THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
FACULTY OF HUMANITIES AND EDUCATION
SCHOOL OF EDUCATION

Family Development and Children’s Research Centre

**Early Childhood Care and Development Certificate Programme**

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DP 2018-2019
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The UWI-Children’s Centre: Our Identity

Our Vision

The Family Development and Children’s Research Centre (FDCRC) with an established national, regional, and international reputation for excellence in teaching, research, and innovation in the field of education in the region.

Our Mission

The Family Development and Children’s Research Centre (FDCRC) of the School of Education, UWI, is an international centre for the protection and promotion of the rights of every child to quality home and school environments. It targets, as a priority, the critical early childhood development needs of the Caribbean, through a model teacher development unit, policy-oriented research, and complementary early childhood services to families and their communities.

It will impact directly on nation-building efforts in the areas of poverty eradication, exemplary parenting, and curriculum reform and development in early childhood care and education (ECCE).
UWI FHE –SOE & UWI-C.C.
Staff

The following is for your information:

**Faculty of Humanities & Education Dean**  Dr. Heather Cateau

**Director, School of Education:**  Prof. Jerome De Lisle

**Overall Coordinator:**  Dr. Sabeerah Abdul-Majied
**UWI-FDCRC Administrative Director**

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**UWI- FDCRC/ECCD Secretary**  TBA
[uwi.fdrc@sta.uwi.edu](mailto:uwi.fdrc@sta.uwi.edu)
Introduction

Specific Aims and Objectives

In keeping with the University’s mandate of continual curriculum review in the context of the new Strategic Plan 2007-2012, the course of study has been restructured to meet the requirements of a Certificate programme at the tertiary level. The proposed restructured programme will lead to more relevant curricula to meet the new goals of the Faculty of Humanities, School of Education’s Strategic Plan (2008-2010) and national and regional reform initiatives. The specific aims and objectives are as follows:

1. To provide at the introductory level, professional training which will adhere to best practices and provide a cadre of budding Caribbean ECCE professionals who are prepared to enter the Bachelor of Education Programme.

2. To utilize these first two years to groom potential ECCE lecturers, researchers, para-professionals, teachers and administrators by exposing them to best practices and new methodologies at the School of Education’s FDCRC, an international site for best practices, through an intense internship programme not offered in the Bachelor’s programme.

3. Early Childhood Education continues to be one of the most neglected areas in developing countries and Trinidad and Tobago is no exceptions. In order to remove this anomaly, the Faculty of Humanities and Education, School of Education has made it part of its policy to give leadership in the provision of appropriate learning environments for pre-school education in the Republic of Trinidad and Tobago. This policy is in keeping with the University’s vision and mission and was given effect in the establishment of the Early Childhood Care and Education Project (ECCEP) and the UWI Family Development and Children’s Research Centre (FDCRC), formerly the UWI Laboratory Pre-School, at # 32, St. John’s Road St. Augustine.
Course Structure

The ECCD programme is professionally designed for practitioners in the field of Education. Its main thrust is towards the holistic development of reflexive professionals who are sensitive to the need to combine caring and advocacy with school and classroom management skills, leadership and information communication technology.

Successful candidates can enter into the Bachelor of Education Programme, which has a duration of three (3) years.

The ECCD Programme comprises of the following:

1. **Accelerated Programme ALL COURSES MANDATORY**

SEMESTER I COURSE OFFERINGS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
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<tbody>
<tr>
<td>ECCD 0110</td>
<td>Foundations of ECCD &amp; Practicum at the UWI-C.C. (3 credits)</td>
<td>5:00 – 8:00 pm</td>
</tr>
<tr>
<td>ECCD 0111</td>
<td>Growth and Development of Infants and Toddlers (3 credits)</td>
<td>5:00 – 8:00 pm</td>
</tr>
<tr>
<td>ECCD 0207</td>
<td>National Standards and Legislation for Early Childhood</td>
<td>5:00-8:00 pm</td>
</tr>
<tr>
<td>ECCD 0208</td>
<td>Management and Budgeting for Success and Human Resource Management (3 credits)</td>
<td>5:00- 8:00 pm</td>
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## SEMESTER 11 COURSE OFFERINGS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECCD 0211</td>
<td>Leadership and Management of Children’s Environment (3 credits)</td>
<td>5:00 – 8:00 pm</td>
</tr>
<tr>
<td>ECCD 0112</td>
<td>Attending to the Special Needs of Young Children (3 credits)</td>
<td>5:00-8:00 pm</td>
</tr>
<tr>
<td>ECCD 0113</td>
<td>Learning in a Social Context (3 credits)</td>
<td>5:00-8:00 pm</td>
</tr>
<tr>
<td>ECCD 0210</td>
<td>Technology and Administration in Early Childhood Education (3 credits)</td>
<td>5:00 – 8:00 pm</td>
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## SEMESTER 111 COURSE OFFERINGS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECCD 0209</td>
<td>Leadership and Management of Children’s Environment</td>
<td>5:00 – 8:00 pm</td>
</tr>
<tr>
<td>ECCD 0114</td>
<td>Engaging Children Through the Project Approach &amp; Practicum at the UWI-C.C. (3 credits)</td>
<td>5:00 – 8:00 pm</td>
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*NB. Each Course for semester 111 are held twice per week.*

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**ECCD Courses and Components**
### COMPONENTS

#### Course Description

**ECCD 0110 FOUNDATIONS OF EARLY CHILDHOOD CARE AND DEVELOPMENT** (3 credits)

Students will review the socio-historical and cultural context of early childhood development and care in order to note diversity of ideas on development, learning, and teaching, and to understand current childhood education practices. The value of play and self-discovery based learning will be emphasized. Students will also examine a variety of early childhood services provided for children and families. Current child-rearing and child-care practices and the role of non-governmental organizations (NGOs) in Trinidad and Tobago will be examined.

These sessions are designed to provide an orientation toward a broad understanding of early childhood care and development, and practical fieldwork experience in different childcare settings. The student will have the opportunity to reflect and assess study skills and personality in relation to the profession of the early childhood educator. Students are encouraged to set goals for their professional growth and development in the academic year. This will be incorporated into the Practicum, which is to be completed at the FDCRC from 8:00 am – 3:00 pm.

**Prerequisites** – None required

**Added requirement:**  Practicum Internship (2 weeks) at the UWI- FDCRC

#### Course Organization

It is organized into twelve sessions consisting of 3 hours each from 5:00 – 8:00 pm. A course outline is given to each student with dates for classes on the first day of classes. The lecturer introduces the topic, enquires from students if they are familiar with the topic and what they understand. Lectures on the topic are covered.

Group task and presentations as well as assignments and handouts are given.

### Purpose of the Course
This course will provide an introduction to the field of early education. It fits into the larger programme as it allows students to reflect on socio cultural and economic factors that impact on the development of young children. It is designed for paraprofessionals, students about to enter the Bachelor’s degree and ECCD administrators. The course is also designed to give students an orientation toward a broad understanding of early childhood care and development and a first glimpse into different Early Childhood settings.

Through their participation in the course students will benefit from the opportunities to discuss their own early childhood experiences and begin the process of critically thinking about ways to be effective practitioners. Students will also explore the many facets of the role of student–teacher as professional.

**Goals/Aims**

The aim of the course is to provide information to allow students an introductory assessment of the field of ECCE. The course content will introduce child development principles which guide the field of ECCE.

It will provide the first platform for student discussion on themes related to the role of the adult in teaching and learning, delivering culturally appropriate practice as well as professionalism in their field of study.

The course will also provide two weeks of practical experience for novice ECCE students. This environment will allow them to take risks within a learning environment and apply newly acquired knowledge on child development to practice.

**General Objective**

The instructor will provide relevant introductory articles and newspaper clippings which will stimulate students to think and examine child development principles and the variety of Early Childhood Services provided to children and families.
Course Assessment

The aim of the assessment is to evaluate student’s understanding of basic child development principles. Student’s knowledge of related themes such as: the role of the adult in teaching and learning; delivering culturally appropriate practice; and professionalism in this field of study will be assessed through group activities.

Two group assignments will focus its assessment on the following: basic child development principles; student’s understanding of socio-historical and cultural context of early education; knowledge of self, culture and values; management of young children’s behaviours and knowledge of strategies and disposition necessary to interact with young children.

A practicum –two week internship at the UWI- FDCRC under the supervision of the Centre Supervisor and Center Mentors/teachers. The FDCRC is a teaching site for 75 preschoolers and 10 ECCE staff members. Students are monitored daily and are required to document their experiences in a journal. They are evaluated by their ability to reflect on their practice and are encouraged to take risks. Mistakes are viewed as an integral part of their learning experience.

- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper

Teaching Strategies

Practicum (2 weeks), lectures, focus groups, observations of active learning activities in the classroom, Self Assessment activity.

Resources

Essential and /recommended textbooks


**Journals and other readings**


Course Description

ECCD 0111  GROWTH AND DEVELOPMENT IN EARLY CHILDHOOD; DEVELOPMENT OF INFANTS AND TODDLERS  (3 credits)

Students will be introduced to basic knowledge on the growth and development of children under three years of age. Developmental theories, observational techniques, and interpretation of data are explored. The diverse factors (cultural, intra-familial and extra-familial) that support or impede development are considered within the context of the Caribbean. Attention is also focused on observing home and nursery/childcare settings for infants and toddlers.

Prerequisites – None required

Added requirement  Field work

Course Organization

It is organized into twelve sessions from 5:00 – 8:00 pm. A course outline is given to each student with dates for classes and topics to be covered during the first day of class. The lecturer introduces the topic, enquires from students if they are familiar with the topic and what they understand. Lectures on the topic are covered, handouts are given and a final assignment given.

Purpose of the Course

This course alerts students to how children learn and how teachers plan activities for their development, based on child development theories and research.

Goal/Aim

To familiarize students with basic concepts of human growth and development. It is hoped that students will develop a strong understanding of how experiences in integrated environments such as: the home; childcare settings; nurseries and pre-schools can impact the development of infants and toddlers.

General Objective

The instructor will provide relevant introductory material to provide a broad understanding of growth and development of children under three years of age. It will provide basic information for student discussion on related themes such as: social and cognitive theories of human development; heredity and environment.
Unit Objectives

Students will be able to:
- Identify key terms definitions related to human development
- Demonstrate a basic understanding of, social and cognitive theories of human development
- Describe and explain basic elements of heredity, prenatal development, birth and attendant experiences,
- Recognize growth and development patterns in infancy and toddlers.

Course Assessment

The aim of the assessment is to evaluate student’s understanding of basic cultural, intra-familial and extra-familial factors that affect the growth and development of children under three years of age.

Students will visit Health Centres as part of their course of study and interview parents or family members on factors affecting their child/children’s growth and development. Two group assignments will focus on their findings.

- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper

Teaching Strategies

Lectures focus groups, field study, and in-house assignments.

Resources

Essential and/recommended textbooks


Journals and other readings


## Course Description

**ECCD 0112 ATTENDING TO THE SPECIAL NEEDS OF YOUNG CHILDREN (3 credits)**

Students will examine and focus on the characteristics and needs of children with different abilities such as: the gifted child; the physically challenged child with visual, hearing, and speech difficulties; as well as emotional and language delays. Curriculum adaptations will also be an integral part of this course.

**Prerequisites** – None required

**Course Organization**

The course is organized into twelve sessions from 5:00 – 8:00 pm. A course outline is given to each student with dates for classes and topics to be covered on the first day of class.

**Integration into overall programme**

This course explores the world of children with special needs which the student teacher may encounter during practice and in working with children in the future. It enhances the student’s knowledge base on differently abled children and how they can be taught in the early childhood setting with the intention of possibly mainstreaming into the public system. It supports teachers by preparing them to assist children with varying special needs that is integrated/mainstreamed into a variety of classroom environments.

**Purpose of the Course**

To develop a knowledge base and frame of reference for thinking about children with special needs.

**Goal/Aim**

The aim of the course is to provide a broad understanding of the needs and challenges associated with meeting the needs of children with different abilities.
**General Objective**
The instructor will provide a knowledge base and a reference for thinking about children with special needs.

**Unit Objectives/Outcomes**
Students will be able to:
- Describe types of special needs and differing abilities
- Identify common attitudes toward children with special needs in local society
- Explain and document the current legislation and rationale behind educating children with special needs
- Describe the physical challenges and types of assistive technologies that are available with early childhood environments
- Discuss the key principles involved in meeting the special needs of the young child

**Course Assessment**

- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper
Teaching Strategies

Lectures focus groups, group tasks, active learning, self assessments, projects.

Resources

Essential and recommended textbooks


Journals and other readings


**Teaching Strategies**

Lectures focus groups, group tasks, active learning, self assessments, and projects.

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<tr>
<td><strong>Journals and other readings</strong></td>
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<tr>
<td>Myers, R (1992) The Twelve Who Survived; Strengthening Programmes in Early</td>
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COMPONENTS

Course Description

**ECCD 0113 LEARNING IN A SOCIAL CONTEXT** (3 credits)

Students will explore ways in which children learn and adults guide their learning in diverse social cultural and economic communities. Active learning and positive approaches to addressing different dimensions of cognitive and social activities will also be addressed. Additionally, the course will be applying knowledge of young children to help them learn in a manner that supports development of the whole child. Major Theorists and proponent of a Social Context will be explored.

Students will have the opportunity to study different aspects of the early childhood curricula and integrate activities into everyday practices. Small group demonstrations are required in the following areas:

- Music and movement
- Language and literacy
- Art and aesthetics
- Investigation and discovery (math and science)
- Physical development
- Computer-aided instruction (CAI)
- Social and emotional/spiritual development

**Prerequisites** – ECCD 0110 Foundation of Early Childhood Care and Development

**Added Requirements**- Two week practicum Internship

**Course Organization**

It is organized into twelve sessions consisting of 3 hours each from 5:00 – 8:00 pm. A course outline is given to each student on the first day of class. The lecturer introduces the topic,
enquires from students if they are familiar with the topic. A two week practicum covering at the FDCRC from 8:00am – 4pm daily allows students to practice and observe children living in a social context.

**Purpose of the Course**

To provide experiences for the student teacher to observe, question and practice different aspects of the ECCD curricula.

**Content**

This course will cover the intellectual and social development of children and the ways that teachers support development in their daily interactions with young children in diverse contexts. Topics will focus on encouraging young children to explain, experiment and question; thereby advancing language use and comprehension and building positive self-concept in the young child.

*Learning defined*

Conditions for learning in Early Childhood Care and Development, Learning in a social context, barriers of learning.

*Developmentally appropriate practice*

Definitions of Developmentally Appropriate Practice, basic principles of development, avoiding misunderstandings of Developmentally Appropriate Practice, developmental checklist 3-4+.

*Play*

Definition of play, role of play, types of play, benefits of play, stages of play in EC Environment.

*Active learning*


*Planning an integrated curriculum*


*Group planning*


*Supporting the active learner*


*Supporting positive behaviours*

Encouraging positive behaviour and coping with inappropriate behaviour. Children’s in-depth research. The physical environment.
**Music and movement across the curriculum.**  

**Language and literacy across the curriculum.**  

**Use of clay & construction art across the curriculum.**  
What is a visual art?  Art as a medium for learning.  Simple activities for children.

**Investigation and discovery across the curriculum.**  
Definition of science.  The role of science across the curriculum.  Practical science activities across the curriculum.

**Psychomotor development across the curriculum.**  
What is physical development?  Gross and fine motor skill.  Integrating PE in Routine.

**Technology and integrated learning.**  
Multi media across the curriculum.  Technology in the ECCD programmes e.g.  radio /cassette/  CD player.  How can it be used?

### Goal/Aim
The aim of this course is to give potential ECCE practitioners an opportunity to work in a learning environment on a daily basic and to assist them in making the link between theory and knowledge gained in the course with practice.

### Course Assessment
- Forty Percent (40%) - coursework  
- Sixty percent (60%) – the final paper

### Teaching Strategies
Lectures, group discussions, group assignments, coursework, a practicum and a final paper.

### Resources
**Essential and /recommended textbooks**


Journals and other readings


## COMPONENTS

### COURSE DESCRIPTION

**ECCD 0114 ENGAGING CHILDREN THROUGH THE PROJECT APPROACH** (3 credits)

Students will examine the various phases of the Project Approach. Through participation in the daily activities of the Family Development and Children’s Research Centre, students will be given opportunities to reflect and assess their ability to interact meaningfully with children and adults in the environment; identify and practice modes of teaching and learning, and discuss new strategies for fulfilling the learning outcomes of the programme. Opportunities will be given to assess curriculum effectiveness, implement strategies related to the Project Approach and reexamine through self assessment their personal and profession growth.

**Prerequisites** – ECCD 0113 – Learning in a Social Context

**Added Requirement** - Two week Internship at the UWI - FDCRC

**Course Organization**

Students will be required to complete teaching practice at the FDCRC from 8:00 am – 3:00 pm utilizing the Project Approach. Dates for completing the practicum can be arranged with the ECCD Secretary or the Centre Supervisor.

Students work with Mentor Teachers at the Centre and /or another student, to plan and conduct the planning, implementation or documentation phased of a project along with the children, parents, and mentor teachers.

Group task and presentations, as well as, assignments and handouts are given.

**Purpose of the Course**

The course will outline the broad principles of The Project Approach. It will provide new theories of child development against the backdrop of traditional models of childrearing and preschool practices in the Caribbean

**Content**

- Traditional models of practice in the Caribbean
- Projects in Early Childhood Curriculum
- Definition of Project Work
- Theories that underpin The Project activity in Early Childhood Education
- Benefits of projects in the Early Years
- Reflections and discussions on topic of choice
• Getting started- The Project Approach
• Project work with under fives
• Beginning a project
• Planning a project
• Practical exercises in Project work
• Opportunities and constraints of the Early Years,
• Selecting Project Topics,
• Anticipatory teacher planning

### Goal/Aim
The aim of the course is to provide a forum for discussion The Project Approach and to allow students to speak on change management in Early Childhood environments.

### General Objectives
The instructor will provide relevant introductory Early Childhood information on models of teaching and learning in developed and developing countries, while channeling students’ interest toward a new approach.

### Unit Objectives/Learning Outcomes
Students will be able to:

- Demonstrate an ability to discuss current curriculum practices in Trinidad and Tobago
- Understand the fundamental principles of The Project Approach.
- Begin to engage in meaningful dialogue with children undertaking the Project Approach
- Apply theories that underpin Project activity in Early Childhood Education
- Discuss in depth the benefits of The Project Approach in the Early Years

### Course Assessment
Students are evaluated on their ability to discuss issues that guide The Project Approach with young children. Workshops are presented by students based on community work, field work and the practicum experience. Time is set aside for small group assignments and individual tasks. A Competency Rating Scale will be used to assess students’ professional growth and development.

**Course Assessment**

- Forty Percent (40%)- coursework
- Sixty percent (60%) – the final paper
Teaching Strategies

Reflections and discussions on topic related to successful implementation of the Project Approach. Use of focus groups among students, parents, staff/mentors at the Centre. Explore theories which foster critical thinking and social learning.

Develop strategies which demonstrate an understanding of child development and how children learn. Exercise the ability to critically think through problems and teach students to find solutions to environmental challenges in their learning spaces.

Library assignments, individual tutorials and small group discussions.

Resources

Essential and recommended textbooks


Journals and other readings


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**Course Description**

**ECCD 0207 NATIONAL STANDARDS AND LEGISLATION FOR EARLY CHILDHOOD** (3 credits)

Students will examine licensing procedures, regulations, and standardization of programmes. The role of the educator as an advocate for public policies that support children and families will also be addressed. Examine and analyze the implementation of the National Standards document into practice in ECCD Centres.

**Prerequisites** – None required

**Course Organization**

It is organized into twelve sessions from 5:00 – 8:00 p.m. A course outline is given to each student with dates for classes and topics to be covered on the first day of classes. The lecturer introduces the topic, enquires from students if they are familiar with the topic and what they understand. Lectures on the topic are covered. Group task and presentations, as well as, assignments and handouts are given.

**Purpose of the Course**

The purpose of the course is to provide information on National Standards and Legislation for Early Childhood and to familiarize student with the national document.

**Content**

The course provides an introduction into International legislation and Standard Setting for infants, toddlers and preschoolers. Discussion on Early Childhood quality delivery and standard setting in culturally specific environments will be the focus of the course. Topics will include global and cultural dimensions to assessment of young children in the Caribbean, and The National Standards Document for Early Childhood Centres in Trinidad and Tobago. Caribbean Standards and global standard setting. *Philosophical framework.*

Students will discuss the philosophical framework which guides the assumption that every child has an inherent right to high quality education. Ethical and moral concerns central to human development and the fundamental construct of justice respect and equality will also be discussed.
The macro socio-economic environment.
Factors affecting the macro-socio economic environment which affects young children will be discussed. Similarly the educational system and its links to national development form an integral part of this course.

The regulatory environment.
Regulations which affect programme offerings, student tracking, guidance, student participation will be addressed.

The administrative environment.
Accommodation and facilities
Quality assurance
Customer service

The school / community environment.
School –based management
Staffing
Home/school communication

The instructional environment.
The National Curriculum
Space and staff/student ratio

Goal/Aim
The aim of the course is to provide a broad understanding of national development and its link to standard setting and quality Early Childhood Care and Education provision.

General Objective
The instructor will provide opportunities for students to discuss current trends in the field of Early Childhood Education as they relate to National Standards and Educational Reform.

Unit Objectives/Learning Outcomes
Students will be able to:
- Discuss current trends in the field of Early Childhood Care and Development
- Relate the macro-socio-economic environment to Early Childhood Development in Trinidad and Tobago
- Articulate and explain the possible impact of regulations and standards in Early Education.
Assignments
Course Assessment

- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper

Teaching Strategies

Library assignments, individual tutorials and small group discussions. Student workshops are presented based on community work, field work and practicum experience. Time is set aside for classroom assignments by individuals or small groups during the semester.

Resources

Essential and /recommended textbooks


Journals and other readings


COMPONENTS

Course Description

ECCD 0208 MANAGEMENT AND BUDGETING FOR SUCCESS (3 credits)

Students will review the fundamentals of sound business practices as they relate to operating a successful early childhood centre. Topics covered in this section includes: management of the centre, budgeting, accounting, record keeping, funding – types and sources, furniture and equipment. Emphasis will also be placed on proposal writing and human resource management in relation to contracts, job descriptions, selection and recruitment of staff, as well as training, staff diversity and dealing with turnover

Prerequisites – None required

Course Organization

Students will review the fundamentals of sound business practices as they relate to operating a successful early childhood business. Emphasis will be on designing business plans, budgeting, insurance, effective business policies, contracts, tuition, marketing, purchasing, accounting, and record keeping. Guidelines for running a successful business. Presentation of job description, contracts. Budgeting / tuition. Presentation of budgets. Establishing policies and procedures. Business plans: insurance – general; national insurance. Purchasing policy – group presentation. Marketing strategies video, accounting practices, record keeping in the early childhood centre.

**Purpose of the course**

The purpose of the course is to provide students with basic knowledge required to manage and operate the financial aspects and managerial features of operating an Early Childhood establishment, to meet the needs of families and communities. In addition to making it a successful business.

**Content**


**Goal/Aim**

The aim of the course is to provide a broad understanding of managing and budgeting a successful Early Childhood Centre.

**General Objective**

The instructor will provide information related to sound business practices. Emphasis will be placed on designing business plans, budgeting effective business polices and marketing.

**Unit Objectives/Learning Outcomes**
Students will be able to:
- discuss the fundamentals of sound business practices
- design business plans
- relate effective business policies and documentation to successful management of ECCE Centres
- identify successful ECCE management practices
- Budget Reports in yearly Report Documents

**Course Assessment**

- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper

**Teaching Strategies**

Library assignments, individual tutorials and small group discussions. Student workshops are presented based on community work, field work and practicum experience. Time is set aside for classroom assignments by individuals or small groups during the semester.

**COMPONENTS**

**Course Description**

**ECCD 0209 LEADERSHIP AND MANAGEMENT OF CHILDREN’S ENVIRONMENT** (3 credits)

Students will explore leadership and management of early childhood programmes with emphasis on planning, organizing, managing, evaluating programmes and facilities for children, customer relations, professional portfolios, motivating staff, staff selection, and the interview process. The function of programme development inclusive of philosophy, establishing the centre, organizing structures as it relates to boards of management and community-based programmes will also be explored. The course would explore leadership styles and leadership programmes, that will enhance the students’ ability to lead from anywhere within the organization.

**Course Organization**

The course is organized into twelve three hour sessions from 5:00 – 8:00 pm.

**Purpose of the course**
The purpose of the course is to provide an in-depth analysis of successful leadership in the field of Early Education. It will also focus on budgeting for success at private ECCE institutions.

**Content**
The course will cover the following topics:
- Definition of leadership
- Qualities of a leader
- Characteristics of quality management at an early childhood institution.
- Early childhood facilities management
- Administration and effective documentation
- Effective human resource management
- The curriculum leader and effective management

**Course Assessment**

**Course Assessment**

- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper

**Goal/Aim**
The course will cover basic principles of leadership and management in Early Childhood environments.

**Teaching Strategies**
Library assignments, individual tutorials and small group discussions. Student workshops are presented based on community work, field work and practicum experience. Time is set aside for classroom assignments by individuals or small groups during the semester.

**Resources**
**Essential and /recommended textbooks**
Shoemaker, C.C (200). Leadership and management of programmes for young children. 2nd ed. George Washington University, Merill Prentice Hall, N.J.

**Journals and other readings**


COMPONENTS

Course Description

ECCD 0210 TECHNOLOGY AND ADMINISTRATION IN EARLY CHILDHOOD EDUCATION (3 credits)
This course will assist student teachers in developing skills and competencies that are essential for integrating technology into the delivery of a quality Early Childhood Care and Development programme. They will be introduced to the use of computerized systems to effectively support the administrative operations of Early Childhood Centres (enrollment, registration, personnel files, cost of services, maintenance, etc.).

**Prerequisites** – None required

**Course Organization**

It is organized into twelve sessions consisting of 3 hours each from 5:00 – 8:00 pm at the School of Education Computer Laboratory. The lecturer introduces the topic, enquires from students if they are familiar with the topic and what they understand. Lectures on the topic are covered. Group task, individual tasks on the computer, presentations, assignments and handouts strategies used to deliver the course.

**Purpose of the Course**

The purpose of the course is to provide insights to potential Early Childhood Centre owners and administrators of the rudiments of effective management of Centres and the importance of good leadership as a requirement for quality environments for young children.

**Content**

- Introduction and discussions about technology and administration in Early Childhood Care and Development programmes.
- Making the link between the types of technology used in Early Childhood Education and the types of technology used in Administration of Early Childhood Centres. The functions, advantages and disadvantages of both.
- Listing the types of forms used in the daily administration of the EC Centre
- Identifying types of documents forwarded to parents (letters, memos, Newsletters, etc) at the ECCE Centre.
- The Early Childhood Budget.
- Presentation for Centre using Power Point.
- Discussion on software for Early Childhood Centres focusing on both administrative software (Childcare manager, EZ Care etc) and children software programmes for eg. Jumpstart and Edge, and assessing developmental appropriateness for young children as well as for the centre.

**Goals/Aims**

The goal of the course is to provide a forum for discussion and to present new information to early childhood students and practitioners.

**General Objectives**
A computer laboratory will be the site for discussion and practical input and knowledge on the topics to be presented.

### Unit Objectives/Learning Outcomes
Students will also gain in-depth knowledge and have practical hands on experience using the computer to create the following documents - Creating a flyer, administrative forms used at the centre, a sample newsletter, a sample Budget and power point presentations for the centre.

### Course Assessment
- Forty Percent (40%) - coursework
- Sixty percent (60%) – the final paper

### Teaching Strategies
Library assignments, individual tutorials and small group discussions. Student workshops are presented based on community work, field work and practicum experience. Time is set aside for classroom assignments by individuals or small groups during the semester.

### Resources

#### Essential and /recommended textbooks

**Journals and other readings**


COMPONENTS

COURSE DESCRIPTION

ECCD 0211 COMMUNITY – BASED ACTIVITIES (3 credits)

Students will examine the nature of families, parenting practices, and relationships among parents, teachers, caregivers, and children. Community resources and their role in the learning process will also be explored. Poor, middle- and upper-income communities will be the focus of investigation and case study assignments.

Prerequisites – None required

Added Requirement – Research and Workshop Activities

Course Organization

Library assignments, individual tutorials, and small-group discussions are held during this session. Students’ workshops are presented based on their community work,
fieldwork, projects, and practicum experience. Time is set aside for classroom assignments by individuals or small groups during the semesters.

**Purpose of the Course**

**Content**

Students will be exposed to basic knowledge of health and family as they relate to children less than five years of age. Main topics covered relate to physiological development and nutrition, psychosocial biological interaction, and nutrient requirements. A case study of cultural practices on diet and eating habits of young children is required.

Students will be introduced to the basic principles governing first-aid management of common casualties. Emergency situations within the early childhood environment will focus both on casualties and reassuring children who are apprehensive and upset. Emergency simulations and role-play are part of this learning experience.

**Course Assessment**

- Forty Percent (40%)- coursework
- Sixty percent (60%) – the final paper

**Teaching Strategies**

Library assignments, individual tutorials and small group discussions. Student workshops are presented based on community work, field work and practicum experience. Time is set aside for classroom assignments by individuals or small groups during the semester.

**Resources**

**Essential and /recommended textbooks**


**Journals and other readings**


Registration Procedure

On-line Registration - Via web from anywhere, either on – campus or off-campus; 6:00 am to 12:00 pm midnight Eastern Standard time.

Registration Assistance

1. Computer Kiosks located in lobby area of New Student Administration Building and also in ARCON 2, School of Education.

2. Helpdesk via telephone and e-mail during the hours of 7:00 AM - 6:00PM from Monday to Friday.
   a. Helpdesk Telephone Number 662-2002- Ext. 3969,3970,3971,3972 OR
   b. E-mail- support@mysta.uwi.edu

3. Students requiring assistance from Students Affairs (Admissions) can Call Tel. 1 868-662-2002 Ext. 3012/2157

RULES FOR REGISTRATION:

1. All students shall be required to register by semester only

2. Late registration/Change in Registration (ADD/DROP) shall be permitted up to the end of the 4th week of the 1st semester; AND the 3rd week of the 2nd semester, on payment of a late registration fee.

The 4-Step to getting yourself Registered

The following section tells you in detail about the 4-step process to register at UWI. Following the steps outlined should make your registration experience a lot easier.

1. (a) You will be given course selection forms for your respective options, please ensure that the correct course codes and number of credits are for Semester 1 and 2 respectively.

2. (a) Proceed with the copy of your course selection form to any of the computer labs on campus designated for registration.
   (b) Check with the students assistants in the computer lab for support on the procedures for entering your courses electronically.
   (c) Do data entry at the workstation assigned to you at the computer lab.
   (d) Print and collect a printout of your completed registration fee assessment/ invoice form before you leave the computer lab.
Your registration fee assessment/invoice will also indicate the fees payable based on your course load and must be used to complete financial clearance.

3. 
   (a) Pay your fees at any branch of Republic Bank Ltd. using the student deposit slip provided. Ensure that the bank teller returns 2 copies of the deposit slip to you.

   (b) Citizens of Trinidad and Tobago who apply for GATE (government assistance for tuition expenses) should pay all university fees [Compulsory fees], except tuition fees.

   (c) All other students will be required to pay tuition fees, in addition to other university fees [compulsory fees].

   (d) Staple the following documents together: Official UWI registration Assessment/invoice-
   - Evidence of payment of fees. (If you have not been admitted)
   - National of Barbados, Jamaica or Trinidad & Tobago you must also provide evidence of how your economic cost will be met).
   - Copies of letters showing evidence of funding e.g. Scholarships, gate forms etc.
   - Evidence of payment of any outstanding balance(s).

**Note:** Citizens of Trinidad & Tobago must attach your Gate Form to your fee assessment/invoice together with receipt for payment of compulsory fees.

   (e) Deposit the stapled documents in your faculty’s box located on the ground floor of the administration building or the main registration centres, by the deadline drop-off dates.

   (f) Your registration fee assessment printout will then be processed within three (3) days of drop-off by our bursary staff to ensure you have paid the correct fees.

   (g) Check the UWI website [http://mysta.uwi.edu](http://mysta.uwi.edu) to determine whether you received financial clearance. This can be done from any pc with internet access (at home, at an internet café or elsewhere).

   (h) Return on the date designated to get your student ID card [refer to the Faculty registration schedule].

**Designated on-campus computer labs**
Students can visit any one of the following designated computer labs to enter their course selection.

- JFK Auditorium
- New temporary classroom - Natural sciences
- Department of Mathematics and Computer Science Lab - 2nd floor, New wing, Natural Science Building.
- Stars Lab, Northeastern end of the main Library on the 1st floor.
- School of Education (New Bldg. and ARCON II)
- Faculty of Engineering Systems Lab, Block II, ground floor
- Faculty of Medical Sciences (venue to be decided)

Opening hours are from 9:00 am to 6:00 pm Monday to Friday.

RESOURCES TO SUPPORT THE PROGRAMME

The School Education has its own specialist library to support teaching and research. There is a computer laboratory and limited internet access.

ATTENDENCE

Successful completion of the programme is premised on regular and punctual attendance at all scheduled sessions. Registers of student attendance are kept. Students should note that the University requires regular attendance (a minimum of 75%). Any candidate who attends classes for less than 75% of the sessions for any of the modules in the course may be debarred from submitting assignments and writing the relevant examination.

ASSESSMENT

Assessment will take place throughout the programme:-

Student performance will be assessed by a variety of means which may include group or individual tasks, oral or visual presentations, journals, media products, written assignments and examinations.

If you have failed an assignment, you may be allowed to re-submit a re-worked version of it, depending on the initial grade you received.

You MUST adhere to the resubmission date set. If you fail to do this, you would be considered as having failed the course and you MUST re-register for the course when it is next offered.
**REGULATIONS**

**Application for Leave**

**Leave of Absence:**

A candidate who is obliged to apply for leave of absence is normally required to make an application in writing not later than the third week of Semester I. Applications for such leave should be addressed to **Mrs. Patricia Brown.** Senior Administrative Registrar-Recruitment and Enrollment, Student Affairs (Admissions) *patricia.brown@sta.uwi.edu* and c.c **Ms. Dianne Phillip;** Programme Co-ordinator at FDCRC #32, St. John Road, St. Augustine. Students are asked to note that requests for retroactive leave would not be granted.

**Voluntary Withdrawal:**

Students who no longer desire to pursue the ECCD Programme must inform via letter indicating same to **Mrs. Patricia Brown.** Senior Administrative Registrar-Recruitment and Enrollment, Student Affairs (Admissions) *patricia.brown@sta.uwi.edu* and c.c **Ms. Dianne Phillip;** Programme Co-ordinator at FDCRC #32, St. John Road, St. Augustine. If a student wishes to defer a course to a later date he/she must do same, so that their transcript can be updated accordingly.

**PLEASE NOTE:**

All students are reminded that assignments must be submitted by the dates indicated by the ECCD office at #32, St. John Road, St. Augustine. These must be strictly adhered to. Submitted assignments constitute your examination. You must hand in your assignment to the relevant secretary and you must ensure that you obtain a receipt as proof that the assignment was handed in.

**ILLNESS:** In the case of illness, the University regulation quoted below will apply: Regulation 33 (ii):

The candidate shall send the medical certificate within seven days from the date of that part of the examination in which the performance of the candidate is affected. A certificate received after this period will be considered only in exceptional circumstances.

A. A register is kept for all sessions. It is the student’s responsibility to sign the register for every session attended.

B. Pay special attention to the note on Plagiarism in your Handbook.

C. No eating or drinking is allowed in the classrooms or in the auditorium.
D. The school of Education requires that all its students MUST have their student’s ID displayed at all times for their personal safety. This allows the security officers on the compound to easily identify strangers on the compound.

PENALTY

Any required written submission unsatisfactory features of presentation (e.g. with respect to its title page, abstract or preface, acknowledgments, table of contents, figures and illustrations, reference, bibliography, appendices and language) shall be returned to the candidate for correction regardless of the agreed grade recommended for it and will not be finally accepted until those features are satisfactorily amended.

The following is taken from The University of the West Indies “Regulations for Graduate Diplomas and Degrees” page 25, with effect from August 2001.

CHEATING

85. Cheating is any attempt to benefit oneself or another by deceit or fraud. Plagiarism is a form of cheating. **Plagiarism** in the unauthorized and unacknowledged use of another person’s intellectual efforts, ideas and creations under one’s own name howsoever recorded, including whether formally published or in manuscript or typescript of other printed or electronically presented form. Plagiarism includes taking passages, ideas or structures from another work or author without attribution of such source (s), using the conventions for attributions or citing 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.

85. (a) If any candidate is suspected of plagiarism in a thesis, research paper, project report or course-work assignment, the circumstances shall be reported in writing to the Campus Registrar. The Campus Registrar shall refer the matter to the Board for Graduate Studies and Research. If the Chair so decides, the Board shall invite the candidate for an interview and shall conduct an investigation. If the candidate fails to attend the interview and does not offer a satisfactory excuse, the Board may hear the case in the candidate’s absence. If the candidate is found guilty of plagiarism, the Board for Graduate Studies and Research shall fail the candidate and may, subject to the candidate’s right of appeal to Senate, exclude him or her from all further examinations of the University.

(b) Appeals against decisions of the Board for Graduate Studies and Research shall be heard by an Appeal Committee of Senate. Such an Appeal Committee may uphold or reverse the decision and may vary the penalty in either direction within the limits prescribed in (a) above. The decision of the Appeal Committee of Senate shall be final.
SUBMISSION OF ASSIGNMENTS

Students are asked to pay special attention to the following and also ensure that a hard copy of all submitted assignments is kept:

The format for all written assignments on the ECCD Programme must adhere to the APA style.

All written assignments for formal assessment must be typed:

- On plain quarto (8 ½” x 11”) one side only;
- With double –spacing, except for (a) long passages of quotation (which should be set in from the left margin) and (b) entries in the Bibliography which require more than one line (but double-spacing must be used between separate entries);
- With a right margin of one inch and the top, bottom and left margins 1½ inches.

References

References must be given for everything, which you take from another author because: Failure to do so will be considered PLAGIARISM. Literary and intellectual theft and cheating, passing off as your work what is really that of someone else.

N.B. THE PENALTY FOR PLAGIARISM IS EXPULSION FROM THE UNIVERSITY OR DEBARMENT FOR A NUMBER OF YEARS.

Those assessing your work would need to know exactly what is your own work and what you have taken from elsewhere and to be able to check that you have quoted or used it correctly. Other readers (e.g. future ECCD participants also need to know what is your own and what is not, so that they can quote the correct source and follow up your references.

When to quote or mention other works

i. Every time you use the ideas or words of another writer, you must indicate their source so as to avoid plagiarism;
ii. If you use his actual words, put them in single quotation marks and give the reference;
iii. If you put his ideas into your own words, you must still give the reference to the source;
iv. Quoting the actual words is necessary when: you wish to show that the writer actually said that particular thing; you intend to examine in detail what he said; it is a definition of a key term;
v. Otherwise you should try to put another’s ideas into your words so as to show that you understand what he said;
vi. Except as stated in (iv) avoid long quotations.

vii. DO NOT MERELY QUOTE, for that occupies space without anything being said by YOU. Use what you quote, as in (iv), or to support your argument;
e.g. Do not merely quote several definitions, but critique them and conclude with the one which you accept and are going to use, or give that one only.

MAKE SURE THAT THE READER WILL KNOW THAT YOU AGREE OR DISAGREE WITH WHAT YOU QUOTE.

viii. Beware of quoting an author as saying something with which he does not in fact agree. Writers often set out a certain position in some detail before going on to critique, modify or reject it. Therefore, read before and after the particular passage to make sure that it does express the writer’s own position.

Academic Quality Assurance

The Certificate in Early Childhood Education is designed to meet the needs of Early Childhood Centre Principals, Teachers, and Administrators in Trinidad and Tobago & Regionally by upgrading ECCE content and methodologies in specific areas of the curriculum.

Duration of Programme

This full-time evening Programme will normally be completed within two years. The Programme will provide certification for principals, teachers, daycare providers, and Early Childhood Administrators who work with children under 5 years of age. It consists of 30 credits for contact hours and 227 hours of fieldwork completed over a two-year period.

REGULATIONS

Qualifications for admission

To be eligible for admission to the Programme applicants will be required to have:
   (a) Five GCE or CXC passes, one of which must be English. Mathematics is an asset;
   (b) a police certificate of character
   (c) a medical certificate of good health

Assessment

To be awarded a certificate, a candidate must obtain at least a grade of C in each component of the course. Please note that normally, unsuccessful candidates with a grade lower than D will not be allowed to repeat.

The highest passing grade will be awarded to a student in the component of the course in which he/she was referred is a “C.” Students with an “Incomplete” and a failed Practicum are required to repeat the teaching practice at the FDCRC. Students who are unable to fulfill the teaching practice requirements during the first year of the training programme must do so the next year without additional cost to the student.
Course Assignments — Submission
All assignments must be submitted to office staff only on the date indicated; between 8.00 a.m. and 4:00 pm. Assignments are to be submitted to the ECCD secretary at the FDCRC, #32, St. John’s Road, St. Augustine. Assignments are not to be given to security guard, teaching or auxiliary staff.

You will be required to complete a submission form in duplicate, whereby the original will be given to you indicating that you have in fact submitted your assignment.

The Certificate in Early Childhood Care and Development

Regulations

Scheme of Examination

The Certificate in Early Childhood Care and Development will be awarded to persons who:
A. have achieved a satisfactory standard in the theoretical aspects of the programme and
B. have performed satisfactorily in the practicum

The certificate may be awarded with a mark of distinction.

A candidate may be referred in either the theoretical aspects of the Certificate or the Practicum. Failure to satisfy the examiners in both of these areas will result in the candidate being listed as having failed.

A candidate who has been referred may apply for reexamination on not more than two subsequent attempts within five years of first sitting the examination.
### Marking Scheme

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE POINT</th>
<th>PERCENTAGE RANGE</th>
<th>Grade Definition</th>
<th>Grade Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>90-100</td>
<td>Exceptional</td>
<td>Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>80-89</td>
<td>Outstanding</td>
<td>Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualization which is original, innovative and/or insightful. Applies outstanding critical thinking skills.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>75-79</td>
<td>Excellent</td>
<td>Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original</td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
<td>Range</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>70-74</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>65-69</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>60-64</td>
<td>Satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

thought, strong analytical and critical abilities; excellent organizational, rhetorical and presentational skills. Demonstrates evidence of very good critical and analytical thinking in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of a range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.

Demonstrates good knowledge, rhetorical and organizational skills. Good insight into the material and a good use of a range of appropriate resources. Good integration of a range of principles, techniques, theories and evidence.

Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organisational and rhetorical skills.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>2.3</td>
<td>55-59</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>50-54</td>
<td>Acceptable</td>
</tr>
<tr>
<td>F1</td>
<td>1.7</td>
<td>45-49</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>F2</td>
<td>1.3</td>
<td>40-44</td>
<td>Weak</td>
</tr>
</tbody>
</table>
Poor Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence of critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills.

Course Assignments - Preparation

1. All written assignments for formal assessment must be typed on plain quarto, one side only, with double-spacing throughout. All assignments must be prepared according to the APA format (see handout on presentation of written work). N.B. - Check School of Education Library.
2. Assignments should have an introduction of about three paragraphs in length.
3. The total length of assignments must not exceed 3,000 words and should not be less than 2,500 words, or as otherwise indicated by individual lecturers.
4. The use of culturally appropriate pictures and graphics is acceptable.
5. All written assignments must be submitted with covers containing the following information:

   The University of the West Indies
   School of Education
   Family Development and Children’s Research Centre
   ECCD Programme and Course Level

   Name of Course & Code:
   Assignment Title:
   Lecturer:
   Due Date:
   Name of Student:
   Student Id#
ABOUT YOUR CAMPUS

Emergency Procedures
An emergency evacuation drill will be conducted at the start of the academic year. A Muster Point will be announced at that time.

Health Services
Students have access to the Health Centre located on Main Campus. A doctor is on call from 9:00 am-3:00 pm for the July-August period. The Health Centre is closed from 12:00-1:00 pm. During the regular semester periods, a doctor is on call until 9:00 pm.

Parking
STAFF parking is designated by signs. STUDENT parking is located behind the new Library, directly in front of the cafeteria under the trees east of the compound, and in the large TGR car park across the road. The U.W.I. security will clamp cars for parking in unauthorized areas. The charge for unclamping is $200.00.

Eating Facilities
The School of Education cafeteria is open from 7:00 am until 7:00 pm.

Equipment Use
Air conditioning controls anywhere, or blinds in rooms must not be adjusted. Do exercise caution and care when interfacing any equipment on site.

Binding Services
Binding services are available at your cost in the School of Education (SOE). Print room which is located on the top floor of the ‘New’ Building.

Student Guild
You are represented by the U.W.I. Student Guild. The office is located on the ground floor of the Student Activity Centre on the Main Campus.
Tel: (868) 662-2002 ext. 2250, 2160
Fax: (868) 662-1542
E-mail: www.guild.admin.assist@gmail.com

Students should ensure that:

- They register for all the required courses.
- That they complete ALL courses by the end of the 2nd year if they are to graduate.
Welcome

The UWI-FDCRC thanks you for choosing us and welcomes you to a rewarding experience at the UWI Faculty of Humanities and Education, School of Education.