PROGRAMME DESCRIPTION

Philosophy
The M.Ed. in Educational Leadership programme reflects the belief that the foundation of school improvement is to bring about change in the classroom through high quality teaching and learning and that leadership is a key factor in engendering such change and improvement in schools. It also reflects a belief that educational administrators must engage in specialized professional training to acquire and develop the skills and competencies which ultimately lead to sustained improvement in schools. The programme synthesizes participants’ formal training; their knowledge of the education system, school and classroom environments which they have constructed from their experiences of disparate educational contexts and cultures with emergent educational leadership theory, policy and practice.

The field-based orientation of the programme reflects the belief that leading and sustaining school improvement is a highly cultural and contextualized process that requires involvement, coordination and collaboration among stakeholders; staff development, enquiry and reflection. Finally, the programme conceptualizes educational leaders as change agents charged with responsibilities: to develop educational institutions for the public good that promote citizenship, social and national justice; to foster sustainable human, economic and social development that safeguards the country’s cultural authenticity yet promotes regionalism and globalization. Therefore, courses within the programme are designed to assist participants to understand their roles as educational leaders in achieving the macro and micro educational goals of the society.

Aim
The programme aims to facilitate the professional development of educational administrators/leaders at the micro (school) and macro (system) levels of the educational system.

Goals
The goals of the programme are to develop educational leaders who will:

• respond effectively to the challenges of leading system and school improvement in a constantly changing technologically driven environment;
• use data to make decisions and solve problems at the system and school levels;
• seek to foster the holistic development of all staff and by extension students;
• collaborate with all stakeholders to provide education for the public good;
• demonstrate the necessary attitudes, skills, and knowledge to support their professional practice;
• act as change agents at the institutional and community levels;
• collaborate with others through different technological modalities to access, develop, and disseminate information about best educational leadership practice; and
• commit themselves to continuous professional development throughout their professional careers.

General Objectives
Participants who have successfully completed this programme will be able to:

• lead school improvement and educational change that is culture and context specific;
• apply leadership practices to develop staff, students, schools and by extension communities;
• establish schools for the holistic development of students;
• collaborate with all stakeholders through the use of different technological devices to improve student achievement in schools;
• plan and create opportunities for the continuous professional development of staff;
- plan, conduct and use research to inform their professional development;
- use research data to inform strategic planning, decision making and problem solving in schools and other institutions;
- plan strategically for the development of the school as an organization;
- interpret global educational leadership best practices and adapt those relevant to the Trinidad and Tobago educational landscape and their institutions and schools’ contexts in particular;
- use appropriate information and computer technology to manage educational systems at the macro and micro levels;
- consult with stakeholders to devise a vision and mission for the school;
- execute their duties as instructional leaders in schools;
- align the schools micro goals with the wider societal macro goals to develop good citizenship and academic success in students;
- use their organizations/schools vision and mission and, in collaboration with stakeholders, set realistic goals for their organizations/schools;
- reflect on their leadership practices and find ways to change and improve.

STRUCTURE OF THE PROGRAMME
The M.Ed. in Educational Leadership programme has been structured to meet the foregoing objectives and help participants respond effectively within changing and different educational contexts.

Duration
This part-time programme will be delivered over the course of two academic years (two semesters in each year). Participants must successfully complete ten (10) courses to be awarded the degree: eight 4-credit courses, one 10-credit course and one zero (0) credit pass/fail course.

Components
The programme comprises 42 credits. Individual courses within the programme account for four credits. In keeping with the School of Graduate Studies and Research guidelines these four credits are distributed as follows:

- three credits are derived from 36 hours of lectures
- one credit is derived from forty-eight hours of non-supervised research work – theme directed pre-reading and activities, annotated reviews of reading, group discussions, portfolio directed activities, and mini case studies to facilitate activity-led and problem based learning.

The 42 credit programme comprises the following major components:

(I) Three compulsory core courses (12 credits)
   - EDFA 6207: Education and the Development of Social Competencies (4 credits)
   - EDRS 6208: Fundamentals of Educational Research I (4 credits)
   - EDRS 6210: Fundamentals of Educational Research II (4 credits)

(II) Five compulsory specialization courses (20 credits)
   - EDEA 6230: Organization Development and School Change (4 credits)
   - EDEA 6200: Action Research for School Improvement (4 credits)
   - EDEA 6118: Educational Leadership (4 credits)
   - EDEA 6204: Organization and Administrative Theories (4 credits)
   - EDEA 6201: System and School Improvement (4 credits)
(III) **EDRS 6203: Graduate Research Seminars:** These do not count for credits but are graded on a pass/fail basis. The requirement is that students must fulfill a 75% attendance requirement.

(IV) **EDEA 6202: Educational Improvement Project** (year long) – 15,000 words (10 credits)

**PROGRAMME SEQUENCE**

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**COURSE OUTLINES**

**EDFA6207: Education and the Development of Social Competencies** 4 credits

**Course Description**

This course will employ a problem-based approach to introduce participants to some of the critical dilemmas, conflicts and prominent controversies arising from social development. It therefore takes into consideration the dilemmas relevant to education that often arise in the promotion of equity, the enhancement of productivity and competitiveness, the empowerment of agents and actors in the education system, and the development of sustainable models of socio-economic and political development. It helps students to identify, characterize and analyse some of these major dilemmas in contemporary social life as they would impact on educational issues. It would contribute to the development of theoretical and practical insights that can guide actors and agencies in education towards the formulation of practical solutions. Since agency is an attribute of persons as well as institutions, students are required to engage in a process of self-study and group evaluation even as they examine wider educational contexts. In addition to the cognitive dimension of the course, students are engaged in procedures that experientially target affective and psycho-motive competencies in themselves and other members of the group in which they are required to work through given issues, scenarios and problems.

The course will be assessed through course work (60%) and a final three-hour examination (40%).

4
Course Content

Using critical analysis and the particular perspectives afforded by the foundation disciplines of philosophy, sociology and psychology, the development of social competencies is examined in relation to content drawn from among the following themes:

Goals/Aims

In general, the course interrogates issues in personal and social development. It explores the role of educational agents in their task of equipping citizens with what is required for developing and sustaining a vibrant democracy in Trinidad & Tobago. The course focuses on developing an understanding of what is involved in learning the relevant competencies and how this learning may be more effectively facilitated.

The aim of this course is to enable participants to:

1. engage in the critique of major practices and goals of schooling;
2. formulate relevant ideas, standards and principles that animate desired social competencies;
3. enquire into their experiences through self-reflection;
4. interrogate personal and group beliefs and values in the process of policy initiative, implementation and reform;
5. assess the competencies required in initiating, facilitating and managing school reform;
6. defend the rights of all citizens (individuals and groups) in a diverse society, particularly minorities and/or the socially vulnerable;
7. engage in debate on controversial issues in schooling; to contest with sound argumentation;
8. engage in group enquiry into a problem/dilemma presented in schools and wider society drawing on their years of experience in dialogue with relevant literature;
9. connect learning outcomes in school and classroom activities with the competencies needed in citizens for a vibrant democracy;
10. develop consciousness of self as an active creative agent (who is in fact “creating worlds”) and take responsibility for outcomes;
11. respond constructively to criticism; and
12. demonstrate the capacity of reasoned deliberation and toleration.

General Objectives

Participants will:

1. identify and examine some of the major dilemmas in contemporary social life that impact on educational practice;
2. apply key principles, concepts and theories from the philosophy, sociology and psychology of education to the analysis of these major dilemmas;
3. adduce and address the implications for education emanating from the analysis of these dilemmas;
4. gain practical skills in creating learning communities.
Learning Outcomes

At the end of this course, participants will be able to:

1. Critique educational policy in Trinidad & Tobago or in a selected Caribbean country.
2. Address prejudice reduction at any selected level of the education system.
3. Critique schooling praxis in Trinidad & Tobago or in a selected Caribbean country.
4. Employ strategies to promote desired social competencies in a given school community.
5. Write group reports, incorporating school practices and classroom activities, in response to a social issue/problem or dilemma.
6. Create school plans for effectively protecting and promoting Human Rights for all in the school community.
7. Develop reform proposals to leverage schools as learning communities.

Assignments

The course work will be divided into two main group-assignments: the first assignment (20%) and the second assignment (30%); The remainder of the course work comprising of various mini-tasks is submitted individually (10%) and takes the form of a group evaluation on members of the group and their contribution to the group effort during the process of doing the second assignment, an individual assessment of the group process, an article-based task and four journals.

Assessment

This course shall be assessed through course work (60%) and a final, three-hour written exam (40%).

Since a main objective of this course is to provide experiences whereby the student gains practical skills in creating learning communities by engaging in group work, the course work assignments are weighted more heavily than the final exam. The course assignments for the most part relate to the various tasks that must be completed on the group level and require intra-group interaction where members are required to talk to one another, to share, to enquire together in the process of implementing the various tasks given. They are also required to reflect both individually and collectively on the group process.

Required Reading


**Additional Reading**


Dell Publishing Co.


http://www.commondreams.org/views03/0616-01.htm

http://www.uiowa.edu/~grpproc/crisp/crisp16_4.pdf


Media Watch, Texts & Press Releases website: http://www.bigmedia.org/textsWar.html


Valadez, J. (2001). Deliberative democracy, political legitimacy and self-determination in


Winch C., &Gingell J. (2004). Philosophy & educational policy - A critical

EDRS6208: EDRS 6208 Fundamentals of Educational Research 1 4 credits

Course Description

This course provides postgraduate education students with an introduction to the quantitative research process and facilitates the development of the analytical thinking skills using basic and advanced techniques and tools in education research. Students will be equipped with the knowledge and competencies in quantitative methods they require to conduct research in education. They will be exposed to a variety of quantitative research designs; descriptive and inferential statistical techniques; statistical software; and quantitative research articles that utilize the quantitative paradigm. This course will be assessed through course work (40%) and a final three-hour examination (60%).

Course Rationale

Postgraduate students need to be equipped with the requisite knowledge and competencies in quantitative research methods to conduct independent research in education. This course will prepare students to select and implement research designs that are appropriate and adequate in investigating contemporary education issues and answering education policy questions.
This course is delivered through the blended mode and uses the transformational approach to learning quantitative research methods to postgraduate education students. The aim is to facilitate the development of analytical thinking skills using basic and advanced statistical techniques and tools in quantitative research. Students will be exposed to a variety of quantitative research designs; descriptive and inferential statistical techniques; statistical software; and quantitative research articles that utilize the quantitative paradigm. Students are required to engage in self-directed learning activities and critical reflection throughout the course.

**Goal/Aim**

Prepare postgraduate students to conduct quantitative research in education.

**Learning objectives**

At the end of the course the participants will be able to:

- describe the nature of educational research;
- explain the role of quantitative research in education;
- explain the different types of research that employ quantitative methodologies;
- use educational theory in order to select and identify significant research issues;
- generate testable hypotheses;
- use appropriate sampling strategies to conduct quantitative research;
- apply ethical principles in the conduct of research;
- employ quantitative research methodologies to investigate educational issues;
- design appropriate tools and instruments for quantitative research investigations;
- access and use data to analyse, organize and make decisions on educational issues;
- select and use appropriate statistical tools for analysis of quantitative data;
- apply descriptive and inferential statistical methods to make decisions about a data set.
- interpret and evaluate quantitative educational research findings competently; and
- evaluate the quality of quantitative research conducted by others.

**Assessment**

**Summative Assessment**

This course shall be assessed through course work (40%) and a final three-hour written examination (60%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

**Course Work**

- Methods and tools of research: Development of questionnaire. 5%
- Mid-semester examination: web-based multiple choice format 5%
- Web-based discussion: critique of a quantitative research article 5%
- Data analysis and interpretation using SPSS/SAS 5%
- Mini Research: Survey (group project) 20%

All coursework assignments will be submitted through myeLearning.
Resources

Required text


Additional References


Internet Resources

Trochim, William M. *The Research Methods Knowledge Base, 2nd Edition*. Internet WWW page, at URL: [http://www.socialresearchmethods.net/kb/](http://www.socialresearchmethods.net/kb/) (version current as of December 20, 2006). (This is the excellent site referred [and linked] to several times in the sections presented above.)

Electronic Statistics Textbooks and demonstrations:

- Hyperstat Online
- Simulations and Demostrations
- The World of Visual Statistics
- Statnotes: An Online Textbook,
EDEA6204: Organization and Administrative Theories 4 credits

Course Description

The course is divided into six modules. Each module explores different ways in which the school as an organization is affected by and impacts individuals and groups who must establish and nurture relationships to achieve organizational goals. The content of each module will be analysed and re-interpreted to address the special circumstances and imperatives of school improvement and empowerment of administrators, teacher, and other school personnel. The course also provides student-administrators with a variety of experiences that allow for creativity, collaboration and individuation.

The course is delivered in semester 1 through face to face lectures and tutorials, online group discussions, mini-case studies and non-supervised theme directed readings. The course will be assessed entirely on course work. The assessment will consist of two written papers; one mid-term (40%) and the other at the end of the semester (60%).

Course Rationale

This course targets educational administrators and senior teachers who have declared commitment to assume their new role in education as Trinidad and Tobago transitions into the global environment, characterized by turbulence and uncertainty. In order for Trinidad and Tobago to occupy its leadership position among developing economies in the region and to carve out its space among the more technologically advanced societies, it is imperative that the potential of our human capital must be leveraged through professional development and training.

Further, if the economic development of Trinidad and Tobago is to be pursued with rigour and efficiency, then educational administrators must play a significant role in crafting indigenous policies to direct and support educational strategies at all levels of the system.

The demands of the education system require educational administrators who are solidly grounded in organizational and administrative theories. It is envisaged that participants of this course will develop knowledge, skills and competencies in a learning environment of active engagement/interaction, simulations, and role play while immersed in relevant and current organizational literature.

Aims/Goals

The aim of this course is to enable participants to understand and critique organizational and administrative theories and practices. Participants will also adopt and adapt these theories in the context of current research and their professional experience. The integration of theory and practice is central to the course.

General Objectives

1. To provide participants with opportunities to actively use their knowledge of organizational and administrative theories, organizational structure and technology to create effective and efficient educational organizations.
2. To provide participants with the opportunity to deepen their understandings of culture, climate, conflict and decision making and the effects on organizations.

Learning Outcomes
At the end of the course, participants will be able to:

1. Apply their understandings of organizational and administrative theories to educational institutions.
2. Analyse their professional practice by adopting/adapting principles of traditional and contemporary organizational and administrative theories.
3. Reconceptualise traditional organizational designs to meet the needs of an education system in transition.
4. Apply insights and understandings of organizational processes in educational institutions.
5. Scan the educational environment for threats and opportunities.
6. Devise new structural and technological menus for operationalizing education at the macro and micro levels.
7. Create healthy organizational culture and climate in educational institutions.
8. Manage conflicts in educational organizations
9. Implement contextually appropriate decision making strategies.

Assessment
Participants will be assessed entirely on the basis of course work. The assessment will consist of one mid-semester paper and one end of semester paper.

The purpose of the mid-semester paper will be to allow participants to demonstrate understandings and insights gained in respect to organizational and administrative theories, organizational and job design, organizational structure and technology. Employing these understandings and insights, each participant will be expected to present a contextual analysis of his/her organization. This mid-semester paper, with a limit of 2000 words, will constitute 40% of the final mark.

The end of semester paper will require each participant to identify and describe an area of concern or issue in his/her organization and develop/suggest ways in which the organization can increase its effectiveness and efficiency by employing experiential knowledge, understandings and insights gained from the course. The end of semester paper, with a limit of 3000 words, will constitute 60% of the final mark.

Readings

EDRS 6203: Graduate Research Seminars (Pass/Fail)

Each Master’s student is required to present the proposal for his/her research project to fellow students and academic staff members at a Graduate Research Seminar. The student is provided with feedback by way of questions and comments. The intention is to provide a forum in which the student could articulate his/her plans for research and also receive suggestions and comments about such plans.

Students are expected to attend at least 75% of the seminars over the two-year period during which the master’s programme is offered.

SEMINAR PRESENTATION GUIDELINES

1. Survey and study the literature well-ensure that it assists you in framing the problem to be investigated.
2. Ensure that the background to the problem justifies the need for the study
3. Demonstrate mastery of your proposal by recognizing the links between its critical parts: conceptualization, literature review, theory and methodology
4. On each slide include only the most significant points ; avoid information overload
5. Use non-text (e.g. symbols, pictures, graphs, maps, charts etc.) to enhance the presentation where necessary
6. Determine the de-limitations of your impending study-the things that will not be studied and be prepared to justify them
7. Be mentally prepared for the seminar; rehearse it, critically appraise
8. Be reflective-jut down a list of questions that you may have with the proposal. Determine the answers to your own questions-Verify the answers and make the necessary changes
EDRS 6210 – Fundamentals of Educational Research II  

Course Rationale

This course is offered by the School of Education, Faculty of Humanities and Education, St. Augustine. It is a compulsory course for students who are enrolled in post-graduate programmes at the master’s and doctoral levels. The course seeks to develop in students an understanding and appreciation of qualitative inquiry, and to assist them in developing the necessary know-how in conducting qualitative research. Postgraduate students should have a sound grasp of different approaches to research and therefore this course complements the first semester offering of Fundamentals of Educational Research 1 which focuses on quantitative research methods.

Course Description

This course provides an introduction to the philosophical foundations and methodological strategies of research in education. It explores the nature of educational research and the origins and uses of different research methodologies. Specifically, the course focuses on educational research informed by the naturalistic tradition.

A key feature of the course will be interactive sessions designed to assist students in identification and formulation of research problems and issues. A guiding principle is that education is an applied discipline and that educational research must be driven by the need to improve education in justifiable ways. Thus, the course will address both the technical side of research as well as its ideological dimensions.

The course will be delivered through face to face lectures, discussions and group activities; online readings, activities, discussions; and laboratory activities.

This course is delivered through various modalities – plenary sessions, small group tutorials and online discussion groups. Each session builds on the required readings and discussions in the online forums and student regular presentations within their small groups based on their developing understanding of qualitative research. All students are required to undertake for the course work component a small-scale qualitative research project based on an issue or problem in which they are interested and which has educational significance. The course is assessed through coursework (40%) and examination (60%).

9. Complete slides at least two days before—avoid adding new information at the last minute
10. Do not prepare too many slides
11. Make your title catchy and interesting (first impressions count)
Course Content

The course is structured around the following topics:

- The quantitative-qualitative dichotomy. Philosophical underpinnings of the empirical-analytic and naturalistic approaches to research.
- Introduction to major research orientations and methodologies in the naturalistic paradigm:
  - Case study
  - Grounded theory
  - Ethnography
  - Phenomenology
  - Critical inquiry
  - Biography
  - Historical research
- Problem identification and formulation
- Designing research in the naturalistic tradition:
  - Identifying data sources
  - Data collection (nature and use of interviews, observation, document analysis, use of web-conferencing technologies such as Skype)
  - Data analysis (manual process and use of computer software for qualitative data analysis)
  - Ethical issues
- Reporting qualitative research

Aim/Goal

This course aims to help students develop the basic knowledge and skills needed for conducting research in the qualitative tradition.

Assessment

This course will be assessed through course work (40%) and a final, three-hour examination (60%). The three-hour examination will consist of a selection from the common item types, namely, multiple choice, short response and essay items.

Readings

EDEA6200: Action Research for School Improvement 4 credits

Course Rationale

Schools must take ownership of the school improvement initiative. One way they can do that is through collaborative action research. Action research may be used for school improvement, accountability, or student achievement and therefore knowledge and practice in the use of action research becomes a necessary skill for successful school leaders at all levels.

Collaborative action research for school improvement will provide a tool and a protocol for school improvement teams and institutions to look inward as they engage in organizational learning and work on shared issues. Thus, action research helps a school create the knowledge necessary for adaptation and innovation. How does action research actually lead to school improvement? The mechanism of action may be through increased data use, reflective practice, and the creation and sharing of knowledge among personnel. These elements can cause individuals to challenge existing beliefs and assumptions and commit to change existing practice. Action research for school improvement thus envisages the schools as a professional learning community sharing, networking, and learning. This is an important aspect of organizational culture that must be incorporated into future Caribbean schools.

Course Description

The course provides training in the theory and use of collaborative action research for school improvement using current models of the process. It provides the education leader with basic protocols governing the process as well as the skills necessary to restructure the institution and lead the process. This leads to a study of collaborative action research in four broad areas: Theory, process, structures, and application. These four elements serve as a broad framework for organizing the course. The course Action Research for School Improvement prepares participants for the year-long Educational Improvement Project. The course will be delivered through face to face and online lectures, discussions, tutorials, and non-supervised theme directed readings. Assessment will be done on the basis of 100% coursework.

Aim/Goal

To develop competence among school leaders and school leaders in preparation in the ability to plan and conduct school improvement, using the collaborative action research model.

Assessment: 100% Coursework

Students are required to work with a study group or department team within their school/organization to develop and present an action research proposal plan on an issue that is of proven interest.
Preparation for this assessment is embedded in the course instruction and students will receive formative feedback as they work with their class groups on the project. The proposal plan is an outline that includes all elements of a full proposal. The presentation and discussion of the proposal plan is a critical aspect of the assessment.

The written proposal plan will include the following sections: (1) Abstract; (2) Introduction, including Focus and Organization of Study; (3) Literature Review; (3) Proposed Methodology; (4) Implementation Plan; (5) Expected Findings; (6) Approach to Dissemination; (7) Conclusion; and (8) Appendix, including journal articles cited.

Both assignments will be scored using rubrics that will be shared with students at the start of the course.

Resources

**Essential and recommended textbooks**


**Journals and other readings**


Sagor, R. (2009). Collaborative action research and school improvement: We can’t have one without the other. Journal of Curriculum and Instruction, 3(1), 7-14.


Readings


EDEA6118: Educational Leadership 4 credits

Course Description

Educational leadership is a one-semester course in which the key themes in educational leadership are addressed. The course focuses on core leadership issues as they impact the quality of learning and attempts to develop the participants’ understandings of the nature, purpose and impact of leadership in relation to improving schools and educational institutions from theoretical, research and practical perspectives. The course also seeks to assist participants in developing their leadership skills and practices and applying their learning to the specific contexts in schools and educational institutions in Trinidad and Tobago.

This course will be delivered using a combination of face to face and online lectures, discussions/workshops sessions, theme directed readings and mini case studies. The assessment consists of in-course short assignments accounting for 40% and a final assignment accounting for 60%.

Purpose of the Course

The purpose of the course is to enable participants to develop educational leadership skills and practices in order to lead educational change and improvement in their schools and educational institutions that enhance teaching, learning and student outcomes. The delivery of high quality leadership is culturally and contextually bonded since it has to be designed to fit the needs of specific institutions. This requires an approach to leadership training that is practice-based and research oriented. This course facilitates the development of leadership and capacity building knowledge and skills using a context-based approach that enables participants to develop plans to improve the teaching and learning and organizational conditions in their schools and institutions.
Goals/Aims
The aim of this course is to enhance participants’ understanding of educational leadership from theoretical, research and practical perspectives and to develop the capacity to use this understanding to improve organizational conditions and student outcomes in schools and educational institutions.

General Objectives
1. To provide participants with the opportunity to acquire the leadership skills and practices to lead educational change and improvement in their schools and educational institutions, that enhance teaching, learning and student outcomes.

2. To provide participants with the opportunity to develop their knowledge of leadership theories, capacity building strategies, school improvement and change strategies, practice-based research skills, that enables participants to develop plans to improve the teaching and learning and organizational conditions in their schools and institutions.

Assessment
Participants will be assessed on the basis of written assignments and multi-media group presentations. They will be encouraged to address topics directly relevant to their own professional development needs and/or to current leadership issues within their schools. All papers will assess the students’ understandings and abilities to apply theories and concepts, in ways that are relevant to specific school’s or organization’s context:

1. Module one will be assessed by a written assignment. The word limit for this assignment will be 1,500 words and will be due one week after completion of the module (week 5). This assignment constitutes 20% of the final mark.

2. Module two will be assessed by a multi-media group presentation. This assignment will constitute 20% of the final mark. The purpose of this assignment is to encourage the active engagement of ICT and also critical thinking skills, as students will have to present on an issue gleaned from the content of module two.

3. The last assignment will be a more comprehensive assessment of the students’ abilities to apply leadership theories and practices to a school or organization’s problem or task that is complex. The word limit is 5,000 words and will constitute 60% of the final mark. This assignment will be due after the course is completed, at a time specified by the teaching team.

Readings


EDEA6201: System and School Improvement 4 credits

Course Description

This course is built upon four core areas that are intimately connected: school effectiveness history and theory, school improvement practice as a discipline, documented school improvement practice at school and system level, and education reform in developing countries. The four themes are explored by considering examples of best practice and exploration of case studies in developed and developing countries. Some attention is also paid to the methodological issues involved in the study of educational effectiveness research and evaluation. An attempt is made to connect school improvement practice with the large scale system reform practiced in developing countries. Lessons learnt are extracted and applied to the Caribbean context where much reform is directed by external agencies. Educational benchmarking is a promoted as a tool for comparison and determination of best practice.
This course will be delivered through a mix of face to face and online lectures, discussions/workshops sessions, theme directed readings and mini case studies and will be assessed through 100% course work embedded throughout the course.

Course Rationale

School improvement practice has evolved from school effects and school effectiveness research and has now become a discipline in its own right. This body of work on school effectiveness and school improvement is now the basis of systemic reform practiced in several developed countries (changing many schools at the same time). Systemic and comprehensive school reform based on school improvement theory provides clear directions on the nature and direction of changing schools and systems. This course provides a theoretical foundation for leaders working at school and system level and explores the ideas put forward by different system thinkers such as Michael Fullan, Andy Hargreaves, and David Hopkins. The emerging literature on high performing school systems and effective levers of change are central to the themes explored. Several high performing systems are considered in detail including Finland, Brazil, and Hong Kong. The content is also informed by an in-depth consideration of education reform in the local context by analysing the context and nature of reform in the Caribbean.

The course material builds further on the ideas gleaned on organizational development and education reform in the early part of the programme, which provided a basic understanding of leadership in school and system change, focusing especially upon insights gathered from case analysis and examination of best practice in education systems throughout the world.

Aim/Goal

To enhance insight into the nature, practice, and implementation of site-based school improvement projects and large scale school improvement reform initiatives using current theory and practice.

Assessment: 100% Coursework

Students will provide an in-depth analysis and critique of any ONE large scale project implemented within the Caribbean using theory and principles gleaned from both site based and large scale reform to analyse functionality, efficacy, and to predict or explain outcomes.

The assessment is an extended performance assessment and embedded within the course, running from weeks 11 to 13. Students will begin preparing the assignment in class working collaboratively.

Word Limit: 5000 words.

Resources

Essential and /recommended textbooks


**Journals and other readings**


Major Policy Papers


Videos

http://www.pearsonfoundation.org/oecd/

Web Sites

www.oecd.org/edu/learningenvironments

EDEA6202: Educational Improvement Project 10 credits

Course Description

The course essentially engages students in conducting site-based research to engender improvement in some aspect of their educational setting. It is designed to take students through a research process from conceptualization to evaluation, working collaboratively with other stakeholders to engender improvement. The process involves the following:

- reflection on educational practices within their institutions
- diagnosing areas requiring improvement
- designing an intervention
- developing the intervention
- implementing the intervention
- evaluating the outcomes of the intervention

Students will conduct their enquiries, with the support of their supervisors. Each project will be individually designed to meet students’ personal and professional needs.

The course takes place in the field over two semesters with some in-house preparation through lectures, face-to-face and online tutorials, group discussions and presentations. There are also tutor/supervisor visits to the site to discuss and evaluate the on-going project. Assessment involves the preparation of a project proposal, a project report, and submission of a project binder.

**Purpose of the Course**

The Educational Improvement Project is a ten (10) credit course. This course draws specifically on students’ understanding and application of research methods acquired in the Action Research Methods course and incorporates their knowledge and understanding from all other courses.

This course is the site-based component of the practice of Educational Leadership.

It is intended that the comprehensive integration of theory and practice (praxis) will be mastered during the programme and applied to all school or system administration problems or developmental needs. The course challenges students to engage in a practice-based research process which involves conceptualizing the project; designing an intervention; developing the project; implementing the intervention; evaluating the outcomes and reflection on the intervention. The purpose of this course is to provide students with the opportunity to work collaboratively with other stakeholders utilizing practice-based research that is contextually and culturally grounded to engender improvement in the educational system.

**Course Content**

- **Conceptual Skills** – an in-depth understanding of the problem to be solved, the needs to be fulfilled, the goals to be attained, etc. in both their specific features or dimensions and within the complexities of the entire school; whole school conditions or contexts, micro-systems and macro-systems.
- **Technical Skills** - pre-operational (diagnosing and planning), strategic (implementation) and institutional (culture-building and culture maintenance) acts of management and leadership gleaned from theoretical or conceptual understandings; specific functions e.g. decision-making, change management, team building, conflict management, planning, for accomplishing tasks (planning and implementing projects or programmes, developing policies, constructing systems or organizations) in running a school.
- **Human and Social Skills** - Relational skills in the interactions with others as individuals or in group activities. Communication skills - for expressing, clarifying and making meanings; sharing sentiments, emotions, values that are to be conveyed or that are to be evoked in others. Efforts
towards networking, climate and culture building - cohesiveness, teamwork and team spirit (esprit de corps), morale, satisfaction, motivation, values infusion and empowerment.

Aim/Goal

The aim of this course is to enable participants to:

- design an intervention for the continuous development, renewal and improvement of educational institutions and their cultures.
- engage in collaborative efforts with stakeholders to bring about educational improvement
- deploy technical skills, conceptual understandings, and human/social skills in solving the identified problems or providing for felt needs
- explain and demonstrate the theoretical perspectives, models, and/or conceptual frameworks used for the solution of the whole as well as for parts of the problem

Assignments

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<tr>
<th>Assignments</th>
<th>Word limit</th>
<th>Weighting</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1.</td>
<td>Educational Improvement Proposal</td>
<td>5,000</td>
<td>20%</td>
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<tr>
<td>2.</td>
<td>Portfolio which includes:</td>
<td></td>
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<tr>
<td></td>
<td>Educational Improvement Project Report</td>
<td>15,000</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Documentary evidence of Intervention(s), artifacts, videos, etc.</td>
<td>None</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Journal with reflections on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Process</td>
<td>None</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>• Change</td>
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Assessment

This course will be assessed on the basis of (i) a proposal and (ii) a portfolio. Each participant will submit a project proposal (of not more than 5,000 words) in semester one.

The proposal will identify an issue or area of concern and propose intervention strategies that will lead to improvement of the educational institution/organization. The proposal will be based on planning activities such as examination of the organizational context or work environment, completion of related literature review, application of analytical tools/techniques, and other organization developmental frameworks. The proposal will be prepared as the basis for full implementation and evaluation of the effectiveness of the interventions that will be carried out in semester two. The proposal will account for 20% of the final mark.

At the end of semester two, each participant will submit a portfolio which will consist of a project report of not more than 15,000 words, documentary evidence, and a journal.
The project report, which accounts for 50% of the final mark, will focus on how the project was planned, initiated, implemented, evaluated and on measures to be taken to sustain its effects.

Documentary evidence, artifacts, videos etc. will account for 20 % of the final mark.

The journal, which accounts for 10% of the final mark, will contain reflections on: process, change, leadership, other insights and understandings gained.

**Three characteristics should be noted about this project:**
It involves both theoretical and field work.
1. Documentation, artifacts, photos, videos and so on, and journals will be involved in its implementation and development.
2. Tutors will be involved with site visits to ensure that students receive required guidance and advice

**Course Evaluation**

**Formative:** The course will be evaluated through the analysis of face to face and online student feedback of their activities and learning experiences.

**Summative:** At the end of the course students will do an evaluation by means of questionnaires.

**Resources:**
- PowerPoint presentations
- Course Readings
- Relevant websites

**Year Two Semester Two**

In Semester 2, participants will be fully engaged in proposal implementation and writing the project report.

**EDEA6203: Organization Development and School Change  4 credits**

**Course Description**

This course invites participants to theoretically and contextually explore the fundamental principles of organization development and school change. The course consists of a menu of organization development and change theories and techniques. Further, diagnosis, interventions, and solutions to issues that are inherent to organization development and school change are integral to the delivery of this course.

The course will be delivered in six modules over one semester through face to face lectures, tutorials, face to face and online group discussions, and oral presentations. The particular organizational or school context will provide overarching platforms. Assessment will involve a mix of group (60%) and individual (40%) reports.
Course Rationale

The education system, at the micro (school) and the macro (Divisional and Central Office) levels, appears to remain steeped in the traditional ways of operation. Efforts to decentralize and democratize the system have been stymied by strategic forces of centralization. Although there have been incremental changes over the years since the country has attained political independence, the traditional colonial culture of an over centralized authority has remained the norm. The human development and relational aspects of these incremental changes have been the major casualties. There are no shortages of conceptions of what a modern educational system should be. However, the skills, methodologies, techniques, strategies, and interventions as well as the legal and policy frameworks related to organization development and school change or transformation have not been effectively and efficiently engaged. EDEA 6xxx is an essential course for inducting and teaching the ways by which leaders as change agents proceed toward developing and institutionalizing enabling cultures in educational organizations.

Aims /Goals

The aim of this course is to provide participants with skills, competence, and confidence to build capacity and develop enabling cultures within and across the educational system. It is also envisaged that participants will recognize the importance of effective and efficient systems and subsystems but will also recognize the imperatives of the collaborative nature of educational experience for human development.

General Objectives

To provide participants with opportunities to:

1. Explore and deepen their understandings of the fundamental elements of organization development and theories of planned change.
2. Understand the forces that facilitate and inhibit organizational change.
3. Examine and understand intervention theories and models/techniques for data gathering.
4. Understand the importance of evaluating organizational change.
5. Explore legal and policy frameworks for educational change.

Assessment

This course will be assessed entirely on the basis of course work. The purpose of this assessment is for participants to demonstrate understandings of fundamental issues inherent in organization development and change, facilitate group work and individual reflection. Assessment of work will be based on:

- Report on a small group task (groups of convenient size and school or organizational type) on a realistic problem of an organization (school, divisional, or central office, etc.)
- The problem must be diagnosed and solved holistically, using organization development methodologies. The joint report will be submitted at the end of the course, must not exceed 10,000 words and will be worth 60 % of the final assessment mark.
• A personal evaluative and reflective report on the understandings of the methods used in the group’s experience and applied to the student’s own setting. This will be written in not more than 2500 words and will carry 40% of the final mark and must be submitted at the end of the course.

Teaching/Learning Strategies
The delivery of this course will focus on creating a cadre of administrators who will view the education system and schools characterized by dynamism and continuous search for meaningful change, relevance and excellence. A wide range of instructional methodologies will be employed – face to face lectures, face to face and online discussions, oral presentations, group projects, case studies and simulations – with the specific intent of allowing for intense group interaction as well as opportunities for individual scholarship.

Resources
• Power point presentations
• Readings supporting each module
• Relevant websites

Readings
Association of principals of public secondary schools of Trinidad and Tobago. (1986). Education circulars 1966-1986. Trinidad and Tobago: Association of secondary school principals
Government of Trinidad and Tobago. (1968). Draft plan for educational development in Trinidad and Tobago (1968-1983). Trinidad and Tobago: Government Printery.


TURNITIN INSTRUCTIONS

A copy of your Turnitin percentage page must be attached to each of your EDE6202 Educational Improvement Project paper.

Turnitin is now embedded into the My Elearning platform so students submit their papers from there. CITS now has a link on their Website with guides https://sta.uwi.edu/cits/turnitin as well.
EDEA6202: Educational Improvement Project
Submitted in Partial Fulfilment of the Requirements for the Degree of
Master of Education in Leadership

of
The University of the West Indies

Author’s Name in Full
(Exactly as it is on file at the Registrar’s Office)
Year of Submission

Name of Supervisor

Department of
Faculty of
Campus
REGULATIONS GOVERNING THE CONDUCT OF THE PROGRAMME

1. **Attendance**

   The University regulations state:

   *Any candidate who has been absent from the University for a prolonged period during the teaching of a particular course for any reason other than illness or whose attendance at prescribed lectures, classes, practical classes, tutorials, or clinical instructions has been unsatisfactory or who has failed to submit essays or other exercises set by his/her teachers, may be debarred by the relevant Academic Board, on the recommendation of the relevant Faculty Board, from taking any University examinations. The procedures to be used shall be prescribed in Faculty Regulations.*

   The School of Education requires a 75% attendance.

2. **Course assignments - Preparation**

   (i) All assignments must be typewritten on quarto-size sheets.

   (ii) All assignments must be done according to the APA format (See section on presentation of written work).

3. **Course assignments - Submission**

   (i) The lecturer concerned will set the submission date for course assignments in consultation with students.

   (ii) All assignments must be submitted by the deadline date.

   (iii) In cases of extreme emergency, the lecturer concerned can give a short extension.

   (iv) Students must submit assignments to the postgraduate secretary. Students must sign the record book and complete receipt slips (in duplicate) when submitting an assignment. The date of submission must also be stated.

   (v) If an assignment is not submitted by the due date, the maximum mark it can receive when submitted is the lowest passing mark, that is, 50%.

   (vi) All course assignments must be submitted before the respective examinations

   (vii) If a student does not submit the course assignment before the examination, such a student would be debarred from writing the examination.

4. **Coursework assignments - Grading**

   Each assignment is marked by two examiners. The University’s grading scheme for work at the postgraduate level is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Less than 50%</td>
<td>Fail</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>B</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>B+</td>
</tr>
<tr>
<td>70% and above</td>
<td>A</td>
</tr>
</tbody>
</table>
5. Ethical considerations

Students are expected to engage in fair practices while sitting examinations and when preparing course assignments. The relevant university regulation is cited below:

*Cheating is any attempt to benefit oneself or another by deceit or fraud. This includes any representation of the work of another person or persons without acknowledgement. Plagiarism is a form of cheating. Plagiarism is the unauthorized and/or unacknowledged use of another person's intellectual efforts and creations howsoever recorded, including whether formally published or in manuscript or in typescript or other printed or electronically presented form. Plagiarism includes taking passages, ideas or structures from another work or author without proper and unequivocal attribution of such source(s), using the conventions for attributions or citing (e.g. MLA; Chicago; ACS; AIP; ICMJE etc.) used in this University. Since any piece of work submitted by a student must be that student's own work, all forms of cheating including plagiarism are forbidden.*

INFORMATION LITERACY

Information Literacy is “knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.” (Chartered Institute of Library and Information Professionals, 2004).

As an M. Ed. student you are required to produce a research project report. To assist with this endeavor, the Library delivers a series of information literacy sessions designed to help you along the journey. The sessions are designed to help you refine your research topic, explore the many sources and formats of information available, and communicate your research in an ethical manner. In addition, you will learn how to format your research report using the University’s guidelines. These sessions will be offered as part of the Graduate Research Seminars.

PRESENTATION OF WRITTEN WORK

The School of Education requires that students use the format prescribed by the American Psychological Association (APA) in its *Publication Manual* (6th ed., 2010) for all written work. Students are urged to refer to the APA Manual for a comprehensive explanation of the APA style requirements.

SUPPORT SERVICES AT THE SCHOOL OF EDUCATION

THE LIBRARY

The Education Resource Library was created in 1973. It contains a comprehensive collection of material in the field of education, with growing emphasis on Caribbean publications. The collection numbers approximately 25,000 items consisting of books, monographs, reports, theses, and government documents.

Some of the services offered are:

(i) Bibliographic searches
(ii) Printing / Photocopying
(iii) Lists of new acquisitions
(iv) User orientation
(v) Information Centre
(vi) Book loans
(vii) Assistance in using materials
(viii) Information Literacy instruction

The Library serves the staff and students of the School of Education, staff and students of the wider university community, planners and researchers of the Ministry of Education and other persons whom the Faculty may deem eligible.

The Library also plays an integral part in the teaching and research programmes undertaken by the Faculty through the acquisition and dissemination of published material.

The use of the School of Education Library is governed by the General Regulations for the use of the Alma Jordan Library at St. Augustine, except where specifically stated below. Readers are requested to familiarise themselves with both sets of rules.

Rules for use of School of Education Library

The Library endeavors to maintain an atmosphere that is conducive to learning and research. For this reason users are expected to conform to certain standards of conduct to maintain the use and enjoyment of the Library by others.

The following conduct is to be observed within the Library:

- The University requires that students display ID cards at all times. All library users must comply with this rule.
- Quiet shall be observed at all times
- The following are not permitted in the Library
  - Children
  - Umbrellas
  - Bags
  - Food and drink
  - Use of cellular phones
  - Offensive or obscene language or actions
  - Solicitation or selling of any kind
  - Theft, mutilation or defacement of library property
  - Removal of any library property without the authorization of library staff or through the library’s lending procedures
  - Entering a non-public area without permission of the library staff
- The Library is a smoke-free area and smoking is strictly forbidden
- Copyright regulations must be adhered to
• Books, periodicals, etc. taken from shelves and used in the Library should be left on the tables after use and NOT replaced on the shelves.
• Users leaving the Library must show all books, folders, periodicals, papers, etc. to the security staff. Users may also be required to open for inspection any receptacle carried out of the Library.
• Any other behavior that interferes with the right of others to enjoy and use the Library is not permitted.

All members of the Library and security staff are empowered to require users to comply with these rules.

The Librarian shall at all times have authority to maintain good order in the Library and may exclude from it or suspend from its use any user who breaks these rules.

Persons who infringe on library rules may have their loan and computer privileges suspended upon the discretion of the Librarian.

**LOANS**

Loans are allocated to registered library users as indicated below:

- **UWI Academic Staff** 15 items
- **UWI Administrative, Technical & Support Staff** 2 items
- **UWI Postgraduates** 14 items
- **UWI Undergraduates** 12 items
- **Open campus Students** 8 items
- **Alumni** Reading/Reference

**CIRCULATION PERIODS, RENEWALS AND LIMITATIONS**

**General Collection** items are loaned for two (2) weeks to UWI students and one (1) month to Academic staff. Any item may be renewed for one (1) week providing that there are no requests for that particular item and the item is not overdue. In addition, an item can only be renewed once. Renewals can be done in person or via the telephone at 662-2002 Ext. 83718.

**Reserve** items are normally loaned for three (3) hours in the case of single copies, and in cases where there are multiple copies, three (3) days. Students from Tobago will be loaned Reserve items for seven (7) days. Reserve items will not be renewed.

Items housed in the **West Indian Collection** cannot leave the library. However, specially selected items will be loaned for three (3) days.

School of Education’s Academic staff are allowed to borrow **periodical items** for one (1) week. All other patrons are only allowed reading and reference of periodical items.
Borrowers are requested to examine all materials thoroughly and report all damages, discrepancies and irregularities to the Library staff on duty.

All material loaned are subject to recall by the Librarian at any time.

RETURNS

Items must be returned to the Circulation Desk during the library’s opening hours. When the library is closed, items can be returned to the Overnight Book Deposit outside the library. These items are cleared the following morning.

OVERDUE NOTICES

Users are responsible for returning all Library material by the due date and are subject to all fines incurred. Courtesy and overdue notices are periodically emailed to the student’s UWI email account. Users are responsible for notifying the Library of any address changes in order to receive courtesy notices.

FINES

The fines for late return of books from the General Collection is one dollar ($1.00) for each day the item is overdue. The fine for late return of materials from the Reserve Collection is one dollar ($1.00) per hour during the library’s business hours. The fines levied above shall not exceed five hundred ($500.00) per item.

Users with fines of $1.00 or more are automatically blocked from borrowing.

Damage of Library material on loan to a reader should be reported immediately. The reader must pay the current cost of replacing a lost or seriously damaged book or other item, in addition to any fine which he may have incurred prior to reporting the loss or damage.

If after due notice, a fine or replacement cost of item has not been paid, the Librarian is authorised to request the Bursar to arrange for the amount of the fine to be recovered by the University. Borrowing privileges will also automatically be suspended.

All registered students are also entitled to use the Alma Jordan Library. University identification cards must be presented.

PRINTING AND PHOTOCOPYING

Three 3) print/copy machines are available in the library. They are self-service machines, which are operated by Smart ID Cards. Paper Cut Copy cards are also on sale at the Circulation Desk.

External library users are required to purchase a Paper Cut card and units to be able to use the print station. The Paper Cut cards are paid for and activated at the circulation desk.

The cost of printing/copying is $0.25 per page for black and white and $4.00 per page for color. Students’ accounts will be set up on their Smart ID cards. They can add money to their accounts as needed. However, unused funds cannot be refunded.
INFORMATION CENTER

The Library has eight (8) computers available for students’ academic use in the Information Center. These computers provide access to the Internet and to specialized databases and electronic journals via UWI Linc. They are equipped with the Microsoft Office suite and EndNote. Use of a computer is limited to 45 minutes when students are waiting.

WIRELESS ACCESS

The Library has Wireless Access Points distributed throughout the reading room. Patrons with wireless devices may join The UWI’s open network. The library’s staff can provide assistance on connecting devices.

POST GRADUATE ROOM

The Library has a study room reserved for postgraduate students. The room can also be used as a seminar/training room.

Caribbean Educational Research Information Service (CERIS)

CERIS is a computerized information service at the School of Education, which provides access to information on education in the English-speaking Caribbean. Information is provided on varying levels:

- References and detailed abstracts are provided for documents held at CERIS. These include official policy documents on education in the region, published statistics, research reports, curriculum guides, conference proceedings, examination syllabi and reports, and prospectuses and calendars of tertiary institutions
- References and varying levels of bibliographic information for research reports, textbooks, journal articles, conferences papers, monographs, and theses and dissertations not held by CERIS
- Biographical information on researchers on Caribbean education systems
- Directory-type information on organizations that produce data likely to be of relevance to Caribbean educational researchers.
ACADEMIC SUPPORT/DISABILITIES LIAISON UNIT (ASDLU)

“Creating A Campus Without Barriers”

Academic Support Services for Students

The Unit was established in 2006 to ensure that no student is left behind. It has become the first and most important stop for high quality academic support for the diverse populations of students throughout the University including full-time, part-time and evening students and international students, but especially students with disabilities.

~Providing Support for All Students~

The functions/operations of ASDLU are twofold:

1. Providing academic support to students of The UWI, St. Augustine at all levels of their academic career.
2. Providing and ensuring equal access (infrastructure/academic) to all students who enter the University system with a disability.

~Academic Support for All Students~

- Educational Assessment
- Time Management
- Examinations Strategies
- Workload Management
- Academic Workshops
- Career Planning
- Study Skills
- Tutoring
- Extended working hours – Evening University Students

~Students with Disabilities~

(Temporary and Permanent)

- Provision of Aids and Devices
- Liaison with Faculties and Departments
- Special Accommodations for Examinations
- Classroom Accommodations
- Academic Support

CONTACTS:
Address:
Academic Support/Disabilities Liaison Unit
Quadrangle – South of the Alma Jordan Main Library
The University of the West Indies
St. Augustine

Tel: 662-2002 ext. 3866, 3923, 4254
Fax: 662-2002 ext. 3922
Ms. Jacqueline Huggins – Co-ordinator, ASDLU: 662-2002 ext 3921
Email: ASDLU.Office@sta.uwi.edu
Website: www.sta.uwi.edu/asdlu

HOURS OF DUTY:
Mondays, Wednesdays and Fridays
8:30a.m.-4:30p.m.
Tuesdays and Thursdays
8:30a.m.-6p.m.
(Late hours to accommodate Part-Time and Evening University Students)