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CONCENTRATION IN CURRICULUM

PROGRAMME RATIONALE

The curriculum concentration is offered for educators and administrators at all levels of the system who must deal with curriculum issues in the Caribbean in a time of rapid and widespread curriculum change. The programme is aimed at giving students the opportunity to develop critical competencies in curriculum theorising, planning and implementation, and to learn how curriculum theories have shaped Caribbean curricula.

Issues to be considered relate to the status of curriculum theory, planning and enactment from perspectives that are informed both by Caribbean experience and enquiry and also by the experience and expertise of the wider educational community. Students will be encouraged to use their diverse educational and other life experiences in responding to the demands of the program.

PROGRAMME STRUCTURE

Students enrolled in the M.Ed. programme are required to complete eight semester courses (or the equivalent) and a research project. The courses are each worth 4 credits. The research project report should not exceed 15,000 words and is worth 10 credits. Students are also expected to attend Graduate Research Seminars and to present their research proposal in one of these seminars. The programme runs for two years on a part-time basis.

The programme will constitute 4 compulsory courses and an elective to be selected by the student with the approval of the School of Education.

- **Three** compulsory core courses for M.Ed. programmes:
  - EDFA 6207: Education and the Development of Social Competencies
  - EDRS 6208: Fundamentals of Educational Research I
  - EDRS 6210: Fundamentals of Educational Research II

- **Four** compulsory courses in the area of Curriculum
  - EDCU 6309: Curriculum Theory as Process
  - EDCU 6310: Curriculum Policy and Planning
  - EDCU 6311: Curriculum Implementation and Adaptation
  - EDCU 6312: Curriculum Enactment and Communication

- **One** elective course chosen by the student with the approval of the School of Education
The programme is delivered as outlined in the table below:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Year 1</th>
<th>Year 2</th>
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<tr>
<td></td>
<td>• EDFA 6207: Education and the Development of Social Competencies</td>
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<td></td>
<td>• EDCU 6309: Curriculum Theory as Process</td>
<td>• EDRS 6203: Graduate Research Seminars</td>
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<tr>
<td>Semester 2</td>
<td>• EDRS 6210: Fundamentals of Educational Research II</td>
<td>• EDRS 6203: Graduate Research Seminars</td>
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<tr>
<td></td>
<td>• EDCU 6310: Curriculum Policy and Planning</td>
<td>• EDRS 6900: Research Project</td>
</tr>
<tr>
<td></td>
<td>• EDCU 6311: Curriculum Implementation and Adaptation</td>
<td>• Students have to submit three [3] hardbound copies of EDRS 6900 – Research Project by May 30th.</td>
</tr>
<tr>
<td></td>
<td>• Students must submit their research topics by May 31st in the first year of their registration.</td>
<td>• Also, students have to submit a TURNITIN report and a soft copy with their submission.</td>
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**COURSE OUTLINES**

**EDCU 6309: CURRICULUM THEORY AS PROCESS  (4 credits)**

**Overview**
Curriculum practitioners need to make decisions which are informed not only by policy decisions and personal experiences, but also by shared understandings of curriculum, and of theories which now shape practice and inquiry in the field. This course provides students with the opportunity to develop a good understanding of such curriculum theories, to critically evaluate major movements in the development of curriculum theory, and to develop and articulate their own evolving theories of curriculum.

**Objectives**
Students will be able to:
(1) discuss the process of theorising, and explain interrelationships between curriculum theory and practice.
(2) critically analyse the contributions of different schools of thought to curriculum decision-making and inquiry.
(3) integrate personal experience and formal curriculum theory in making decisions with regard to their own practice.
(4) utilise curriculum theories in evaluating curriculum policy and practice in the Caribbean.
(5) use their knowledge of curriculum theory to propose methodological approaches to conducting curriculum inquiry.

**Content**
- Key concepts in curriculum.
- The nature and foundations of curriculum theorising
- Interrelationships between curriculum theory and curriculum practice – the Caribbean, and the wider community.
- Conceptualisations of Curriculum:
• Traditionalists.
• Conceptual empiricists.
• Reconceptualists.
• Postmodernists.
• Developing personal theories of curriculum.

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDCU 6310: CURRICULUM POLICY AND PLANNING (4 credits)

Overview
Curriculum policy and curriculum planning are central to the shaping of curricula. This course is intended to introduce students who are practitioners at all levels of the education system to theories and frameworks which inform the curriculum planning process.

Students will also be given the opportunity to explore the influence of curriculum policy and planning decisions on Caribbean curricula.

Objectives
Students will be able to
(1) explain what is meant by curriculum policy, and determine how policy will shape the decisions they make in developing and adapting curricula.
(2) utilise various theories and models of curriculum development and design to plan curricula for identified contexts.
(3) identify issues which inform the decision-making process in planning curricula for Caribbean contexts.

Content
The role of policy in curriculum planning for the following:
• Different conceptions of policy
• Levels of curriculum policy decision-making
• Relationships between policy and curriculum development decisions.

Addressing issues of curriculum planning, as they relate to political, social and cultural influences on curriculum planning decisions.

Selecting appropriate models of curriculum development for different contexts.

Designing a curriculum: The basic tasks.
Curriculum evaluation:
• The nature and tasks of curriculum evaluation
• Technical and non-technical models of curriculum evaluation
• Decision-making at different stages of curriculum evaluation
• Controversial issues in curriculum evaluation:
  • The form of objectives
  • Measurement of intended outcomes vs. goal free evaluation
  • Traditional assessment vs. authentic assessment
**Assessment**

*This course shall be assessed through coursework (40%) and a final examination (60%).*

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**EDCU 6311: CURRICULUM IMPLEMENTATION AND ADAPTATION  (4 credits)**

**Overview**

This course introduces practitioners at all levels of the system to the theory and practice which inform the adoption and the implementation or adaptation of proposed curriculum changes. It explores phenomena of change, and factors that facilitate or hinder proposed curriculum changes. The course aims at developing competencies in problem-solving, communication, collaborative planning and strategic planning that are necessary to effect curriculum change.

**Objectives**

Students will be able to

1. discuss the change process as it relates to curriculum implementation and adaptation.
2. develop appropriate strategies for curriculum implementation and adaptation within identified contexts of change.
3. propose and critique strategies for disseminating information about curriculum innovations.
4. propose and critique strategies for managing and evaluating curriculum change.

**Content**

**Phenomena of change**
- The change process
- Subjective understandings and experiences of change
- Contexts which shape responses to curriculum change: political, cultural, biographical, socio-historical and structural

**Addressing the problems of curriculum change**
- Establishing a perspective on change: fidelity or mutual adaptation
- Identifying challenges presented by a proposed innovation: characteristics of the innovation; existing systems and cultures; characteristics and responses of stakeholders
- Developing strategies to support the innovation: Choosing among change typologies and strategies; developing supportive cultures, organisational structures and plans for staff development
- Developing strategies to disseminate information about proposed curriculum changes: characterising audiences; determining the message; selecting media; providing for feedback
- Developing strategies to monitor curriculum change: selecting from among models of curriculum evaluation

**Assessment**

*This course shall be assessed through coursework (40%) and a final examination (60%).*

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**EDCU 6312: CURRICULUM ENACTMENT AND COMMUNICATION  (4 credits)**

**Overview**

An understanding of communication processes is essential to the effective enactment of curricula. The aim of this course is to help practitioners in education to recognise how meaning and assignation of power in the curriculum result from the interactions of individuals within classroom contexts. Practitioners will also
develop competencies, as communicators and as developers of students’ communication skills so as to promote learning in the classroom.
Objectives
Students will be able to
(1) make curriculum decisions that are informed by a sound knowledge of communication principles and processes.
(2) assess the effects of different contexts on communication and learning processes.
(3) use appropriate technologies of communication in developing teaching and learning strategies.
(4) help their students to communicate more effectively.

Content
The nature of communication and of curriculum enactment
• Theories and models of communication, as process and as generation of meaning
• Elements of the communication process
• Elements of meaning generation
• Conceptions and commonplaces of curriculum: implications for making communication decisions
• Curriculum enactment as generation of meaning
• Processes of classroom-based curriculum decision-making

Communication and learning.
• Learning as semiotic apprenticeship
• Language, thought and learning
• Curriculum genres as social process
• Disciplines as communities of practice: challenges for learners
• The exercise of power in learning situations: communication, conflict and the hidden curriculum

Contexts of classroom communication
• The nature and dimensions of ‘context’
• The effects of context on the construction of meaning in classrooms
• Contexts of communication in Caribbean classrooms
• Dimensions of communicative competence in classroom contexts
• Communication technologies for different audiences and teaching purposes
• Barriers to communication in the classroom

Assessment
This course shall be assessed through coursework (40%) and a final examination (60%).

EDFA 6207 - EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES  (4 credits)

Overview
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.
Objectives
This course, as the title suggests, offers specific insight and analysis into the role individual and institutional agents play in outfitting citizens with suitable knowledge, skills and attitudes for life in a multicultural democratic society in the Caribbean today. The task will be learner centered and developmental. Affect, knowledge and behavior will be all targeted and links explored toward an improved quality of “being” in the Caribbean context. The goal is nothing less than in-depth learning as fitting for the development of rounded human beings able to successfully negotiate the multiple social spheres which they inhabit. Efforts will be focused on providing experiences for students geared to the learning of social competencies; in providing such support the aim is to enhance the students’ competencies as educators who in turn become more proficient in the facilitation of social competencies in their students and other educational personnel.

Content
Through the critical analysis and particular perspectives afforded by the foundation disciplines of philosophy, sociology and psychology, the following themes are explored with regard to the development of social competencies:

- The nature of social competencies
- Respect
- Reducing prejudice
- Power, reform and schooling: personal, institutional and social dimensions

Assessment
This course shall be assessed through coursework (60%) and a final written examination (40%).

Teaching/ Learning strategies
Mode of delivery: Blended
The course will be delivered face-to-face and online using the following strategies.

Required Reading
Additional Reading

RESEARCH METHODOLOGY

Overview
There are two compulsory courses in research methodology. These provide a general introduction to the philosophical foundations and methodological strategies of research in education. They explore the nature of educational research and the origins and uses of different research methodologies. Specifically, the courses focus on educational research informed by the empirical-analytical and naturalistic traditions.

A prominent feature of these courses will be small group, interactive sessions designed to assist students in the 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 a need to improve education in certain justifiable ways. Thus, the courses will treat with both the technical side of research as well as its ideological dimensions.

EDRS 6208 - FUNDAMENTALS OF EDUCATIONAL RESEARCH I (4 credits)

Objectives
The student will be able to
(1) describe the nature of educational research
(2) use educational theory in order to select and identify significant research issues
(3) formulate research problems
(4) design appropriate tools and instruments for investigation
(5) use the various statistical forms of data analysis
(6) reflect on and analyze issues and dilemmas in educational research
(7) develop competence in the interpretation and evaluation of educational research findings

Content
• The nature of educational research. Education as an applied discipline. The relevance of educational theory to research.
• Sources of evidence in research. Identifying and formulating research problems. Selection of methods in educational research.
• Research and knowledge utilization. Reporting of educational research.
• Designing and implementing research in the empirical-analytical tradition. Positivist approaches to research:
  - the research plan: ethical considerations, sampling design, data collection
  - descriptive research
  - experimental research
  - descriptive data analysis
  - measures of central tendency
  - measures of variability
  - measures of relationship – correlations
  - inferential data analysis
  - testing statistical significance
  - non-parametric tests
  - use of computer software in data analysis
  - preparing a research proposal

Assessment

This course shall be assessed through coursework (40%) and a final examination (60%).

Readings

Main Text:

Additional References
Some General Web-sites used

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 Demonstrations
- The World of Visual Statistics
- Statnotes: An Online Textbook

**EDRS 6210 - FUNDAMENTALS OF EDUCATIONAL RESEARCH II  (4 credits)**

**Objectives**
The student will be able to
(1) describe different approaches to educational research
(2) discuss research issues emanating from different approaches to educational research
(3) select appropriate research approaches in the investigation of specific phenomena
(4) design educational research in the naturalistic paradigm
(5) analyze qualitative data
(6) develop competence in evaluating the varied forms of qualitative research in education

**Content**
- the quantitative – qualitative dichotomy. Philosophical underpinnings of the empirical-analytic and naturalistic approaches to research
- major research orientations and methodologies in the naturalistic paradigm:
  - ethnography
  - grounded theory
  - case study
  - critical inquiry
  - the role of sociological theory in qualitative research e.g. hermeneutics, symbolic interaction, and phenomenology
- problem identification and formulation
- designing research in the naturalistic tradition:
  - identifying data sources
  - data collection
  - data analysis (use of computer software for qualitative data analysis)
  - ethical issues
Assessment
This course shall be assessed by coursework (40%) and a final examination (60%).

Required Readings

EDRS6203: GRADUATE RESEARCH SEMINARS [Pass/Fail]
M.Ed. students are allowed 30 minutes in which to make their presentations and answer questions.

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-jot 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
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)

Presentation Skills
12. Connect with your audience; speak directly to it (take ownership of the contents of the proposal)
13. Present your ideas logically
14. Balance the presentation (do not spend too much time on the first two chapters and too little on the rest)
15. Validate your methods and procedures by citing evidence from similar research studies—those that investigated the same phenomenon under similar conditions (However, note their strengths and limitations, and express them where necessary)

16. Pay attention to the use of English (use appropriate Grammar and vocabulary)

17. Convey your ideas in a scholarly manner—use the jargon of the field of inquiry (i.e. become a part of the discourse)

18. Effectively defend your proposal (despite its limitations)

19. Be positive: use feedback to improve the quality of the proposal

20. Be creative in presenting and hold the listener’s interest throughout

REGULATIONS PERTAINING TO THE RESEARCH PROJECT FOR THE M.ED. DEGREE

To be eligible for the award of the M.Ed., all students will be required to complete a Research Project. The project is the culmination of the Qualitative and Quantitative Research Methods in Education and Graduate Research Seminar sequence [EDRS6208, EDRS6210 and EDRS6203].

The Research Project will test the ability of programme participants to:-

(a) conceptualize a research issue or problem;
(b) develop a clearly stated, detailed proposal and plan of procedures and techniques through which the research activity is to be implemented and
(c) implement an aspect, some aspects or all aspects of the proposed plan.

In other words, while students may choose to implement the entire plan, they may also decide, in consultation with their supervisors, on the in-depth operationalisation of one or more aspects of the detailed research plan. For example, the student may choose to focus on the preparation of an extended or full-blown literature survey and theoretical assessment of the major and significant issues bearing on the central problem of the research. He/she may buttress this with an annotated bibliography and deploy it as clinching evidence to support the appropriateness of the chosen research design.

All decisions about the final focus of the research activity must be approved by the student’s supervisor.

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 in the second year of your program as part of the Graduate Research Seminars.
These are some guidelines for writing your research proposal. They are intended to capture the essence of the work that you covered in the two research methods courses that you did in Year 1. You do not have to follow the format rigidly as you may wish to inject some degree of creativity into your work. However, you should ensure that what you present is logical and contains the elements described below. In addition, you should ensure that your work conforms to the APA guidelines and that Standard English is used throughout.

THE PROBLEM/ISSUE
Provide a full account of what the study is about. The account should be cohesive. You can be creative in structuring it but your account should include the following:-

- **The background to the problem/issue.** Here, you should provide contextual information that would allow for a full understanding of what the problem/issue is. The contextual details can involve a historical account and appropriate references to the literature, as well as any other information that might help to place the problem/issue in context.

- **Justification for doing the study.** You should explain why the problem/issue is thought to be worthy of investigation. This might involve personal and/or educational and/or theoretical reasons.

- **A summary statement of the problem/issue.** This statement should indicate the specific problem/issue that is being researched, in concise terms.

- **The purpose of the study.** Here, you should detail what the study sets out to do, given the problem/issue described. Some examples of purpose statements are as follows:-
  - The purpose of the study is to explore the impact of HIV related stigma on children in Trinidad schools.
  - This study will investigate the ideologies of teaching and learning held by/espoused by five beginning secondary school teachers.

- **Research questions/Hypotheses.** These should emerge naturally from the statement of the problem/issue and the purpose of the study. You should decide which of these two formats would best express what you are trying to find out. Research questions can be used for both quantitative and qualitative studies. Hypotheses are usually generated for quantitative studies.

CHALLENGES TO THE CONDUCT OF THE STUDY
Often, there are factors that constrain a study and these should be described where appropriate. They may include:-

- **Limitations and risks.** These are contextual constraints to the conduct of the study, for example, (i) lack of access to relevant documents; (ii) time available for the conduct of the study, particularly qualitative studies; (iii) difficulties with recruiting participants. Such constraints may impact on the validity of the design and reliability of the findings.

- **Cost.** All research entails cost. Where there is little/no funding available, the researcher may be forced to alter intentions for the study and such actions should be clearly explained.

- **Delimitations.** Typically, these are methodological and sampling limitations imposed by the researcher, within which the study will be conducted, for example, Form 3 classes in St. George East. These should be clearly described for quantitative studies only.
OPERATIONAL DEFINITIONS OF KEY TERMS
Operational definitions can apply to both qualitative and quantitative research (e.g. for the purposes of this qualitative study of the educational needs of older people, ‘older’ will be defined as anyone over the age of 65). You should give short, concise definitions of the key concepts in the research, indicating how these concepts would be interpreted in the study.

SIGNIFICANCE OF THE STUDY
You should explain how your study would make a significant original contribution to the literature and/or to educational practice.

LITERATURE REVIEW
Present a short, exploratory report (not a list of topics!) of your preliminary survey of the literature relevant to your area of research. Your review should be a critical analysis of the literature and not an annotated bibliography. The report should include reference to literature that deals with your field of study (including up-to-date accounts from contemporary work), as well as your proposed methodology. You will be expected to give a more comprehensive review of the literature in your final report/thesis. Please note that references to the literature are not confined to the literature review but should be woven throughout your research proposal where relevant.

METHODOLOGY
Give a clear account of how you intend to conduct the study. Where appropriate, you should make reference to the literature when describing your methodology. Your account should include, where appropriate, descriptions of:-

- The rationale for the approach used (i.e., quantitative or qualitative), complete with theoretical and philosophical underpinnings as appropriate.
- The design of the study.
- The sample/sampling procedures.
- Methods of data collection.
- Instruments to be used for collecting data.
- Procedures for data analysis (e.g. axial coding, regression analysis using SPSS, etc.).

You should make clear links between your research questions/hypotheses and your methods of data collection and data analysis. The table below might help you to do this:-

<table>
<thead>
<tr>
<th>Research Question/Hypothesis</th>
<th>Method of data collection</th>
<th>Analytical procedure</th>
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</thead>
</table>

TIMELINE
Provide a Gantt chart to indicate your time allocation and milestones for the various components of the project.

REFERENCE LIST
All works cited in the proposal must be listed here with strict adherence to the APA guidelines.

EDRS 6900: RESEARCH PROJECT – SUBMISSION REQUIREMENTS
THREE HARDBOUND COPIES MUST BE SUBMITTED BY MAY 30TH TOGETHER WITH A TURNITIN REPORT AND A SOFT COPY OF THE PROJECT ON A CD.
Marking Guide for the M Ed Research Project – The Extended Literature Review

Abstract (4 mks)  (up to 100 words)

• Candidate provides:
  o A statement that presents the research problem/issue, how important it was to the researcher, how it was reviewed, and what was found. (0-4 mks)

Background (6 mks)

• Candidate provides
  o A background that presents:
    ▪ the researcher’s own observations about the issue. (0-2 mks)
    ▪ sufficient relevant contextualization of the issue:
    ▪ a summary literature review that sheds light on the issue and reveals gaps in our knowledge relative to the research problem/issue from, where relevant, global, regional, and local perspectives; may be interwoven with other material. (0-4 mks)

Statement of the Problem (5 mks)

• Candidate formulates a statement of the research problem / issue that arises from the ‘Background’. Candidate expands it by linking it to a need for the researcher and identified others to know / understand the issue better, or a need to clarify an issue in the literature. (0-5 mks)

Purpose of the Study, Research Questions/Hypotheses, Expected Outcomes (10 mks)

• Candidate provides:
  o A purpose that is based on the statement of the problem and states in a general way what the researcher intends to achieve by conducting the research. (0-3 mks)
  o Research Questions/Hypotheses that
    ▪ stem clearly from the purpose and express different relevant aspects of it. Candidates should state which question(s)/hypothesis(es) they selected for operationalization. (0-5 mks).
  o Expected outcomes that speak to the utility of the paper given the findings. (0-2 mks)

Literature Review (40 mks)

• Candidate:
  o Explores all relevant aspects, focussing on reporting findings, methods/strategies, and expert opinions. (0-15 mks)
  o Explains, illustrates, and critically analyses the findings, methods/strategies, and expert opinions in sufficient depth. (0-15 mks)
  o Shows review to be helpful in grounding the literature in the research study, for example, informing the methodology and/or data analysis and/or providing a theoretical framework. (0-10 mks)

Methodology (25 mks)

• Candidate:
  o Describes the type of study and the design, and offers relevant justifications. (0-6 mks)
  o Describes the sampling procedure, profiles the participants, and provides relevant justifications. (0-4 mks)
  o Describes the methods of data collection and the instruments where applicable, i) linking them to particular research questions/hypotheses, ii) giving the ethical safeguards,
including the ethical issues considered and the ethical procedure employed, and iii) providing relevant justification. (0-6 mks)

- Provides the processes/methods of data analysis in relation to the question(s)/hypothesis(es). (0-5 mks)
- Delimits the study and states the limitations. (0-2 mks)
- Narrates their experience in conducting the literature review. (0-2 mks)

Discussion and Recommendations (10 mks)
- Candidate:
  - Reprises the major findings of the literature review. (0-7 mks)
  - Makes recommendations in relation to such findings. (0-3 mks)

Penalties (~20 mks)
Non-adherence to APA style (~5 mks)
- Candidate:
  - Fails to cite properly within the text. (~0-1 mk)
  - Fails to follow conventions of referencing. (~0-2 mks)
  - Mismatches works cited within the text and works listed in ‘References’. (~0-1 mk)
  - Fails to follow conventions for tables and graphs. (~0-1 mk)

Deficiencies in Use of Academic English and Organization (~15 mks)
Use of Academic English (~6 mks)
- Candidate:
  - Makes grammatical errors. (~0-2 mks)
  - Makes punctuation errors. (~0-2 mks)
  - Produces sentences that are awkward and not fluent. (~0-2 mks)

Organisation (~9 mks)
- Candidate:
  - Does not arrange the project into chapters and sections re the major components and subcomponents of the study. (~0-2 mks)
  - Is not coherent within and across the chapters and sections. (~0-3 mks)
  - Does not develop paragraphs logically. (~0-4 mks)

Word limit
15,000 words (for chapters and sections).

Total: 100 mks = 100%

Marking Guide for the M Ed Research Project – Operationalization of Research Questions

Abstract (4 mks) (up to 100 words)
- Candidate provides:
  - A statement that presents the research problem/issue, how important it was to the researcher, how it was researched, and what was found. (0-4 mks)

Background (6 mks)
- Candidate provides
  - A background that presents:
    - the researcher’s own observations about the issue. (0-2 mks)
    - sufficient relevant contextualization of the issue:
• a summary literature review that sheds light on the issue and reveals gaps in our knowledge relative to the research problem/issue from, where relevant, global, regional, and local perspectives; may be interwoven with other material. (0-4 mks)

Statement of the Problem (5 mks)
• Candidate formulates a statement of the research problem / issue that that arises from the ‘Background’. Candidate expands it by linking it to a need for the researcher and identified others to know / understand the issue better, or a need to clarify an issue in the literature. (0-5 mks)

Purpose of the Study, Research Questions/Hypotheses, Expected Outcomes (10 mks)
• Candidate provides:
  o A purpose that is based on the statement of the problem and states in a general way what the researcher intends to achieve by conducting the research. (0-3 mks)
  o Research Questions/Hypotheses that  stem clearly from the purpose and express different relevant aspects of it. Candidates should state which question(s)/ hypothesis(es) they selected for operationalization. (0-5 mks).
  o Expected outcomes that speak to the utility of the paper given the findings. (0-2 mks)

Literature Review (12 mks)
• Candidate:
  o Explores a minimum of three relevant aspects in separate sections, focussing on reporting findings and expert opinions, on explaining or illustrating them where helpful, and on critically analysing them. (0-9 [3x3] mks)
  o Shows review to be helpful in grounding the literature in the research study, for example, informing the methodology and/or data analysis and/or providing a theoretical framework. (3 mks)

Methodology (25 mks)
• Candidate:
  o Describes the type of study and the design, and offers relevant justifications. (0-6 mks)
  o Describes the sampling procedure, profiles the participants, and provides relevant justifications. (0-4 mks)
  o Describes the methods of data collection and the instruments where applicable, i) linking them to particular research questions/hypotheses, ii) giving the ethical safeguards, including the ethical issues considered and the ethical procedure employed, and iii) providing relevant justification. (0-6 mks)
  o Narrates their experience in conducting the study over a timeline (e.g., how the study began, changes made along the way, hours spent in field). (0-2 mks)
  o Provides the processes/methods of data analysis in relation to the question(s)/hypothesis(es). (0-5 mks)
  o Delimits the study and states the limitations. (0-2 mks)

Data Analysis and Presentation of Findings (30 [15x2] mks)
• Candidate
  o Provides an analysis of the data in relation to the different research questions/hypotheses along the lines specified in the section on processes and methods of data analysis in the Methodology chapter:
    ▪ comprehensive analysis of the research question(s). (0-5 marks)
    ▪ presentation in suitable format (e.g., tables, graphs, narratives). (0-2 marks)
    ▪ support through appended evidence. (0-2 marks)
- Provides the outcomes/findings/results in relation to each research question/hypothesis. (0-4 mks)
- Summarizes the outcomes/findings/results. (0-2 mks)

Discussion and Recommendations (10 mks)
- Candidate:
  - Reprises the findings and discusses each in the light of the literature. (0-7 mks)
  - Makes recommendations that are linked to each finding. (0-3 mks)

Penalties (~20 mks)
Non-adherence to APA style (~5 mks)
- Candidate:
  - Fails to cite properly within the text. (~0-1 mk)
  - Fails to follow conventions of referencing. (~0-2 mks)
  - Mismatches works cited within the text and works listed in ‘References’. (~0-1 mk)
  - Fails to follow conventions for tables and graphs. (~0-1 mk)

Deficiencies in Use of Academic English and Organization (~15 mks)
Use of Academic English (~6 mks)
- Candidate:
  - Makes grammatical errors. (~0-2 mks)
  - Makes punctuation errors. (~0-2 mks)
  - Produces sentences that are awkward and not fluent. (~0-2 mks)

Organisation (~9 mks)
- Candidate:
  - Does not arrange the project into chapters and sections re the major components and subcomponents of the study. (~0-2 mks)
  - Is not coherent within and across the chapters and sections. (~0-3 mks)
  - Does not develop paragraphs logically. (~0-4 mks)

Word limit
15,000 words (for chapters and sections).

Total: 102 mks = 100 %

TURNITIN – Instructions
Dear Postgraduate Student:

Information for and Access to Turnitin can be found on MyeLearning.
EDRS6900: Project Report
Submitted in Partial Fulfilment of the Requirements for the Degree of
Master of Education (Concentration in Curriculum)

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 Range</th>
<th>Grade</th>
</tr>
</thead>
<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. **Conduct and grading of the research project**
   At the beginning of the second year of the programme, each student will be asked to submit the title of the research project that he/she would like to undertake. Each student will then be assigned to a staff member with expertise in the particular area. The staff member will act as the student’s supervisor for the research project. **Students are responsible for making regular contact with their supervisors to ensure that they receive adequate supervision in the research process.**

   The grading scheme for the research project is identical to the grading scheme for course assignments. Each research project report is marked by the relevant supervisor and one other staff member.
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.*

**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* (5th ed., 2001) for all written work. Guidelines for referencing and citation of literature within the text and in the reference list/bibliography are given below. However, since it is not intended to reproduce the *Manual* in this brief guide, students are urged to refer to the APA Manual for a comprehensive explanation of the APA style requirements.

A. **Text citations**

When you quote or take ideas from authors, give the authors’ names and date of publication, and if you quote or cite a particular part, the page, page numbers, or chapter. Fit your citations neatly into your sentences.

1. When the names of the authors are part of the structure of the sentence, put the year of publication, and page/chapter number if applicable, after the authors’ names, in parentheses, for example:

   Hirst and Peters (1970, p. 43) said, "development suggests irreversible changes, the direction of which is characteristic of that which develops."

2. When the names of the authors are not part of the structure of the sentence, put the authors’ names, date of publication, and page/chapter number if applicable, in parentheses, for example:

   Some people (e.g., Bantock, 1980, chap. 1) still see merit in the Renaissance ideal of education.

3. When you cite two works by the same author published in the same year, distinguish them by a, b, etc., for example:

   There is evidence (Hallam, 1969a, 1969b) that even at the age of 16 many pupils cannot understand the abstract terms used in the teaching of history.

4. Where you take a quotation from one author when quoted by another (referred to as a secondary source), give the name of the original author and the details of where you found it, for example:

   Progressive educators are apt to give vague statements of aims such as "Life is the trade I would teach him" (Bantock as cited in Rousseau, 1980, p. 43).

However, in the reference list, you must only list the work by Rousseau, which is the work you saw.
B. Quotations

When you use direct quotations, they must be accurate, following the wording, spelling, and interior punctuation of the source.

1. When a quotation has less than 40 words, you should enclose it in quotation marks and incorporate it into the structure of the sentence, as seen in the following example used earlier:

   Progressive educators are apt to give vague statements of aims such as "Life is the trade I would teach him" (Bantock as cited in Rousseau, 1980, p. 43).

2. When you use a quotation that has more than 40 words, set it apart from the text (without quotation marks), double spaced, in block format, with each line indented from the left margin, for example:

   Joyce and Weil (1980) explained:

   A model of teaching is a plan or pattern that can be used to shape curriculum (long-term courses of studies), to design instructional materials, and to guide instruction in the classroom and other settings. As we describe models and discuss their uses, we will find that the task of selecting appropriate models is complex and that the forms of ‘good’ teaching are numerous, depending on our purposes. (p. 1)

3. When there is a quotation within another quotation, use single quotation marks for the quotation within the quotation. For example:

   Bantock (1980, p. 43) "but the principle behind the progressive view of the curriculum is essentially that of the accidental: Rousseau wishes for an education that will be immediately useful – 'life is the trade that I would teach him.'"

C. References

List in alphabetical order, by surnames of first authors, all works you have quoted or consulted. Note that a list containing only the items cited in your work is referred to as a reference list, while a list containing all the items you have consulted is referred to as a bibliography. Use double spacing. Italicize the titles of books, journals, etc., and indent the second and continuing lines 5 spaces from the left margin.

The reference list/bibliography should not be divided into sections. All works, regardless of the number of authors, or whether they are books or articles, etc., must be placed in alphabetical order of surname of author (personal or corporate) or editor. No separate listing should be made for books, articles, etc.

BOOKS

a. One author

b. Two authors

c. More than two authors
[N.B. When a work has more than six authors, you should give the initials and surnames of the first six authors, and use et al. for the others]

d. **No author given**

e. **An organization or institution as “author”**

f. **An editor or compiler as “author”**

g. **Translations**

h. **An essay in a collected work**

**ARTICLES**

1. **Periodicals**

2. **Newspapers**

**Published Proceedings of a Conference**

**Dissertations (Unpublished)**

**Theses (Unpublished)**
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, newspaper clippings, 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 will be 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

o 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 authorized 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
Four (4) 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.

Library users wishing to print from a flash drive also have access to a stand-alone computer/printer station. 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 Assistant Grade 7 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
8:30 a.m. - 4:30 p.m.
Tuesdays and Thursdays
8:30 a.m. - 6.00 p.m.
(Late hours to accommodate Part-Time and Evening University Students)
<table>
<thead>
<tr>
<th>Tel. Extensions</th>
<th>Members of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>82119</td>
<td>Dr. Jennifer Yamin-Ali, <em>Director</em>, School of Education</td>
</tr>
<tr>
<td>83826/82211</td>
<td>Dr. Susan Herbert, <em>Chair</em>, Subcommittee for Graduate Studies and Research</td>
</tr>
<tr>
<td>82227</td>
<td>Ms. Rena Sookdeo, <em>Administrative Assistant</em>, Postgraduate Programmes</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rena.sookdeo@sta.uwi.edu">rena.sookdeo@sta.uwi.edu</a></td>
</tr>
<tr>
<td>82227</td>
<td>Mr. Maurice Iton, <em>Clerical Assistant</em>, <a href="mailto:maurice.iton@sta.uwi.edu">maurice.iton@sta.uwi.edu</a></td>
</tr>
<tr>
<td>82209</td>
<td>Ms. Vanessa Duncan, <em>Administrative Assistant</em>, School for Graduate Studies and Research</td>
</tr>
<tr>
<td>84190</td>
<td>Ms. Amryl Joseph, <em>Student Matters</em>, School for Graduate Studies and Research</td>
</tr>
</tbody>
</table>

**Course Lecturers**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Name of Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>83900</td>
<td>Dr. Madgerie Jameson-Charles</td>
</tr>
<tr>
<td>83958</td>
<td>Dr. Stephen Geofroy</td>
</tr>
<tr>
<td>83818</td>
<td>Ms. Sharmila Harry</td>
</tr>
<tr>
<td></td>
<td>Sharmila Harry(ext)</td>
</tr>
<tr>
<td></td>
<td>(<a href="mailto:nharrypapan@hotmail.com">nharrypapan@hotmail.com</a>)</td>
</tr>
<tr>
<td>84161</td>
<td>Dr. Beular Mitchell</td>
</tr>
<tr>
<td>83709</td>
<td>Print Room</td>
</tr>
<tr>
<td>83339/83718</td>
<td>Library</td>
</tr>
</tbody>
</table>

**Print Room**

73339/73718

**Library**