework within which organisations and workers operate within the Caribbean. The organisation is located within the regulatory framework and in relation to the activities of formal organisations such as trade unions, employers and worker associations, and other relevant groups in the wider society. It is intended that an appreciation of the way in which labour/management relations are realised in actuality will be achieved.

[HR68A] HRNM6016- Information Technology and HRD (2 Credits - Term VI)

Objectives: This course introduces students to the importance which Information Systems have for modern management and H.R.D practice. It introduces students to theories that discuss the bi-directional relationship between Information Technology and Organisational Design. Emphasis is placed on issues surrounding the emergence of new organisational forms, with special attention to one method used to bring about deliberate organisational changes, that being business process re-engineering. The course discusses the need for the H.R.D. professional to understand the implications for training and human resource

development created by these new forms of organisations and the concomitant increased use of IT in these new structures.

[HR69B] HRNM6902- Communication Skills for Organisational Research and Practice (1 Credit Term I)

Objectives: This course is designed to ground students in the fundamentals of writing skills for organisational research and communication. It does this while also providing the flexibility to tailor the programme to meet participants' individual interests and career aspirations. As a result, on completion of the course, students will be well positioned to operate effectively across the entire span of the organisation, first in their roles as function-specific human resource development managers and organisational behaviour practitioners and researchers and expanding into consultation, academic research and social leadership.

[HR60A] HRNM6017- HRD Practicum (6 Credits - Summer – July - August 2010)

The PRACTICUM is structured around the core content of the courses offered in the HRD Masters programme with the intention of broadening and deepening, by means of a supervised practical attachment, the knowledge and skills of the

students in the chosen area of concentration. Students are provided with an opportunity to test, improve and further develop their conceptual and practical abilities in relation to any of the areas of programme concentration. It should be noted that students are required to be at their practicum sites for 2 ½ days per week for two months during the Summer of their second year.

Additional Information/Notes:

Although not formal pre-requisites applicants are advised to do the courses [PS21D] PSYC2000: Social Psychology and SY16C before entering the programme.

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Programme Coordinators:

Mr. Clement Branche

Mr. Benthon Hussey

Assistant Programme Coordinator: Ms. Olivene Thomas

Higher Degrees Diploma in Human Resource Development

Programme Objectives:

This programme seeks to distil a package from the functional courses offered in the MSc. Human Resource Development degree. It is designed to offer continuing education credits either to persons who already possess at least a Bachelors degree and who work in an administrative capacity with the human capital of the organisation but who do not have the requisite academic training for their posts or to persons who take it for continuing education credits as prescribed by an recognised professional body.

The programme will rest upon the foundation of the various curricula in which the students registered have participated. It will benefit from their rich practical problem-solving skills and this advantage will naturally extend to the Masters and Doctoral Programmes where these students share classes with those students as well. These skills will be developed further through a combination of coursework, research activities, independent study and experiential learning.

Entry Requirements (*For the Particular Programme*):

Candidates for this Higher Degree Diploma will be required to have a minimum requirement of a Bachelors degree and at least three years' post-graduation practical work experience at a senior management level. Alternatively, candidates may be accepted where they are taking the course for continuing education credits for certification by the Nursing Association of Jamaica, the Medical Association of

Jamaica or for a similar professional body that has entered into this agreement with the University. Where the candidates do not fall into these categories and they cannot submit to the University a statement from their employer stating that the qualification is vital for the survival of the organisation, they will be required to either register for the Masters Programme in Human Resource Development or register for the individual courses without the formal terminal diploma certification.

It should be noted that once committed to the Diploma candidates may opt to upgrade their registration to the full MSc. Human Resource Development Degree. Upgrading will then require the candidate to seek permission formally from and change their registration at the Office of Graduate Studies and pay any difference in the requisite tuition fees. They may then apply for credit exemptions for the courses already taken. Alternatively, persons registered for the MSc. Human Resource Development may opt to qualify at the diploma status if for some reason they cannot continue in the Masters Programme. The HRD Graduate Programmes will determine the portion, if any, of the tuition fees paid for the Masters Degree that will be refunded.

Duration of programme: The Higher Degrees Diploma in Human Resource Development is offered on a part-time basis only. Students are expected to complete all requirements for the programme in twenty-seven months.

Programme Structure: (*Subject to change*)

The Diploma Programme in Human Resource Development will be delivered on a part-time basis over a two-year period. It comprises 21 credits from taught courses. The schedule of taught courses includes 13 courses that are structured into modules ranging from 1-3 credits. These courses cover a range of content areas that include human resource theory and opportunities for personal development.

STRUCTURE OF THE HIGHER DEGREES DIPLOMA IN HUMAN RESOURCE DEVELOPMENT

Term I	Term II	Term III
HR61B Group Dynamics (1 credit)	HR63A Introduction to Organisational Design (1 credit)	HR65C Training Design, Delivery and Evaluation (3 credits)
HR62D Strategic Human Resource Development (2 credits)	HR61C Theory and Practice of Small Group Behaviour (2 credits)	HR64D Financial Data Analysis for Human Resource Development Practitioners (3 credits)
		HR66E Job Analysis (1 credit)
YEAR II		
Term I	Term II	Term III
HR66C Staffing Organisations (1 credit)	HR66D Performance Management (1 credit)	HR67A Industrial Relations and Negotiation (2 credits)
HR66B Compensation (1 credit)	Approved Free Elective (3 credits)	

Electives (if applicable)

It should be noted that of the 13 courses required for the Programme, one (1) may be taken from a list of approved electives that includes the following courses:

- PS66F: Organisational Learning
- PS66G: The Psychology of Work and Motivation
- SB63M: Counselling for HR Practitioners
- SB631: Transformational Leadership
- SY62A: Advanced Social Research Methods I
- SY62B: Advanced Social Research Methods II

COURSE DESCRIPTIONS

LEVEL I COURSES

[HR 61C] HRNM6005 - Theory and Practice of Small Group Behaviour (1 Credit)

Objectives: This course is designed to develop the awareness of students regarding the potential of well-managed groups to improve performance at work. It will also increase their ability to identify barriers of effective groups, and solutions. The course will provide opportunities for theoretical and experiential exploration of issues that affect teamwork, including personality, group dynamics, communication, leadership and conflict management.

HR62D: Strategic Human Resource Development

Objectives: This course will introduce some of the basic concepts of strategic human resource development for practitioners in the field who have academic backgrounds in other disciplines. With this in mind, the treatment of the course will be participative and seek to reinforce the most favourable blend of skills, knowledge and attitudes that under gird effective human resource development. It will seek to distinguish between the management function – Human Resources Management – and the broader profession – Human

Resource Development and explore some of the issues that occupy the attention of practitioners in both fields.

[HR63A] HRNM6007- Introduction to Organisational Design and Development (1 Credit)

Objectives: This course emphasizes the importance of effective organisational diagnosis, design and transformation for the achievement of organisational goals. The aim is to expose students to the assumptions underlying traditional and contemporary organisational designs and the implications of these designs for human performance.

HR64D: Financial Data Analysis for Human Resource Development Practitioners (3 Credits - Term III)

Objectives: This course aims through a combination of lectures, case studies and practical labs to show human resource development practitioners the potential of financial data as a decision-making tool and thereby give them the information to contribute, in the language understood by the other functional areas of the organisation, to the bottom-line. It will introduce some of the basic concepts used by accountants and financial managers in decision-making and show how these concepts are applicable to human resource development activities.

[HR65C] HRNM6503–Training Design, Delivery and Evaluation (3 Credits-Summer, May-July 2010)

Objectives: This course examines Job Analysis and Evaluation Techniques and seeks to introduce students to the basic elements of the training process and the contribution of these elements to the achievement of training goals and objectives. The role played in the training process by the main constituents inside and outside of the organisation will be examined to determine relevance, centrality and influence. The course will analyse the principles of adult learning and identify strategies and tools used for effective training. Students will also be introduced to methods of assessing training needs and evaluating the training function.

[HR66B] HRNM6014- Compensation and Employee Assistance (2 Credits)

Objectives: This course provides students with the fundamentals of compensation management, and introduces some of the emerging issues for example students will evaluate the business ethics of employee assistance and EAPs as a risk management tool; the ESOP as an employee benefit and its impact on firm value.

[HR66C] HRNM6002 - Staffing Organisations (1 Credit)

Objectives: This course seeks to provide participants with exposure to theory and current practice in the staffing area in order to create a strategic approach to organisational staffing and develop the skills required to properly manage the function. Participants will be exposed to traditional and modern approaches to staffing with emphasis on the utilization of technology. They will be encouraged to analyse varying approaches with a view to developing the capacity to devise a system most suitable for achieving their organisation's objectives.

[HR66D] HRNM6021 - Performance Management (1 Credit)

Objectives: This course examines the fundamentals of Performance Management Systems. Students are introduced to the traditional personnel functions of hiring, assessment, appraisal, promotion and termination in the context of the human resource development approach. Issues of particular relevance in the Caribbean are highlighted.

[HR66E] HRNM6605– Job Analysis (1 Credit - Term III)

Objectives: This course provides participants with a broad understanding of the importance of job analysis in the overall human resource management

and development process, particularly recruitment and selection, training and development, deployment of and compensation and reward of position and of incumbents. It articulates and demonstrates the link between job analysis at the organisational or enterprises level and the wider industry, national and international labour market(s). As such, national and international job classification systems will be examined. It also presents participants with an understanding of the basic principles, techniques and approaches in designing, implementing and managing job analyses; and guides in the conduct of actual job analysis exercises, as feasible.

[PS66F] PSYC6010 - Organisational Learning (3 Credits)

Learning in organisations has moved from a focus on the individual and on to the organisation itself. Indeed, the concept of the “learning organisation” may be critical for Caribbean development and the survival of our enterprises. Within this context, aspects of organisational learning are explored within a Caribbean development. This course explores the concept of the learning organisation and how such organisations maximize their levels of productivity through the utilization of effective organisational learning principles. Students will learn the fundamentals of organisational learning and why learning is becoming increasingly crucial to organisations. They will develop the skills required

by learning and development consultants in high performance organisations.

[PS66G] PSYC6008 – Psychology of Work and Motivation (3 Credits)

A key area of organisational psychology is work motivation. Indeed, it may be said that employee motivation is vitally important to Caribbean development a whole. This course is designed to explore motivation and satisfaction at the employee level in the industrial/organisational context in the Caribbean. Employee motivation is related to critical issues such as employee satisfaction, turnover rates, performance and productivity. In this course students will learn the theories and principles of motivation and why motivation is crucial to organisational performance and employee satisfaction. Students will also develop the skills required to enhance motivation levels of employees at all levels.

ELECTIVE COURSES

SB63M Counselling for Human Resource Practitioners (3 Credits)

The course is intended to increase awareness of the nature and scope of counselling and of its place within the classification of helping professions and is also intended to increase awareness of the relevance

of counselling to management and the scope for its practice within organisational settings. The course will expose students to the theories, principles and issues associated with the practice of counselling in organisations.

SB631 Transformational Leadership (3 Credits)

This course is designed to influence the views and behaviours of participants in relation to leadership and transformation. It focuses on principle centred behaviour, the ability to inspire self and others, creative thinking and problem solving as the driving forces for influencing and managing change in the organisation.

SY62A – Advanced Social Research Methods (3 Credits)

This is the first part of a two-course sequence in research methods for M.Sc. programs. This course will provide you with an overview of the main methods of data collection used by social scientists in their work, with a focus on the epistemological foundations of the different methods, and their

strengths and weaknesses. The second course in the sequence will review basic statistics and introduce various techniques in multivariate statistical analysis. After completion of this two-course sequence, you should be methodologically prepared to carry out the research for your M.Sc. Research Report.

SY62B - Advanced Social Research Methods II (3 Credits)

This course will develop students' research skills rather than explore formula derivation proofs. It covers the material with a very practical approach emphasising the interpretation of results and the computer application of the techniques covered. The course will give an introduction to the simple linear model and explore the multivariate regression model, heteroskedasticity, multicollinearity, dummy dependent variables, using the regression equation and factor analysis along with other principal components.

Department Contact Information:

Department of Sociology, Psychology and Social Work
The University of the West Indies
Mona

Kingston 7

Unit Contact Information:

1B Aqueduct Flats
The University of the West Indies
Mona
Kingston 7

Telephone: (876) 512-3466
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Programme Coordinators:

Mr. Clement Branche

Mr. Benthon Hussey

Assistant Programme Coordinator: Ms. Olivene Thomas

M.Sc. Sociology

Specializations/Options:

- Social Anthropology
- Social Policy and Administration
- Sociology of Development
- Social Policy and Development (Joint specialization)

Programme Objectives: The Masters degree programme in Sociology is designed to produce graduates with the ability to analyze critically the structure of Caribbean societies, and to engage effectively with the problems of the society in a manner that gives due weight to social, cultural and institutional analyses, as well as problem solving.

Entry Requirements: Applicants must have a Bachelors degree from a recognized university with at least Upper Second Class Honours. Students must demonstrate familiarity with sociological theory and aptitude in research (qualitative and quantitative); have successfully completed the core department requirements for the specialization for which they are applying (with grades no lower than a B); and have computer skills at minimum competence in Microsoft Office (Word, Excel, Power-Point).

Areas of Research

Sociology of Development

Social Policy

Anthropology

Demography

Departmental Seminars: 3. These are SY69A, SY69B and SY69C

Duration of programme:

EITHER: First year full time and second year part-time

OR Five semesters part-time

Programme Structure

Year 1		Year 2	
Semester 1	Semester 2	Semester 1	Semester 2
<ul style="list-style-type: none">Sociological TheoryResearch MethodsSpecial FieldSeminar (Technical Writing)	<ul style="list-style-type: none">Sociological TheoryStatistics/Advanced Qualitative ResearchSpecial FieldSeminar (Critical Approaches to Caribbean Society and Culture)	<ul style="list-style-type: none">Special FieldSeminar(Critical Approaches to Caribbean Society and Culture)	
		Social Assessment course OR Integrated Methodology course OR Research Paper	

Courses

Course Code	Course Name	No. of Credits	Course Weighting
SY66A	Sociological Theory I	3	60% exam 40%coursework
SY66B	Sociological Theory II	3	60% exam 40%coursework
SY62A	Advanced Social Research Methods I	3	60% exam 40%coursework
SY62B	Advanced Social Research Methods II	3	60% exam 40%coursework
SOCI6120	Integrated Methodology for Social Research	6	100% coursework
SY690	Research Paper	6	
SY62E	Social Assessment	6	100% coursework

Course Description:

SY66A SOCIOLOGICAL THEORY I

This course is intended to bring the student to a deeper appreciation of the origins of sociological thought and the ideas of main thinkers during the formative years of the discipline. The objective is to establish a mastery of the bedrock subject matter in the discipline and to develop a critical eye. Beyond the subject matter, students are brought to the epistemological and ontological bases of social thought. The emphasis is on the meta-theory, not simply theory.

SY66B SOCIOLOGICAL THEORY II

This course builds on the classical theories of Semester I. It is intended to bring the student to a deeper understanding of the 20th Century developments in sociology. Apart from being a continuation of the classical material, the objective is to raise some of the critical issues in contemporary sociology. Like the preceding course it is meta-theoretical. Yet, one main concern is the search for a Caribbean sociology. In the end it is expected that the student will raise and answer questions about the nature of sociological theory today.

SY62A ADVANCED SOCIAL RESEARCH METHODS I

This course will introduce students to some of the important theoretical and methodological issues related to the use of the scientific method in social research. By the end of this course participants should be able to use and critically assess a variety of techniques of analysis. Additionally, they should have developed a fairly high level of competence in one of the techniques of analysis.

SY62B ADVANCED SOCIAL RESEARCH METHODS II

This objectives of this course are to: critically appraise the social scientific method in regard to its role in helping to explain social reality examine the methodological bases of theory construction in the social sciences; examine the epistemological bases of selected approaches to social research methods.

SOCI6120 INTEGRATED METHODOLOGY FOR SOCIAL RESEARCH

This course will be delivered in two semesters. The first sections serve to provide the foundation for the core of the course. The course starts with an introduction that places emphasis on philosophy and the rationale for mixed methodology, and then proceeds to examine key issues in research design. Subsequent sessions deal with the nuts and bolts of

the research process, and the interaction between the research findings as they emerge. Once the Research Group has agreed on a theme for the research undertaking, and participants have been assigned to research teams, preliminary fieldwork will be initiated in order to develop and structure this proposed theme.

Contact Information

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M.Sc. Demography
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The University of the West Indies

M.Sc. Human Resource Development (HRD)

Prof. Patricia Anderson

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Master of Social Work (MSW)

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MPhil/Ph.D Sociology (by Research)

Mr. Clement Branche

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Ph.D Organizational Behaviour

Prof. Patricia Anderson

512-3309

patricia.anderson@uwimona.edu.jm

or

Ms. Olivene Thomas

412-3466

mschrd@uwimona.edu.jm

Master of Social Work

Specializations/Options *(If Applicable)*:

- Administration and Management of Human Services
- Clinical Social Work Practice
- Community Organization and Policy Practice
- Advanced Generalist Social Work Practice

Programme Objectives:

The goal of the MSW Programme is to train persons who will either provide leadership as administrators and managers of social service agencies, or serve as specialist practitioners in selected fields of social work and/or train and direct a wider body of agency personnel in those fields – all within a clear policy framework guided by professional, theoretical and ethical practices.

Programme Structure:

This is a 3 semester (full-time) or 5 semester (part-time) programme, including summer practica placements. The programme comprises 4 major components:

- **3 Foundational Core Courses** common to all Fields of Specialization;

- **3 Fields of Specialization**

- Administration and Management of Human Services;
- Clinical Social Work Practice; and
- Community Organization and Policy Practice.

Students will be required to choose 4 courses from among the three areas of specialization and must satisfactorily complete at least the 2 or 3 stated courses in a single field in order for a Field of Specialization to be recorded on one's transcript;

or students may choose to do

- An Advanced Generalist Programme which allows students to choose any 4 courses
- **A Minor Practicum; and a Major Practicum** which may be arranged outside of Jamaica at the student's expense. (Check out also, the possibility of doing a Caribbean field placement where some expenses will be paid for.)
- **A Research Component** comprising a Research Methods course and a Social Work Research Report. ***All course work and practica should be completed before registering for the Research Report.***

All courses are 3 credits except for Major Practicum – 6 credits. The total number of credits for the degree is 36.

The curriculum is designed to strengthen the focus of Social Work as a professional activity operating within a broad policy framework and which requires firm theoretical grounding for enhancing students' understanding for practice interventions.

Method of Assessment

Award of the Master of Social Work (MSW) degree requires a minimum of a B grade (50%) in **both** coursework and examination. "A distinction is awarded to candidates who achieve an average of 70% or better (Grade A) in the written courses and a

mark of 70% or better in the research paper or project report". (Section I, General Regulations, # 78, p. 13.)

Courses(Core):

Administration and Management of Human Services – Full time

Semester I,

SW64A: Theory Development for Advanced Social Work Practice

SW 61A: Human Resource Management and Administration

SY65A: Social Policy and Administration I

Semester II

SW61B: Methods of Strategic Management

SW64C: Programme Planning, Management and Evaluation

SW66C: Methods of Policy Practice

SW62A: Advanced Qualitative Research Methods

SW63A: Minor Practicum – summer

SW63B: Major Practicum – summer

Semester I,

SW60A: Professional Development and Ethical Issues in Human Service

SW62D: Social Work Research Report

Clinical Social Work Practice – Full time

Semester I,

SW64A: Theory Development for Advanced Social Work Practice

SW65A: Advanced Clinical Social Work Practice

SY65A: Social Policy and Administration I

SW60A: Social Investment in Children (elective – advise Practicum Coordinator)

Semester II

SW65B: Evaluation of Clinical Social Work Practice

SW62A: Advanced Qualitative Research Methods

1 other elective (if you have done SW60A) or 2 electives from the list on page 10

SW63A: Minor Practicum – summer

SW63B: Major Practicum – summer

Semester I,

SW60A: Professional Development and Ethical Issues in Human Service

SW62D: Social Work Research Report

Community Organization and Policy Practice – Part-time

Semester I,

SW64A: Theory Development for Advanced Social Work Practice

SW 66A: Advanced Community Practice

Semester II

SW66C: Methods of Policy Practice

SW62A: Advanced Qualitative Research Methods

SW63A: Minor Practicum - summer (preferred, but optional)

Semester I,

SW60A: Professional Development and Ethical Issues in Human Service

SY65A: Social Policy and Administration I

Semester II

2 electives from page 11

SW63A: Minor Practicum (if not done summer 2009)

SW63B: Major Practicum

Semester I,

SW62D: Social Work Research Report

Advanced Generalist Social Work Practice

Semester I,

SW64A: Theory Development for Advanced Social Work Practice

1 Elective

Semester II

2 Electives

SW63A: Minor Practicum - summer (preferred, but optional)

Semester I,

SW60A: Professional Development and Ethical Issues in Human Service

SY65A: Social Policy and Administration I

Semester II

1 elective

SW62A: Advanced Qualitative Research Methods

SW63A: Minor Practicum (if not done summer 2009)

SW63B: Major Practicum

Semester I,

SW62D: Social Work Research Report

Electives

Students are required to check other Units/Departments for non-Social Work courses

Course Description:

SW60A: Professional Development and Ethical Issues in Human Services

This course is intended to deepen students' awareness of the importance of ethics in their day to day work as human service professionals; to develop their skills in ethical decision-making and to assist them in internalizing norms of professional conduct appropriate to their profession and field of service. The course will also be a vehicle for increasing students' professional commitment to the creation of effective and just policies for the people of the Caribbean.

SW64A: Theory Development for Advanced Social Work Practice

The course is designed to examine, from a generalist perspective, current social work theories and development of theories which underpin social work practice across systems of different sizes - individuals, families, groups, communities and organizations.

The course will provide in-depth knowledge and evaluation of the utility of (a) competing social work theories; (b) models of change; (c) the process of interaction between professional social workers and

the various client systems, thereby improving the competencies in theory building, research, evaluation and practice. The course will concentrate on significant areas of focus in order to bring out specific intervention methods that are appropriate for practice with people of the region.

Students in the different sequences and specializations in the graduate programme will be expected to apply their understanding of theory development across all the modalities of social work practice. Through carefully designed seminars which will be held monthly, students will be expected to conceptualize how these relate to contemporary social issues through critical thinking and analysis.

SY65A: Social Policy and Administration I

This course provides a foundation in social policy and administration. Its aims are to examine ideas on and approaches to social policy, both Caribbean-wide and internationally, in the context of rapidly changing political, economic and social ideas about social conditions, social needs and social interventions; review Caribbean social policies in both the historical and contemporary setting; develop graduate student skills in policy analysis, policy planning and policy implementation.

SW61A: Human Resource Management and Organization

This course will focus on the strategic management of human resource by human service administrators. In so doing, emphasis will be placed on (1) the role of administrators in statutory and non-governmental organizations in the Caribbean; (2) strategic managers, rather than on operational activities that belong to the area of personnel management; (3) analyzing and testing corporate strategic issues.

SW61B: Methods of Strategic Management in Human Services

This course will focus on the theory and practice of strategic management in human services. It will examine existing and emerging theories and concepts and the interaction between administration, management, policy and strategy.

SW64C: Programme Planning, Management and Evaluation

This course seeks to equip participants with a set of skills in programme management, including programme planning, budgeting, monitoring and evaluation.

SW62C: Financial Management for the Human Services – not offered 2008/2009

This course seeks to provide an introduction to Financial Management for the Human Services. However, in order to appreciate Financial Management, students require some level of exposure to Accounting. In light of this, the earlier half of the course is devoted to the introduction of basic Financial Accounting and basic Management Accounting concepts respectively. The latter half will then focus on basic Financial Management issues within the Human Services.

SW66C: Methods of Policy Practice (See under *Community Organization and Policy Practice*)

SW65A: Advanced Clinical Social Work Practice

This course will give the advanced student intense and comprehensive exposure to the methods, practice skills and techniques of clinical intervention with individuals, groups and families within a generalist framework.

The student will be exposed to some broad-based techniques for preliminary assessment, as well as techniques of goal setting and treatment planning used with individuals, groups and families. Focus will be on psycho-social interventions with individuals, groups and families within the context of their

environment, utilizing selected problems of social functioning with Caribbean societies.

Students will have the opportunity to examine issues of empowerment in working with disadvantaged and dispossessed client populations. This course will involve the use of an integrated journal

At the end of the course students will present an Advanced Clinical Seminar on Innovations in Social Work Practice that they may have developed for working with specific client populations. This seminar, which will be for the benefit of academics, other students and field instructors, together with the integrated journals, will form part of the assessment process for this course.

*Coursework will involve a major paper which will be presented orally to field personnel and academics at the end of the semester, on the student's perspectives of the different phases of work of a single assigned case. (Advanced Clinical Seminar)

SW65B: Evaluation of Clinical Social Work Practice

The central theme of this course is the assessment of client systems in terms of

Their operation and functioning. This will include exposure to practice evaluation techniques in all three social work settings. The course will foster the cultivation of habits of scholarly enquiry as they

relate to social work practice with children and families in the Caribbean. Students will review outstanding research studies, examine the research literature in relation to direct intervention with children and families in all practice modalities and will carry out evaluations of their own practice.

SW65C: Group Counselling / Therapy

This course is both theoretical and practical in nature. Theories, models and techniques will be examined from both generalist and clinical perspectives within the context of critical issues and problems requiring group counselling interventions. Students are expected to participate in self-exploration and leadership activities as part of their own development as group counsellors. In addition, the course will provide "hands on" exposure of organizing and implementing a group counselling project which will require students to participate in at least one, and possibly two week-ends, of workshop/counselling activities.

SW68B: Family Therapy

This course will provide students with an opportunity to understand the theoretical concepts and techniques of family therapy as they apply to social work practice. In pursuing this course, the student will have an opportunity to integrate class and field experiences with a special focus on family

assessment and treatment. There will be an emphasis on professional awareness and self-evaluation. Students will develop perceptual and conceptual skills that enable them to identify transactional patterns in families and to understand family functioning from a systems perspective. A range of strategies will be examined, involving the differential use of contemporary therapeutic modalities, particularly as they relate to their usefulness for the Caribbean.

SW68C: Social Work Assessment and Treatment: Children and Adolescents

This course is designed to equip the advanced clinical student with the necessary skills to administer a range of assessment instruments and tools for work with children and adolescents. Students will be exposed to assessment techniques and procedures that will assist in formulating differential treatment plans for children and adolescents in crisis situations (brief treatment) as well as in situations needing longer-term treatment.

Students will do an applied clinical exposure over an eight-week period where they will be exposed to the use of assessment protocols available in contemporary clinical settings. This will include computer applications of assessment procedures such as The “Eco-Scan”, a system of assessing individuals and families within their environment and

Computer-Assisted Social Services (CASS), an intake system for assessing the basic social status of clients in any social service agency.

*Coursework will consist of a major paper involving the development of a detailed assessment protocol and treatment plan for an assigned case.

SW66A: Advanced Community Practice

The objectives of this course are to build on the foundation of earlier undergraduate studies by deepening the students’ understanding of contemporary theoretical and practice trends in the areas of group and community work/organization; facilitating students’ application of this knowledge to the study and analysis of a range of practice situations; enabling students to achieve a greater sophistication and mastery of skills in **Course**

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Students will do an applied clinical exposure over an eight-week period where they will be exposed to the use of assessment protocols available in contemporary clinical settings. This will include computer applications of assessment procedures such as The "Eco-Scan", a system of assessing individuals and families within their environment and Computer-Assisted Social Services (CASS), an intake system for assessing the basic social status of clients in any social service agency.

*Coursework will consist of a major paper involving the development of a detailed assessment protocol and treatment plan for an assigned case.

SW66A: Advanced Community Practice

The objectives of this course are to build on the foundation of earlier undergraduate studies by deepening the students' understanding of contemporary theoretical and practice trends in the areas of group and community work/organization; facilitating students' application of this knowledge to the study and analysis of a range of practice situations; enabling students to achieve a greater sophistication and mastery of skills in both group and community work. Content will include advanced practice principles in working with community groups; conceptualization of community; community work practice models; issues in community work practice.

SW66C: Methods of Policy Practice

The course is designed to strengthen the student's commitment to and competence in pursuing social change through intervening in the policy process. It will introduce the student to the field of policy practice. It will develop their understanding of the policy environment in the Caribbean, as well as strengthen their skills in issue identification, proposal development and work with stakeholder groups.

SW66B: Community Economic Development for Social Change – *not offered 2007/2008*

This course seeks to examine the emergence of the concept of community economic development (CED) as an intervention strategy for addressing the social and economic needs of marginalized groups and enhancing their status and influence in society. It seeks to support the development of the students' competence in pursuing this goal.

SW63A: Minor Practicum (160 hrs.)

SW63B: Major Practicum (320 hrs.)

SW62A: Advanced Qualitative Research Methods

This is an advanced course in qualitative methods of research as they are used in the international social science community. Students will develop an understanding of the issues and debates that surround qualitative research; as well as skills in a number of techniques.

SW62D: Social Work Research Report

Students will be required to produce a well-organized, systematic and clearly presented report which seeks to analyze a theoretical or an empirical problem by critical application of the necessary conceptual frameworks and methodological tools.

The Report must be anchored in Social Work and reflect integrated learning by the student.

CONTACT INFORMATION

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Doctoral Programme in Organisational Behaviour

The PhD in Organisational Behaviour was developed in response to the need for advanced training and indigenous research in human resource development and organisation in the Jamaican and Caribbean business landscape. The gap between our needs and the resources to meet these requirements was most apparent in the wake of the drive to re-train persons after the wave of organisational restructuring in both the public and private sectors in the 1990s and early 2000s, the rethinking of Jamaica's industrial relations norms and with the imperative of contending with regional and international trade and political blocs. It became necessary, therefore, to expand the faculty for academic programmes in Human Resource Development at the UWI and increasing the effectiveness of the organisational behavioural practitioners in the region.

Developing the course locally was expected to prove significantly more cost-effective for the participants and meet the UWI's needs for new staff and Caribbean research more expeditiously than would a plan of encouraging our alumni and staff members to pursue such studies abroad. Indeed, there was a strong demand from our HRD graduates that the Unit expand training to this more advanced level.

Programme Objectives:

The programme is designed to develop scientists and practitioners who are prepared adequately for an academic or a professional career in organisational analysis and intervention, whether in consultancy or within industry or the public sector. This doctoral programme will seek, therefore, to provide the theoretical foundation and the technical skills needed to understand the complex issues which arise from social interaction within organisations.

Entry Requirements :

It is expected that students who are admitted to the doctoral programme will already have a Masters degree with a substantial background in management or the behavioural sciences. Although the Masters degree is not required, it is highly recommended, as the programme is designed for persons with demonstrated academic abilities. Successful applicants are likely to be those with at least a B+ average during their graduate programme. Admission decisions are based on evaluation of the complete record for the applicant, which includes academic performance, work experience, evaluations and recommendations and evidence of motivation and skills relevant for a successful professional career. These include writing and communication skills. Personal interviews will be conducted with all applicants.

Areas of Research

Open to all areas of organisational behaviour and human resource development.

Seminars

The Doctoral Programme in Organisational Behaviour requires at least three seminar courses. The programme lists 12 elective courses of which students are required to do eight credits (three or four courses). These courses are listed below.

[HR7302] HR73B:Strategic Leadership and Change Management **(2 Credits)**

or

SB631: Transformational Leadership **(3 Credits)**

[HR7303] HR73C: Advanced Seminar in Organisational Design and Change **(2 Credits)**

[HR7304] HR73D: Organisational Decision-Making **(2 Credits)**

[HR7305] HR73E: Organisational Theory **(2 Credits)**

[HR7501] HR75A: Advanced Training **(3 Credits)**

[HR7601] HR76A: Organisational Consulting **(2 Credits)**

[HR7602] HR76B: Career Counselling **(2 Credits)**

[HR7701] HR77A: Selected Topics in Human Resource Development **(2 Credits)**

[HR7702] HR77B: Ergonomics, Health and Safety **(2 Credits)**

PS68A: Applied Health Psychology **(3 Credits)**

SB620: Business Policy and Strategy **(3 Credits)**

SB62M: International Human Resource Management **(3 Credits)**

Duration of programme: The PhD Organisational Behaviour is offered on a part-time basis only. Students are expected to complete all requirements for the programme, including the two Practica and the Dissertation, in six years. It should be noted, however, that the number of credit exemptions received for work done prior to joining the programme will have a significant impact upon the time taken to complete the programme.

Programme Structure: (Subject to change)

The structure of the Ph.D. programme is organised into two levels. The first level is designed to allow students with different academic backgrounds to acquire a common set of competencies, so as to be able to pursue the more advanced

graduate courses. Level 1 is therefore a combination of existing graduate-level courses drawn from the Masters in HRD, and the Masters in Applied Psychology. Equivalent courses from the MBA (Human Resource Management Option) are acceptable. Collectively these are equivalent to 24 credits, although it is not expected that most candidates will require all of these courses. It is only in the situation where candidates are allowed direct entry and are admitted without a prior M.Sc. degree in a related field that all of these courses will be required. In addition, it will be necessary for direct-entry candidates to meet the departmental requirement for Level II undergraduate statistics and qualitative research methods, in the event that they do not already have this qualification, or the equivalent.

Where these direct-entry candidates do not proceed beyond Level 1 of the programme, they may apply to transfer to the M.Sc. in Human Resource Development programme. They will be eligible for the award of this M.Sc. on satisfactory completion of specified courses in (i) research methods and statistics and (ii) Industrial Relations. They will be required to complete the Minor Practicum but not the Research Paper.

The second level of the programme will include 15 courses. The core courses are all 3-credit offerings

except for the Dissemination Skills and Ethics courses that are both one credit each. The courses in research methodology and quantitative analysis are also 3-credit offerings. Additionally, students will be required to take four seminars, each of which is two credits. The structure of the programme is summarised below:

- 7 courses in organisational studies
- 4 courses in research methodology and statistics
- 4 seminars in the specialisation
-

In addition to the formal course work, doctoral candidates will pursue experiential learning and independent research. The experiential learning comprises two practica, which together require 620 hours of placement and related activities and are equivalent to 11 credits. These practica have been designed to develop

professional competence and given the nature of the discipline will develop skills and orientations in an applied way. The competencies developed in the practicum setting will include such areas as problem-solving, counselling, training and coaching. These placements will be accompanied by structured skill-development workshops with trained practicum supervisors under the supervision of an overall academic coordinator.

The research requirements for this degree are a 6-credit research paper and a dissertation which is equivalent to 24 credits. The research paper is expected to be 12-15,000 words, while the dissertation is in the region of 60,000 words. Students will be required to take a written comprehensive examination on completion of the doctoral courses. This examination will be based on the material covered in the core courses and the seminars, and the candidate is expected to demonstrate an integrated understanding of these areas.

Students who for any reason do not proceed beyond the coursework stage may apply for the award of the Master of Science in Organisational Studies. To receive this MSc. degree, students will not be required to take the comprehensive examination or to undertake the major practicum, but they will need to successfully complete all of the 15 doctoral courses and seminars.

Courses(Core): *(Subject to Change)*

STRUCTURE OF THE PH.D. PROGRAMME IN ORGANISATIONAL BEHAVIOUR

Level 1 Courses

- | | | |
|-----------|---|---|
| 1A. HR63A | } | Introduction to Organisational Design and Development and
Organisational Development and Change or
SB61E Organisational Development and Change |
| 1B. HR63B | | |

- 2. HR65A: Training Design, Delivery and Evaluation
- 3. HR61C: Theory and Practice of Small Group Behaviour **or**
SY67B: Social Psychology: Group Dynamics and Inter-group Relationships
- 4. SY67A: Social Psychology: Self and Interaction
- 5. PS64F: Psychological Measurement, Testing and Assessment
- 6. PS66G: Psychology of Work and Motivation
- 7. PS66F Organisational Learning
- 8. HR66B: Compensation and Employee Assistance
- 9. HR66C: Staffing Organisations
- 10. HR66D: Performance Management
- 11. HR69A: Technical Writing
- HR70A: Minor Practicum (140 hours)
- HR70C: Research paper

Level 2 Courses

Core

- 1. HR71A: Contemporary Issues in Organisational and Social Psychology
- 2. HR73A: Complex Organisations
- 3. SB63M: Counselling for HR Practitioners
- 4. HR72A: Legal, Ethical and Professional Behaviour
- 5. HR71B: Psychological Assessment in Organisations
- 6. HR79A: Dissemination Skills
- 7. SS79B: Research Writing

Research Methodology and Quantitative Analysis

8. HR74A: Qualitative Research Methods in Organisational Studies
and
9. SY62A: Advanced Research Methods I
or
10. PS68R: Applied Research Methods in Psychology and Organisational
Behaviour
and
11. SY62B: Advanced Social Research Methods II
or
12. SY64B: Multivariate Analysis
and
13. HR78A: Computer Applications for Human Resource Management
or
14. HR74B: Organisational Theory Based Empirical Research

Course Descriptions

LEVEL I COURSES

[HR 61C] HRNM6005 - Theory & Practice of Small Group Behaviour (1 Credit)

This course is designed to develop the awareness of students regarding the potential of well-managed groups to improve performance at work. It will also increase their ability to identify barriers of effective groups, and solutions. The course will provide opportunities for theoretical and experiential exploration of issues that affect teamwork, including personality, group dynamics, communication, leadership and conflict management.

[HR63A] HRNM6007- Introduction to Organisational Design and Development (1 Credit)

Objectives: This course emphasizes the importance of effective organisational diagnosis, design and transformation for the achievement of organisational goals. The aim is to expose students to the assumptions underlying traditional and contemporary organisational designs and the implications of these designs for human performance.

[HR63B] HRNM6008 - Organisational Design and Intervention (1 Credit)

Objectives: This course introduces students to the techniques used in diagnosing organisations, and to important issues that should be considered in the selection of appropriate techniques. Students will also examine the issues related to individual, group and organisational change and some of the factors that would hinder effective change. Throughout students will relate the literature to Caribbean data and theory as well as to their own experiences.

[HR65C] HRNM6503–Training Design, Delivery and Evaluation (3 Credits-Summer, May-July 2010)

Objectives: This course examines Job Analysis and Evaluation Techniques and seeks to introduce students to the basic elements of the training process and the contribution of these elements to the achievement of training goals and objectives. The role played in the training process by the main constituents inside and outside of the organisation will be examined to determine relevance, centrality and influence. The course will analyse the principles of adult learning and identify strategies

and tools used for effective training. Students will also be introduced to methods of assessing training needs and evaluating the training function.

[HR66B] HRNM6014- Compensation & Employee Assistance (2 Credits)

Objectives: This course provides students with the fundamentals of compensation management, and introduces some of the emerging issues for example students will evaluate the business ethics of employee assistance and EAPs as a risk management tool; the ESOP as an employee benefit and its impact on firm value.

[HR66C] HRNM6002 - Staffing Organisations (1 Credit)

Objectives: This course seeks to provide participants with exposure to theory and current practice in the staffing area in order to create a strategic approach to organisational staffing and develop the skills required to properly manage the function. Participants will be exposed to traditional and modern approaches to staffing with emphasis on the utilization of technology. They will be encouraged to analyse varying approaches with a view to

developing the capacity to devise a system most suitable for achieving their organisation's objectives.

[HR66D] HRNM6021 - Performance Management (1 Credit)

Objectives: This course examines the fundamentals of Performance Management Systems. Students are introduced to the traditional personnel functions of hiring, assessment, appraisal, promotion and termination in the context of the human resource development approach. Issues of particular relevance in the Caribbean are highlighted.

[HR66E] HRNM6605– Job Analysis (1 Credit - Term III)

Objectives: This course provides participants with a broad understanding of the importance of job analysis in the overall human resource management and development process, particularly recruitment and selection, training and development, deployment of and compensation and reward of position and of incumbents. It articulates and demonstrates the link between job analysis at the organisational or enterprises level and the wider industry, national and international labour market(s). As such, national and international job classification systems will be examined. It also presents participants with an understanding of the basic principles, techniques and approaches in designing, implementing and

managing job analyses; and guides in the conduct of actual job analysis exercises, as feasible.

[PS64F] PSYC6004 Psychological Measurement, Testing and Assessment (3 Credits)

Objectives: This course has two principal objectives. First, it introduces students to the theoretical basis of psychometrics through a review of classical and modern literature. It covers the foundations of measurement, the relationship of measurement to statistical analysis, and the concepts of reliability and validity. Second, it introduces students to the practical aspects of the construction and assessment of psychological measures. Following completion of this course, students will have an advanced knowledge of the theory underlying psychometrics and the basic skills needed to develop and assess simple summated rating scales.

[PS66F] PSYC6010 - Organisational Learning (3 Credits)

Learning in organisations has moved from a focus on the individual and on to the organisation itself. Indeed, the concept of the “learning organisation” may be critical for Caribbean development and the survival of our enterprises. Within this context, aspects of organisational learning are explored within a Caribbean development. This course explores the

concept of the learning organisation and how such organisations maximize their levels of productivity through the utilization of effective organisational learning principles. Students will learn the fundamentals of organisational learning and why learning is becoming increasingly crucial to organisations. They will develop the skills required by learning and development consultants in high performance organisations.

[PS66G] PSYC6008 – Psychology of Work and Motivation (3 Credits)

A key area of organisational psychology is work motivation. Indeed, it may be said that employee motivation is vitally important to Caribbean development a whole. This course is designed to explore motivation and satisfaction at the employee level in the industrial/organisational context in the Caribbean. Employee motivation is related to critical issues such as employee satisfaction, turnover rates, performance and productivity. In this course students will learn the theories and principles of motivation and why motivation is crucial to organisational performance and employee satisfaction. Students will also develop the skills required to enhance motivation levels of employees at all levels.

SB61E - Organisational Development and Change (3 Credits)

This course will provide students with the knowledge and skill to become sensitive and responsive to the challenge of organisational change. Despite its importance in any era, the course is of particular value to present and prospective managers, given the turbulence of rapid change being experienced by organisations in the Caribbean at present. The course provides participants with practical tools and techniques in business diagnosis, business problem solving and change management.

SY67A - Social Psychology: Self and Interaction (3 Credits)

This course establishes the nature of the 'social psychological enterprise' at the conceptual methodological, institutional and practical levels. After a brief historical overview, the course develops on the current state of the discipline of social psychology; examining general issues and problems in theory and in method and reviewing, mainly from a psychological social psychology perspective, the topics of self, attitude, persuasion, perception, interpersonal communication and interaction.

SY67B - Social Psychology: Group Dynamics and Interpersonal Relationships (3 Credits)

This course examines both intra-group relations and inter-group relationships. Attention is given to the impact of the group situation on judgment, decision-making and task performance, and there is also an in-depth review of the fundamentals of inter-group relationships and of the procedures for mediation and conflict resolution.

SY67C - Method and Measurement in Social Psychology (3 Credits)

This course covers the basics of method and measurement in Social Psychology. It reviews research design formats in Social Psychology and examines procedures for data collection and analysis. Most of the course-time however, is spent on the construction and application of various test and measurement protocols. Although several general issues, principles and problems are identified and discussed, this course is more practical than theoretical and is more directed to an applied social psychology.

HR79B/SS79B - Research Writing

This course is designed to ground students in the techniques of producing academic research proposals and papers and technical reports for business and in the oral dissemination of the findings of their research studies and consultancies. The objectives of the course are four-fold. Primarily, the

course has been developed for students who must report in a succinct and clear manner the development, exploration and testing of academic ideas that are either original or derived from the work of others. Further, the course will teach students the intricacies of developing technical reports for corporate consultancies.

A third, but equally important objective is to advance students' skills in disseminating the information so developed. For this, students will be required to apply current knowledge and norms of persuasion, argument, critical analysis and group dynamics to both written and oral information-dissemination exercises and presentations. Finally, the course will set the stage for the production of technical reports, the individual Research Paper and ultimately the Thesis to be produced as the main requirement for the granting of the doctoral degree.

LEVEL II COURSES

[HR71A] HRNM7101-Contemporary Issues in Organisational and Social Psychology (3 Credits)

In addressing the social psychology of organisations this course looks at contemporary issues both in social psychology and in the social psychological processes in organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a

variety of professional domains. Familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course.

The course aims to give a social psychological perspective on the elements of continuity and change in contemporary organisational life allowing students to develop a critical and reflective understanding of these key processes. The course will be informed throughout by a dual mandate: a rigorous approach to theory yet one firmly placed within the context of emerging organisational issues and relevant, current topics of debate.

[HR71B] HRNM7102 - Psychological Assessment in Organisations (3 Credits)

This is a course in theory and practice. The course covers the necessary skills that students will need to select, administer, interpret and report on the psychological assessment of individuals within organisations.

Students will learn how to administer tests of interest such as the Strong-Campbell Vocational Interest Inventory, Tests of Aptitude such as the Differential Aptitude Test, Tests of Personality such as the 16-PF; Behavioural Sampling Techniques such as In-Basket Exercises and integrate the findings of these into a comprehensive report. As part of this course

students will be expected to conduct four assessments.

HR72A] HRNM7201 - Legal, Ethical and Professional Behaviour (1 Credit)

This course will entail a review of the guidelines for the use and application for psychological tests internationally. Material will be derived from the Codes of Ethics for programme evaluators – American Evaluation Association, American Educational Research Association and the Canadian Psychological Association among other sources. Group discussion of ethical dilemmas will be a feature of the course. Additionally, students will have a module on the implications for human resource practitioners of the law of tort, contracts, employment, intellectual property, partnerships and companies.

[HR73A] HRNM7301 - Complex Organisations (3 Credits)

This is a course in the theory of organisations. It surveys the current state of the art of organisational analysis from a variety of disciplinary perspectives. Particular emphasis is placed on identifying new and emerging organisational networks in an increasingly globalised world.

After completing the course the student should be able to understand and explain

1. dimensions describing the organisational **structure**, including the degrees of formalisation, specialisation, standardisation, complexity, and centralisation; the shape of the hierarchy of authority and the degree of professionalism among other parameters;
2. dimensions describing the organisational **context**, including the size of the organisation, the question of global scale, the technology, environment, goals and strategies and its internal culture;
3. how these **contextual** and **structural** dimensions are interrelated, and
4. the mechanisms underlying major organisational processes including innovation and change, information processing and control, decision-making, the dynamics of internal politics and intergroup conflict and relationships among organisations and populations of organisations.

HR73B [HRNM7302] - Strategic Leadership and Change Management (2 Credits)

This seminar will cover theories of leadership as well as group dynamics within a multi-cultural context. It also incorporates a strong practical and experiential component based on the recognition that leadership

qualities and skills are linked to self-awareness, the ability to manage oneself in different situations, and a high level of interpersonal skills. In this context, participants will have the opportunity to assess and explore their leadership experiences and styles of communication, with the aim to define areas of strength as well as areas that need further development.

The course provides students with the ability to reflect upon and improve their capacity to act effectively as an innovator and change agent. It introduces students to the nature of power and politics in organisations, how this dimension of organisational life impacts upon individual careers and organisational success, commonly recommended approaches and techniques for managing politics, and the personal and ethical issues involved in either participating in or abstaining from politics. The subject reviews current management research on organisational politics and change management, and provides checklists, case studies, guidelines and exercises for improving the students' practical knowledge and experience.

People do not always resist change but rather tend to resist being changed. This theme is central to the focus of this course. The subject of change management is concerned with implementation of

decisions through people. The management of people's response and reactions to the change process is a key leadership skill to ensure that management decisions can be realised. The course will compare literature on prescriptive approaches to change with descriptive perspectives by focusing on experiences and case studies.

[HR73C] HRNM7303 - Advanced Seminar in Organisational Design and Change (2 Credits)

Topics in this seminar include: nature of the organisation, history of organisational design, contemporary designs for vertical integration, diversification, low-cost, differentiation and mixed strategies; organisational environment, sociotechnical systems and organisational design problems. Additionally, organisations will be analysed from a macro perspective.

[HR73D] HRNM7304 - Organisational Decision-Making (2 Credits)

This seminar considers topics from organisational science and strategic management that are related to organisational decision making. Topics include organisational power and politics, managerial cognition, strategy formulation, organisational learning, and organisational information processing. The course is concerned with how decisions and strategies are developed in organisations, rather than how they should be. The intent is to develop a better

understanding of organisational decision making, particularly at the top management level and particularly when the task is strategy formulation. A related intent is to review and develop theories about organisational decision processes, and thereby help us predict the outcomes of these processes. The content of the course is based on the readings and in-class analysis of journal articles and book chapters.

[HR73E] HRNM7305 - Organisational Theory (2 Credits)

This foundation seminar aims to enhance participants' understanding of the impact of organisational structures and managerial strategies and practices on people's behaviour. Students will study the overall relationship of management and organisation structure and their impact on the performance of individuals and groups within the organisation.

Learning outcomes

- Identification and analysis of effective organisational practices
- Research and evaluation of common patterns of behaviour within organisations
- Identification and recommendation of methods of assessing organisations and monitoring their progress

[HR74A] HRNM7401 - Qualitative Research Methods in Organisational Studies (3 Credits)

Organisational research takes a broad multi-disciplinary qualitative approach to the study of organisations and organising. This course provides students with a detailed understanding of the issues underlying the conduct of rigorous, theoretically correct and practically relevant qualitative organisational research. Students who have completed this unit will, at an advanced level, be able to design research proposals; collect qualitative data using a variety of research techniques; analyse qualitative data; and design probability and non-probability samples for conducting qualitative research.

[HR74B] HRNM7402 - Organisational Theory-Based Empirical Research Process (3 Credits)

This doctoral seminar has two major objectives. The first objective of this seminar is to initiate doctoral students in the OB programme in the art and science of conducting theory-based empirical research in organisations drawing from theories and methods used in the organisational theory and other domains. The second objective of the seminar is to expose doctoral students to some major theoretical streams in the organisational and psychological theory domains related to their own research interests so they can get some starting points for digging deeper

to find appropriate theoretical bases that they can use in their own research investigations.

[HR75A] HRNM7501 - Advanced Training (3 Credits)

This course will focus for the most part upon the actual performance of the training exercise rather than taking the mainly theoretical approach used in the HR65A: Training Design, Delivery and Evaluation course taught in the programme at Level I. The course will involve site visits and the development of a training programme.

[HR76A] HRNM7701 - Organisational Consulting (2 Credits)

This seminar involves the study, analysis and presentation of recommendations for solving significant problems confronting organisations. Specifically, it will provide an opportunity to explore action inquiry, the different perspectives on organisation, review current consulting practice and the alternative approaches to the consulting process. Students will also examine their relationship to the broader social context in which they work.

[HR76B] HRNM7602 - Career Counselling (2 Credits)

This seminar will focus on conceptualising the role of assessment in career counselling. The process of client self-exploration will be discussed and major standardized and self-assessment instruments will be

reviewed. Career assessment models will be discussed including the following assessment components: Intellectual/Cognitive Resources, Skill Identification, Motivational Factors (values, needs and interests), Style Assessment, Personality Assessment and Internal Barriers/ Developmental Needs. We will review the goals of assessment in career counselling and discuss issues including job/person fit, career compatibility, career identity, and the interview as a basic assessment tool. This course will strengthen the students' understanding of, and experience in, the interpretation and use of assessment results in career counselling. Students will take various career assessments themselves, analyse the results, and develop a self/career identity profile.

[HR77A] HRNM7701 - Selected Topics in Human Resource Development (2 Credits)

This seminar will focus, as necessary to meet student demand, on topics such as compensation, job evaluation, staffing organisations, employee assistance, quality assurance, quality management and performance management. The seminar will build on the material covered in Level I of the programme that is not addressed by any other specific course or seminar in Level II.

[HR77B] HRNM7702 - Ergonomics, Health and Safety (2 Credits)

Organisations are legally required to provide their employees and contractors with safe premises, safe

plant and equipment and safe systems of work. This seminar provides practical skills and advice in job safety management and examines issues affecting employee wellness. In this seminar participants will explore the physical, physiological, environmental and cognitive, design factors that affect productivity in the workplace, injury prevention in the workplace and community ergonomics, the development of protective clothing and practices in the workplace, the physical demands of work, HIV/AIDS and other chronic disease policies in the workplace, employee performance in extreme conditions of heat/cold/noise, the use of computers, cellular phones and audiovisual equipment at work and the evaluation of the effects of using these and other common workplace equipment on worker health (i.e. musculoskeletal discomfort/disease/stress).

Students will also learn the principles of Duty of Care, how to identify and document hazards and develop a hierarchy of Hazard Controls, risk Assessment methods, how to prepare a job safety analysis, how to conduct an accident investigation, how to conduct and document spot checks and audits, how to influence others through effective communication, how to conduct an effective toolbox meeting, the basis of human error and strategies to minimise, the impact of latent conditions on workplace safety and the non-conformance report as a tool for improvement

[HR78A] HRNM7801 - Computer Applications for Human Resource Management (3 Credits)

Firms that effectively exploit IT out-perform others. IT can play a major role in opening new distribution channels, streamlining supply chains and providing efficient electronic markets. But many firms do not understand IT and do not manage it well. This course covers managerial applications and also helps students develop their understanding of the underlying technologies and the frameworks needed to successfully manage these. The course also aims at an understanding of the relationships between information technology and information systems, business strategy and organisational improvement. It will examine information technology as an enabler and facilitator of business strategy and as a control tool to track performance and improve managerial decision-making. Additionally, the course provides exposure and hands-on experience with software and hardware related to computer applications in human resource management. Students are required to complete a research project related to human resource management applications.

[HR79A] HRNM7901 - Dissemination Skills (1 Credit)

This course would involve techniques essential to facilitate the utilisation and understanding of findings of research and consultation. It would involve training specifically in writing executive summaries, technical manuals and press releases. Additionally students would be taught how to engage the media. This would involve handling television, radio and telephone interviews, a radio interview and a telephone interview. Students would specifically be

taught the wedge format in structuring messages to the media. Students would also be instructed in the proper use of the media to disseminate the findings of their work. They would be taught how to negotiate an interview. Oral presentations to stakeholders will also be explored.

[PS68A] PSYC6022 – Applied Health Psychology

In this graduate seminar we will review the major theories that have been developed by Health Psychologists, and explore the many social settings and situations in which this knowledge may be applicable. We will make a deliberate departure from the biomedical model, which assumes that psychological and social processes are independent of the disease/health process. Rather, the biopsychosocial model will guide our work as we explore linkages between the mind, environment, and the body, and ways in which this interaction influences health and illness.

[PS68R] PSYC6032 - Applied Research Methods in Psychology and Organisational Behaviour (3 Credits)

The course will introduce students who have a basic understanding of social science research methods to the underlying logic and methodology of applied research in Psychology and Organizational Behaviour. Students will be introduced to ethics in applied

research, the importance of participation in planning and conducting research in applied settings, the concepts of internal and external validity, true and quasi-experiments, and new approaches to the inference of causality in longitudinal research and field settings. Throughout the course students will be introduced to the challenges involved in longitudinal research in complex social, community and organizational settings and the solutions to these problems.

SB62M: International Human Resource Management (3 Credits)

This course is aimed at exploring how to leverage HR to make value added contributions to the survival and success of the business enterprise in the international marketplace. The course will make students aware of HR competencies which are critical building blocks for determining the future directions of organisations. The course will also expose students to topical issues which highlight the emerging connectivity between International Trade and Labour and Employment Relations.

SB63M Counselling for Human Resource Practitioners (3 Credits)

The course is intended to increase awareness of the nature and scope of counselling and of its place within the classification of helping professions and is also intended to increase awareness of the relevance

of counselling to management and the scope for its practice within organisational settings. The course will expose students to the theories, principles and issues associated with the practice of counselling in organisations.

SB620: Business Policy & Strategy (3 Credits)

This course is designed to improve the participant's ability to integrate functional area knowledge into a general management perspective and evaluate internal and external conditions and forces impacting business organisations.

SB631 Transformational Leadership (3 Credits)

This course is designed to influence the views and behaviours of participants in relation to leadership and transformation. It focuses on principle centred behaviour, the ability to inspire self and others, creative thinking and problem solving as the driving forces for influencing and managing change in the organisation.

SY62A – Advanced Social Research Methods (3 Credits)

This is the first part of a two-course sequence in research methods for M.Sc. programs. This course will provide you with an overview of the main

methods of data collection used by social scientists in their work, with a focus on the epistemological foundations of the different methods, and their strengths and weaknesses. The second course in the sequence will review basic statistics and introduce various techniques in multivariate statistical analysis. After completion of this two-course sequence, you should be methodologically prepared to carry out the research for your M.Sc. Research Report.

SY62B - Advanced Social Research Methods II (3 Credits)

This course will develop students' research skills rather than explore formula derivation proofs. It covers the material with a very practical approach emphasising the interpretation of results and the computer application of the techniques covered. The course will give an introduction to the simple linear model and explore the multivariate regression model, heteroskedasticity, multicollinearity, dummy dependent variables, using the regression equation and factor analysis along with other principal components.

SY64B Multivariate Analysis (3 Credits)

This course pursues more advanced topics in Multivariate Analysis such as structural-equation modelling. A theoretical approach is used, but emphasis is on applications to management and administrative problems. Applying packaged

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computer programmes to implement statistical tools is outlined as well as interpreting and analysing computer output. Additionally, the course will cover the mathematical methods for psychometric testing – Calculation of Reliability and Estimation of Validity including multi-trait/multi-method matrices that lead to item analysis and the item-response theory.

Programme Coordinators:
Professor Patricia Anderson
Mr. Clement Branche
Mr. Benthon Hussey

Assistant Programme Coordinator: Ms. Olivene Thomas

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The Sir Arthur Lewis Institute of Social & Economic Studies

Director of Institute/Centre: Professor Brian Meeks

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) was established in August 1999 as a result of a merger of the Institute of Social and Economic research (ISER), established in 1948, and the Consortium Graduate School of the Social Sciences (CGSSS), established in 1985. It has been named after Sir Arthur Lewis, Nobel Laureate in Economics and the first Vice Chancellor of the University of the West Indies.

SALISES has branches on three Campuses of the University of the west Indies: Cave Hill; St. Augustine; and Mona. Each Branch is headed by a Director. One is appointed as the University Director responsible for the overall functioning of the Institute. The Current University Director is Professor Patrick Watson, at St. Augustine.

The Institute hosts the Documentation and Data Centre, and the Derek Gordon Data Bank.

The Institute's mandate is to conduct training and research of a regional, multidisciplinary and policy-orientated nature to serve the needs of small developing countries in the Caribbean and beyond. It has been designated as one of

the principal units at the core of the University's School of Graduate Studies and research.

The Sir Arthur Lewis Institute of Social and Economic Studies offers the following Graduate programmes:

MSc degrees:

- **MSc Governance and Public Policy;**
- **MSc Social Policy;**
- **MSc Economic Development Policy**

MPhil/PhD:

MSc

The MSc degree is designed to:

- expose students to recent social, political and economic thought and practical developments especially in small developing countries;
- facilitate an understanding of the principles and practices of policy formulation, implementation and evaluation;
- equip students with the critical skills necessary to undertake research in policy analysis; and
- equip students to use quantitative and qualitative techniques in decision-making.

Entry Requirements:

MSc Degree

Admission to these programmes *normally* requires:

- A bachelor's degree or equivalent in the social sciences or related subjects with preferably an Upper Second Class Honours
- Relevant work experience.

Seminars:

- At least one formal seminar presentation.

Duration of programme:

MSc degree programmes:

- One year full-time;
- Two years part-time.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
SALI6010	Development Theory & Policy	3	40% - Exam 60% - C/W
SALI6012	Research Methods in the Social Sciences	3	40% - Exam 60% - C/W
SALI6011	Policy Analysis and Management	3	60% - Exam 40% - C/W
SALI6020	Microeconomic Policy Analysis	3	40% - Exam 60% - C/W
SALI6021	Macroeconomic Policy Analysis	3	60% - Exam 40% - C/W
SALI6022	Quantitative Methods for Economic Decision-making	3	60% - Exam 40% - C/W
SALI6030	Social Policy Management & Implementation	3	50% - Exam 50% - C/W
SALI6031	Techniques of Applied Social Statistical Analysis	3	50% - Exam 50% - C/W
SALI6040	Theories of Governance	3	50% - Exam 50% - C/W
SALI6041	Contemporary Governance Issues	3	50% - Exam 50% - C/W

Courses Contd.

Course Code	Course Name	No. of Credits	Course Weighting
SALI6100	Decentralisation & Local Governance	3	50% - Exam 50% - C/W
SALI6101	Global Governance	3	60% - Exam 40% - C/W
SALI6102	Social Investment & HRD	3	50% - Exam 50% - C/W
SALI6103	Integration Policies & Practices	3	60% - Exam 40% - C/W
SALI6104	Social Inequality, Inequity & Marginalisation	3	50% - Exam 50% - C/W
SALI6105	Development Project Appraisal	3	40% - Exam 60% - C/W
SALI6106	Deviance, Conflict & Social Management	3	50% - Exam 50% - C/W
SALI6107	Industrial Organisation & Policy for Competitive Advantage	3	40% - Exam 60% - C/W
SALI6108	Environment & Sustainable Development	3	50% - Exam 50% - C/W
SALI6109	Social Investment in Children	3	50% - Exam 50% - C/W
SALI6110	Development Cooperation and Aid Effectiveness	3	50% - Exam 50% - C/W
SALI6111	Small States in the Global Political Economy	3	50% - Exam 50% - C/W
SALI6060	Research Paper	6	100%

SALI6010 / Development Theory and Policy

Course Objectives:

The main objectives of the course are as follows:

- (i) To develop students' critical awareness of the main lines of thinking on the development process and to introduce them to the main issues and concepts employed in the discourse on development.
- (ii) To introduce students to a range of important policy issues in the development process.
- (iii) To enable students to locate specific development problems, policies and research topics in a broader theoretical context.

SALI6011 / Policy Analysis & Management

This course is designed to expose students to the tools of policy analysis and management. It provides theoretical perspectives and practical cases to demonstrate the formulation, implementation and evaluation of policies.

Students will acquire state-of-the-art skills in policy research and advanced

knowledge of the field. This will enable them to contribute to policy and project formulation, implementation and evaluation in the public, private and NGO sectors.

SALI6012 / Research Methods in the Social Sciences

The principal purpose of this course is to introduce students to the main issues in the philosophy of science and to foster a critical understanding of the main techniques of conducting social science research. The student will also be introduced to the basics of preparing a research paper.

In this course the student will become acquainted with social research methodologies such as survey and field research, questionnaire design, content analysis, analysis of existing data, focus groups, individual and group observation (including participatory observation) etc. The course will also introduce students to the safeguards against errors in both data collection and data analysis and reports. In addition, the course will draw the attention of students to an important but often neglected aspect of social research,

i.e., ethical issues in social research, covering such topics as voluntary participation, anonymity and

confidentiality and the need to adhere to a professional code of ethics. How each method is, or may be related to contemporary policy issues, will be an integral part of the course.

Practical experience from studies done in small countries will be used to expose the students to issues in social research.

Department Contact Information:

MONA

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Email: iser@uwimona.edu.jm

Website: <http://salises.mona.uwi.edu>

CAVE HILL

Telephone: (246) 417-4476/8

Fax: (246) 424-7291

ST. AUGUSTINE

Telephone: (868) 662-2002 **Extn.** 2038

Fax: (868) 645-6329

MPhil/PhD

Programme Specializations/Options:

Social Policy; Governance and Public Policy; Economic Development Policy; and Integration Studies

Programme Objectives: The PhD degree programme is research-oriented. Candidates are required to:

- 1. show a scholarly knowledge of the theoretical background of the subject;
- 2. write clearly in a logical and ordered fashion;
- 3. display a competent use of appropriate research methods and techniques;
- 4. demonstrate an ability to critically analyse and independently evaluate the relevant literature and related material; and
- 5. make significant advance in the knowledge of the subject.

Entry Requirements :

Admission to the MPhil degree programme normally requires a bachelor’s degree or equivalent in the social sciences with at least an Upper Second Class Honours and relevant work experience.

Seminars

Candidates are required to make one presentation each semester.

Duration of programme:

A candidate for the MPhil degree on a *full-time basis* will be required to submit a thesis on an approved subject for examination not less than two calendar years and not more that five calendar years from the date of registration.

Part-time candidates for the MPhil degree will be required to submit their thesis for examination not less than three calendar years and not more than seven calendar years after registration.

Candidates seeking to be upgraded from the MPhil to the PhD programme may apply after one year, subject to the procedures currently prescribed by the Board for Graduate Studies and Research. The time spent doing the MPhil degree programme will be deducted form the time required for the PhD degree.

Programme Structure:

Three courses and a thesis.

Courses

Course Code	Course Name	No. of Credits	Course Weighting
SALI 6051	Research Design and Management	3	100% course work
SALI 6052	Specialized Research Methods	3	100% course work
SALI 6050	Directed Readings on the Thesis Topic	3	30% oral presentation 70% course work

Electives :

N.B. Students may be required to be in attendance at required courses or pass and sit co-requisite courses and examinations as deemed necessary to improve their research capabilities and analytical skills. This is done with the student's concurrence.

Course Description:

SALI 6051 Research Design and Management

This course examines the philosophy of science and the research process, alternative research designs, time and information management principles, the process of selecting a research method, research ethics and professionalism, writing and presentation skills, the use of data sources, study skills and the management of research, the student-supervisor relationship, and managing information to support the research process. Students will be required to submit a research paper related to the material taught in the course.

SALI 6050: Specialized Research Methods

This course will consist of selected qualitative and quantitative research methods which the candidate may have to use in his/her research. The student will be exposed to the use of computer programs written for the selected methods. Students will be required to submit a research paper utilizing one or more of the research methods taught in the course.

SALI 6050: Directed Readings on Thesis Topic

The purpose of this course is to expose students to the literature relevant to their thesis. Students will be required to (i) conduct one seminar or make on class presentation and (ii) submit a critical review of the literature relevant to the thesis topic during the semester. Students will be deemed to have passed or failed this course based on the oral and written submissions.

Department Contact Information:

Telephone no.: 927-1020; 927-1234

Fax No.: 927-2409

Extensions: 2312; 2413; 2420; 2427; 2426

Web Site: <http://salises.mona.uwi.edu/>

Institute of Gender & Development Studies

Director of Institute/Centre: Professor Barbara Bailey, B.Sc. (General), B.Sc. (Med. Microbiology), Dip.Ed., PhD UWI

Established in 1993, the Institute of Gender and Development Studies is an autonomous interdisciplinary entity, which aims, through its programme of teaching, research and outreach, to question historically accepted theories and explanations about society and human behaviour, as well as to critically examine the origins of power differences between and among men and women and the range of factors which account for these differences.

The Institute's mandate is to:

- ♀ Develop an integrated, interdisciplinary programme of gender studies within the University, at both undergraduate and graduate levels. This includes facilitating the incorporation of gender analysis in all disciplines.
- ♀ Produce and disseminate knowledge, based on the generation and analysis of research data on women, men, and gender related issues in the Caribbean.
- ♀ Establish and maintain linkages with national, regional and international institutions concerned with gender and development, provide advisory services, influence policy directions and assist with capacity building in these institutions,

Located on all three campuses of the University, the impact of the work of the Institute is wide-ranging and far-reaching as it enjoys long established relationships and collaborations with local, regional and international development agencies, including CARICOM, the Caribbean Development Bank, the

United Nations, the Commonwealth Secretariat, the United States Agency for International Development (USAID), the Canadian International Development Agency (CIDA) and UK Department for International Development (DFID).

As the leading regional agency of expertise on issues of gender, the Institute has been instrumental in providing strategies to enhance awareness of the critical role played by the study of gender in national and regional development.

Graduates of the Institute join a cadre of professionals who are equipped with the knowledge and capacity to create a more equitable and gender-sensitive society.

M.Sc and M.Phil/Ph.D in Gender and Development Studies

Programme Objectives:

MSc. Gender and Development Studies: The programme of study is designed to provide a comprehensive interdisciplinary programme, focusing on gender and development, which:

- a. Provides analytical frameworks for understanding the differential experiences of women and men, in the Caribbean context and internationally.
- b. Facilitates research in gender and development, as it relates to issues of sustainable socio- economic and political development of women and men in the region.
- c. Encourages indigenous theorizing in dialogues around issues of gender and development.
- d. Advocates for the inclusion and integration of gender in development policies and planning in government as well as in non-governmental agencies and

organizations, through increased knowledge and understanding, skill development and attitudinal change.

M.Phil. / PhD Gender & Development Studies

These research-based programmes are designed to:

Increase the cadre of persons with dedicated training in gender and development studies, available to work in the public, private and NGO sectors; as well as persons capable of teaching at various levels of education and training institutions.

Entry Requirements

M.Sc. Gender and Development Studies

To be admitted to the prescribed course of study for the M.Sc. Gender and Development Studies, candidates must have at least a second-class degree from an approved university. Graduates without an honours pass, but with relevant work experience; e.g. in development agencies, women's bureaux, etc., will be assessed on a case-by-case basis.

M.Phil. Gender and Development Studies

The M.Phil is offered to students who have obtained at least an Upper Second Class (Honours) undergraduate degree or who have already been awarded a graduate degree. Candidates who wish to pursue this option must show a strong proficiency for research and a sound understanding of research methodologies, as this is a research degree, by thesis only.

This is usually a research degree by thesis only. Where it is deemed necessary, a candidate maybe required to undertake and pass courses recommended by the Institute.

PhD Gender & Development Studies

The requirement for entry into this programme is a postgraduate degree. With the exception of holders of MPhil degrees from a recognised university, candidates are normally required to register for the MPhil degree in the first instance and will only be upgraded to the doctoral level if progress is satisfactory. Persons without a strong background in Gender Studies may be required to take relevant graduate level courses.

Areas of Research:

Consistently, the research interests of the Institute's graduate students have had significance to national and regional development. Areas of interest have included:

- ♀ Crime and sexual violence among females in Jamaica
- ♀ The feminization of HIV and AIDS
- ♀ The gender dimensions of social protection in Jamaica
- ♀ Gender and Parenting Skills
- ♀ Gender, Globalization and Work
- ♀ Women and Transformational Leadership
- ♀ Women and Micro-enterprise Development
- ♀ Gender Issues in Education

Seminars:

In its efforts to expedite the work of the Unit's graduate research students *Graduate Seminar Series* is convened for each cohort of MPhil/PhD students. The seminar series provides an opportunity for students to examine their individual research proposals, develop the appropriate techniques towards data collection and share their findings for peer review and critique. It also allows for supervisor guidance.

There should be at least three research seminar presentations throughout the course of the programme.

Duration of programme:

♀ M.Sc Programme -18 months full-time or and three (3) years part-time.
M.Phil/Ph.D - The minimum time for the award of the MPhil is two years and for the award of the PhD the minimum time is three years.

Programme Structure:

MSc. Gender and Development Studies

The programme comprises eight core courses with a combined total of 24 credits:

1. Feminist Methodology
2. Gender Analysis in Policy and Planning
3. Gender and Development and Human Society
5. Gender, Political Activism and Mobilization
6. Sex, Gender and the Family
7. Theories and Development of Feminism

Students are also expected to successfully complete a Research Methodology course offered through the Faculty of the Social Sciences, which is assigned three credits.

Each course runs for one semester (approximately 39 contact hours) and courses offered by the Institute are examined by a combination of course work and a final examination, which account for 40% and 60%, respectively, of the final grade.

- ⚠ Students who are unsuccessful in more than half of the complement of courses for which they are registered in any given semester will be required to withdraw from the programme.

The completion of a research paper (maximum 56,000 words, including appendices) based on independent research, which focuses on a problem or issue related to gender and development, is the culmination of the M.Sc. programme, and is worth six credits.

M.Phil. / PhD Gender & Development Studies

Persons without a strong background in Gender Studies may be required to take relevant graduate level courses and where it is deemed necessary, a candidate may be required to undertake and pass courses recommended by the Institute

With the exception of holders of M.Phil degrees, from a recognised university, candidates are normally required to register for the M.Phil degree in the first instance and will only be upgraded to the doctoral level if progress is satisfactory.

The completion of a thesis (maximum 50,000 words [MPhil]/ 80,000 words [PhD], including appendices) based on independent research, which focuses on a problem or issue related to gender and development, is the culmination of the graduate research programme.

Broad Outline of Courses

MSc. Gender and Development Studies

♀ GEND6101: Feminist Methodology and Epistemology
The overall intention of this course is to examine feminist challenges to traditional ways of generating and creating knowledge and therefore to examine contending quantitative and qualitative research paradigms and arguments for a feminist epistemology.

♀ GEND6502: Gender Analysis in Policy and Planning
It is now recognised that women and men have different and unique needs and that in order to promote greater gender equality projects, programmes and policies at community and national levels need to take these differences into account. In this course students are equipped with the tools for carrying out a gender analysis and made aware of the planning frameworks that can be used to guide such a process. The process for developing, evidence-based, gender responsive policies is explored and the rationale for pursuing a gender mainstreaming strategy in the Caribbean is highlighted.

♀ GEND6601A: Gender and Development and Human Society

In this course students examine the concepts 'gender', 'development' and 'human development' and critically assess development paradigms in terms of their contribution to the project of gender equality and equity. The feminist critique of gender relations in national, regional and international development practices is examined and the extent to which development planning and interventions accommodate diversity in the social, economic and political roles of men and women across societies is also explored. Human and sustainable development approaches are positioned as contending developmental approaches and discussed in terms of their potential for promoting gender equality and social justice in Caribbean societies.

♀ GEND6302: Gender, Education, Training and Work
This course is designed to assist participants to examine gender as a central organising structure in educational institutions and ways in which schooling, as an instrument of the State, reproduces and reinforces the gender system in the wider social order. Inequalities in education are examined, including debates on 'male underachievement' in relation to various theoretical paradigms advanced by educational

sociologists and feminist educators and the research agenda related to the feminist project is explored. Feminist critiques of educational philosophies are examined in relation to alternative feminist pedagogies. The course also focuses on women's involvement in the formal labour market and the relationship between educational outputs and wider social, economic and political outcomes for both sexes

♀ GEND 6402: Gender, Political Activism and Mobilisation
The course seeks to build an awareness of how patriarchy and gender as a central organising system continue to exclude women's participation in political decision-making and therefore affect the life experiences of families, communities and nations. The importance of engaging women in decision-making at the micro, meso and macro levels is presented as fundamental to the struggle for the transformation of governance structures and practices in the 21st century.

♀ GEND 6201: Sex, Gender & the Family
Gender as a central system of social organisation is seen to be at work in the family and in household relations. In this course students interrogate patriarchal influences on and social norms related to family, family

relations and issues such as masculinity and femininity, sexuality, property rights, marriage and abortion. They also examine the feminist project which sets out to expose the patriarchal influence and sexist notions embedded in these issues and to reconceptualise and reconstruct these realities from a feminist perspective

♀ GEND 6001: Theories and Development of Feminisms

The overall aim of the course is to help students to appreciate the discursive strategies employed by philosophy and language in defining and constructing the category woman and womanhood as 'other', diseased and incomplete. The Caribbean experience is examined as a valid standpoint from which to interrogate and theorise the otherness of woman which is not only created on the basis of biological sex and social gender but on the basis of geopolitics.

M.Phil. / PhD Gender & Development Studies

These degrees are issued on the basis of research only. However, persons may be required to take relevant graduate level courses and where it is deemed necessary by the department with regards to their knowledge of gender and competency in (feminist) research methodologies. The courses that

are usually recommended are:

1. GEND 6001: Theories and Development of Feminisms
2. GS66A: Gender and Development in Human Society
3. GS61A: Feminist Methodology and Epistemology

Department Contact Information:

Institute of Gender and Development Studies

Regional Coordinating Unit

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