



**UWI**

ST. AUGUSTINE  
CAMPUS



Faculty of

# **HUMANITIES & EDUCATION**

POSTGRADUATE

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**2023-2024** Regulations & Syllabuses

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An \* denotes that the programme is not offered in 2023/2024

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# HOW TO USE THIS HANDBOOK

The Faculty Handbooks (also known as Faculty Booklets) are available on the Campus website in PDF format at <http://sta.uwi.edu/faculty-booklet-archive>. The Handbooks include:

- Relevant **Faculty Regulations** – e.g., Admission Criteria, Exemptions, Progression, GPA, Leave of Absence, etc.
- Relevant **University Regulations** including the Plagiarism Regulations and Declaration Forms
- Other Information on **Co-Curricular courses**, **Language** courses and **Support for Students** with physical and other disabilities or impairments.
- **Programme Descriptions and Course Listings** which include the list of courses to be pursued in each programme (degrees, diplomas, and certificates), sorted by level and semester; course credits and credits to be completed for each programme – majors, minors, and specials.
- **Course Descriptions** which may include details such as prerequisites and methods of assessment.

*Students should note the following:*

The Regulations and Syllabuses issued in the Faculty Handbooks should be read in conjunction with the following University Regulations:

- The Undergraduate Regulations and Syllabuses should be read in conjunction with the University Regulations contained in the [Undergraduate Handbook and the University's Assessment Regulations \(with effect from August 2018\)](#) and any subsequent amendments thereof.
- The Postgraduate Regulations and Syllabuses should be read in conjunction with the University Regulations contained on the [Postgraduate Admissions website](#), the [PG GPA Regulations](#) introduced in 2021, and the [Board for Graduate Studies and Research Regulations for Graduate Certificates, Diplomas and Degrees \(with effect from August 2018\)](#) and any subsequent amendments thereof.

Progress through a programme of study at the University is governed by Faculty Regulations and University Regulations. Should there be a conflict between Faculty Regulations and University Regulations, University Regulations shall prevail, where appropriate.

## LEGAL NOTICE – PROGRAMME & COURSES

1. Notwithstanding the contents of Faculty Handbooks, Course Outlines or any other course materials provided by the University, the University reserves the right at any time to altogether withdraw, alter or modify its programmes or courses and/or vary its modes or methods of teaching, delivery and assessment of its programmes or courses, as deemed necessary in the following circumstances:
  - (a) As a result of any changes imposed by national laws, legislation or governmental regulations or orders made from time to time.
  - (b) In response to the occurrence of a force majeure event, including but not limited to, war (whether declared or not), riots, civil disorder, epidemics, pandemics, quarantines, earthquakes, fire, explosions, storms, floods or other adverse weather conditions, strikes, lockouts or other industrial action, confiscation or any other action or authority by governmental or regulatory agencies or acts of God.
  - (c) In the event of an emergency where there is risk to life and property.
  - (d) Where the exigencies of the circumstances require such action to be taken by the University.
2. Whilst it is anticipated that teaching, delivery and assessment of the University's programmes and courses during Academic Year 2022/2023 will be conducted primarily in person, the University reserves the right to implement virtual/online/electronic modes and methods of teaching, delivery and assessment or hybrid teaching and learning, if deemed necessary due to public health regulations, governmental order or health and safety protocols associated with the COVID-19 pandemic and any other possible threats to public health and safety.

## DISCLAIMER – PRIZES & AWARDS

In the case where Faculty/Student Prizes or Awards may be listed, the Faculty does not bind itself to award any or all of the listed prizes/awards contained herein or its stated value and reserves the right to modify or altogether remove certain prizes/awards as described in either or both the electronic and printed versions of the Faculty Handbook.

## ACADEMIC CALENDAR 2023/2024

Get important dates such as the beginning and end of each semester, matriculation, examinations, graduation and ELPT. Also take note of deadlines for the payment of fees, registration, and applications for overrides, leave of absence, admissions, and scholarships & bursaries.

To download the latest calendar, visit <https://sta.uwi.edu/registration/academiccalendar.asp>

# MESSAGE FROM THE DEAN

Welcome all to the Faculty of the Humanities and Education. This dynamic Faculty provides a unique Caribbean space for creative, intellectual inquiry where students can explore, interrogate, and re-imagine new ways of seeing an ever-changing global landscape. As our students master their subject specializations we encourage them to be independent thinkers, open to new ways of seeing their world. The Faculty's diverse scholarly activity promotes such discovery; highly trained educators, historians, artists, linguists, writers, cultural critics, filmmakers and many more find a home with us.

Every new cohort faces unique challenges and adventures. I am sure that you all would agree that in the last few years we have collectively lived through unpredictable events that serve to remind us all of how quickly change occurs. As such your ability to adapt to a new environment will be essential. This adaptability will also be beneficial in the transfer of knowledge to your life after academia. Education does not begin or end with certification, it is a continual, never-ending process. In the Faculty of Humanities and Education we understand this underlying principle; it is at the core of our vision to embolden our students to remain life-long learners and future leaders.

At the Faculty of the Humanities and Education, we train our students to be highly analytical, creative and methodological thinkers. These valuable skills have a critical role to play in discerning principles and patterns in many national, regional and global issues including culture, education, poverty, food security or climate change. There is no doubt that as a Faculty of the Humanities and Education graduate you will be able to contribute to change, innovation and progress.

Keep discovering, learning, challenging, creating and always stay curious. The university experience is a special time in your lives, make the most of it, enjoy it, and know that in the Faculty of the Humanities and Education we will be here to help you along the way. Welcome!

**Professor Elizabeth Walcott-Hackshaw**  
**DEAN**



## **VISION STATEMENT**

An internationally recognised and respected Caribbean centre for excellence in the development of the peoples of the region through academic programmes and activities in the Humanities and Education.

## **MISSION STATEMENT**

The Faculty will engage in teaching, research, outreach and creative production in the Humanities and Education, in an environment in which individuals can develop the human values, linguistic competence, and professional skills and abilities that are relevant to the needs of the region.

# FACULTY OF HUMANITIES AND EDUCATION

## FACULTY STRUCTURE

FACULTY of HUMANITIES & EDUCATION	
Office of the Dean	
School of Humanities	School of Education
<b>Departments and Centres:</b> <ul style="list-style-type: none"> <li>• Department of Creative and Festival Arts</li> <li>• Department of History</li> <li>• Department of Literary, Cultural and Communication Studies</li> <li>• Department of Modern Languages and Linguistics</li> <li>• Centre for Language Learning (CLL)</li> <li>• Film Programme</li> <li>• Foundation Unit (Academic Literacies Programme [ALP]; and Caribbean Civilisation)</li> </ul>	<b>Departments and Centres:</b> <ul style="list-style-type: none"> <li>• Educational Foundations and Teacher Education</li> <li>• Educational Research and Development</li> <li>• Family Development and Children's Research Centre, (FDCRC)</li> <li>• Continuing Professional Development and Outreach Unit</li> <li>• Psychoeducational Diagnostic and Intervention Clinic (PEDIC)</li> </ul>
Affiliated Institution	
<ul style="list-style-type: none"> <li>• St John Vianney and the Ugandan Martyrs (SJVUM) Regional Seminary</li> </ul>	



# OFFICE OF THE DEAN

## STAFF LISTING

### Faculty Office

#### CAMPUS DEANS

**Professor Elizabeth Walcott-Hackshaw**

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**Professor Frederick Ochieng'-Odhiambo**

Campus Dean - Cave Hill

**Professor Silvia Kouwenberg**

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### **OFFICE HOURS**

During the academic year, the Faculty Office and Departmental Offices are open from 8:30 a.m. to 4:30 p.m.

# GENERAL REGULATIONS FOR ALL PROGRAMMES IN THE FACULTY

## *Qualifications for Admission*

### **DIPLOMA PROGRAMMES**

Candidates will be considered for the Postgraduate Diploma if they satisfy the following criteria:

1. Candidates should hold a Bachelor's Honours degree from an approved university.
2. In some programmes, practical experience or other qualifications of special relevance to the course programme may be required.
3. In some programmes, applicants may have to write an entrance examination.

### **TESOL DIPLOMA**

To be admitted for the Postgraduate TESOL Diploma, candidates must hold a Bachelor's Honours degree from an approved university, with some Linguistics at the undergraduate level. Students without any previous Linguistics credits however, should take LING 1001, LING 1002 and LING 1005 as Qualifying Courses.

### **MA/MEd PROGRAMMES**

Candidates will be considered for admission to the prescribed course of study for the MA if they satisfy the following criteria:

1. Candidates seeking entry to MA/MEd programmes should hold a Bachelor's Honours degree from an approved university.
2. Normally the class of degree should be at least Lower Second Class Honours in the relevant discipline (or any other subject or subjects approved by the Departments).
3. In some programmes, practical expertise or other qualifications of special relevance to the course programme may be required.
4. In some programmes, applicants may have to write an entrance examination or may have to do qualifying courses. In the latter instance, the student will be deemed to be a qualifying student.

### **MPHIL/PHD PROGRAMMES**

Students will be considered for the MPhil/PhD programmes if they satisfy the following criteria:

1. Candidates seeking entry to the MPhil programme should hold a Bachelor's degree (Upper Second Class Honours or above) in the area they wish to pursue.
2. Candidates seeking entry to the PhD programmes should hold a Master's degree from an approved university, with a specialty in the area of study.
3. Students may be required to attend an interview prior to being accepted.
4. Students applying for MPhil or PhD degrees must prepare an appropriate research proposal for consideration.
5. All postgraduate students seeking a research degree are normally required to register first for the MPhil degree.
6. Later transfer to the PhD programme may be made if the MPhil student's supervisor and the Departmental Graduate Supervision Committee recommend it, and if the recommendation is supported by the Faculty's Sub-Committee on Graduate Studies and approved by the Board for Graduate Studies and Research.

### **QUALIFYING EXAMINATIONS**

- a. An applicant may be:
  - admitted without a Qualifying Examination;
  - required to pass a Qualifying Examination before being fully registered for postgraduate studies;
  - refused admission.
- b. The nature of the Qualifying Examination shall be determined by the Department to which the candidate requires admission, but shall be subject to the Faculty Sub-Committee on Graduate Studies.
- c. A candidate who fails a required Qualifying Examination will not normally be permitted to re-sit the examination.

**PART-TIME STUDIES**

1. Students may be registered for full-time or part-time studies. No student may be registered for full-time studies if he spends an average of nine or more hours a week in paid employment.
2. Regulations concerning the length of periods of study for the award of postgraduate degrees to part-time students are given in the relevant sections below. In every other respect, e.g., qualifications for admission, attendance at seminars, conditions of award of the degree, etc., part-time students are subject to the same regulations as full-time students.

***Supervision***

1. Whenever possible, each Department, or appropriate unit within a Department, shall have a Graduate Supervision Committee.
2. The Graduate Supervision Committee shall propose to the Faculty Sub-Committee for Graduate Studies a Supervisor or Supervisors of experience appropriate to the proposed field of study of each candidate.
3. Postgraduate students are required to consult with their Supervisor(s) in person, at intervals to be specified by the Supervisor(s) but normally not less than once a term. However, a candidate not resident in the same territory as his Supervisor(s) may be permitted to report in writing, except that a candidate who does not already hold a degree from this university, is required to have face-to-face contact with his Supervisor(s) at least twice during his first year of registration.

***Theses and Dissertations***

Theses and dissertations presented for a postgraduate degree in this Faculty must be written according to the stylistic conventions adopted and prescribed by the relevant School, Department, or Unit.

***Oral Examinations***

The oral examination of a candidate presenting a thesis or dissertation will be chaired by the Chairman of the Faculty Sub-Committee for Graduate Studies, or his nominee, who will also be responsible for seeing that a report on the examination is prepared. The report shall be signed by all the Examiners present and the Chairman, and forwarded to the Board for Graduate Studies.

**EXAMINATIONS AND PROGRESS*****Qualifying Examinations***

Candidates will not normally be allowed to repeat Qualifying Examinations.

A full-time candidate failing more than two courses in any one semester will normally be required to withdraw.

A part-time candidate failing more than half of the courses for which he/she is registered over an academic year will normally be required to withdraw.

**REPEATS**

A candidate failing both the examination and coursework components of a course will be required to repeat the course.

**Re-Sit**

A candidate failing either the coursework or examination component of a course will normally be required to re-sit only that part of the course in which the failure occurred. However, where failure in any component is at a mark of less than one third of the passing mark, the student will be required to repeat the entire course.

In the instance where a student fails the coursework component, and where the component is a project/report that was submitted for examination, the student will be required to resubmit that coursework component for examination by the end of the following semester. A student who fails to submit the project in accordance with this requirement will be deemed to have failed the assignment. Where the coursework is by examination, the student will be required to re-sit the coursework examination when it is next offered.

Examiners may put oral questions to candidates to assist in their Assessment. Where such oral examinations are to be offered to candidates failing the examination component of a course, such an examination will normally be offered only when the student fails the examination by no more than five marks.

**QUALIFYING CANDIDATES**

1. In accordance with the Regulations, the Faculty of Humanities and Education will continue to apply Regulation 67 to the extent that qualifying candidates must pass all their qualifying courses at the first attempt. On failing to do so, they will be asked to withdraw.
2. Candidates are reminded that the pass mark for a qualifying course is 50% in both coursework and examination components.
3. In the instance where a student would have passed all but one of the qualifying courses, and where in that one course the mark attained was between 45-49%, an oral examination may be offered towards further assessing the qualifying candidate as part of the first attempt at the course. To this end, Regulation 67 is not violated. If the candidate refuses such an oral examination or fails the oral examination, then Regulation 67 will be applied and the candidate asked to withdraw.

**TIME LIMITS*****MA Project Submission***

Full-time candidates are normally required to submit their project reports within nine months of having been advised to proceed to project. Part-time candidates would normally be required to do so within twelve months. Failure to submit in accordance with this regulation will result in the student being required to withdraw.

A candidate who fails to submit in accordance with the above regulation can apply and make a case to the Board for Graduate Studies and Research for an extension. Extensions, when granted, will be for a period of no more than three months. A candidate who fails to submit following an extension will be required to withdraw.

A candidate who fails a project report will be allowed to resubmit within six months following notification of failure. Candidates will only be allowed one resubmission.

A candidate who fails to resubmit the project report within the stipulated time will be required to withdraw.

**Other Withdrawal Requirements**

A candidate who resubmits a project report and is still deemed to have failed that project will be required to withdraw.

***Requirements for Completion of an MPhil Degree***

1.
  - a. A candidate may be required to attend courses during the period of registration and may be required to write examinations. Such requirements must be approved by the Faculty Sub-committee at the time of registration of the student.
  - b. A candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 2 years and not more than 3 years after full registration.
  - c. Part-time candidates will be required to present their thesis not less than 3 years and not more than 7 years after full registration.
2. The length of the thesis shall be in accordance with specifications laid down by the Departments of the Faculty but should not normally exceed 50,000 words excluding footnotes and appendices.
3. A candidate may be required to take an oral examination on the general field of study and on the thesis. If the External Examiner is unable to be present at the oral examination, his written report should be made available to the other examiners at the oral examination. Exemption from the oral examination shall be at the discretion of the Chairman of the Board for Graduate Studies on the recommendation of the Board of Examiners.
4. A candidate, after consideration of his thesis by the Board of Examiners and, where relevant, the oral examination may be:
  - a. recommended to Senate for the award of the degree;
  - b. required to resubmit the thesis and repeat the oral examination on one subsequent occasion within 18 months from the decision of University Board for Graduate Studies;
  - c. failed outright.

***Requirements for Completion of a PhD Degree***

1.
  - a. A candidate may be required to attend courses during the period of registration and may be required to write examinations. Such requirements must be approved by the Faculty Sub-committee at the time of registration of the student.
  - b. A candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 2 years, and not more than 5 years, after full registration.
  - c. Part-time candidates will be required to present their thesis not less than 3 years, and not more than 7 years, after full registration.
2. The length of the thesis shall be in accordance with specifications laid down by the Departments of the Faculty but should not exceed 80,000 words excluding footnotes and appendices. The Board for Graduate Studies may in special circumstances give permission for this limit to be exceeded.
3. A thesis will not be deemed adequate unless:
  - a. it is judged to be a new contribution to knowledge;
  - b. it shows clear evidence of original research;
  - c. it is worthy of publication.
4. A candidate for the PhD will be required to take an oral examination on the general field of study and on the thesis submitted. Whenever possible, the External Examiner should be present at the oral examination. In his absence, his written report shall be made available to the other examiners at the oral examination.
5. A candidate, after consideration of his thesis by the Board of Examiners and after oral examination may be:
  - i. recommended to Senate for the award of the degree;
  - ii. required to resubmit within 18 months but not required to repeat the oral examination;
  - iii. required to resubmit his thesis and repeat the oral examination on one subsequent occasion within eighteen (18) months from the decision of the Board for Graduate Studies.

***Requirements for Completion of the MA by Coursework***

1. The degree of MA by coursework is at present offered in the following subjects: Cultural Studies, Creative Design: Entrepreneurship, History, Literatures in English, and Spanish.
2. The details of the regulations governing acceptance into these courses, their content, and the award of the degree vary, and may be obtained from the Departments concerned. However, with the exception of Cultural Studies the following general conditions usually apply:
  - a. The course of study usually lasts one calendar year (two calendar years for part-time students) and consists of three courses and the writing of a thesis. Each course normally leads to one three-hour examination. At present, in some cases only part-time students are admitted.
  - b. Candidates must normally pass in all three courses and in the research paper before being awarded the MA degree.

# IMPLEMENTATION OF THE POSTGRADUATE GPA SYSTEM

## Information for both NEW and CONTINUING students

As part of continued efforts to align the standards of The UWI more closely with international norms and best practice, a Grade Point Average (GPA) system will be introduced with effect from the 2021/2022 academic year.

### ***Will the new PG GPA apply to all postgraduate students and programmes?***

No. It applies **ONLY** to students who were admitted and commenced **TAUGHT** postgraduate programmes (see exclusions below) **in or after the 2021/2022 academic year**, referred to below as “New (GPA) Students”. Taught postgraduate programmes refer to postgraduate certificates and diplomas, masters and professional doctorates, with some exclusions (see below).

It does **NOT** apply to **ANY** students admitted to postgraduate programmes (taught or research) **prior to the 2021/2022 academic year**, referred to below as “Continuing (non-GPA) Students”.

*Please remember that each student is bound by the regulations in force on the date of admission to their programme, as stated in their Faculty's Regulations Handbook published in that year. To find your applicable handbook, visit <https://sta.uwi.edu/faculty-booklet-archive>.*

### ***Excluded Programmes***

The new PG GPA system does **NOT** apply to students pursuing the following:

- Research degrees (MPhil and PhD degrees) (all campuses)
- Doctor of Medicine (DM) programme (all campuses)
- Diploma in Family Medicine and Diploma in Emergency Medicine (DM) (all campuses)
- Master of Fine Arts (MFA) (St. Augustine Campus)
- Masters of Spanish (MA Spanish)

### ***How will Continuing (non-GPA) Students be affected?***

Continuing students at the St. Augustine Campus need to be aware of the introduction of new Course Registration Numbers (CRN) to be used by new students only (see Changes to the Registration Process below). Otherwise, there are no changes for continuing students.

### ***How will New (GPA) Students be affected?***

- GPA is a representation of student performance on transcripts.
- Whether you pass a course or not, the quality points earned still count towards your GPA, meaning that all your efforts are considered.
- Quality points are earned even if students do not reach the threshold of a pass with coursework and/or final exam.
- If a student fails a single course twice, an automatic Required to Withdraw (RTW) will no longer apply.
- A student is not required to earn a ‘Distinction’ for their research projects in order to receive an overall ‘Distinction’.
- An additional award category of ‘Merit’ has been introduced along with ‘Pass’ and ‘Distinction’ (see Award of Degrees below).
- It allows more efficient performance tracking, for both students and faculty.
- It provides a measurement of academic performance that makes for easy comparison by other international universities for the purposes of transfer and admission.

### ***What does the PG GPA look like?***

The introduction of the PG GPA follows the successful introduction of the GPA system at the undergraduate student level in 2003/2004. The grade bands for the PG GPA system are almost identical to those for the undergraduate GPA, except for the introduction of a new band – FC/FE, which is described below.



GRADE	Grade Point	% Range	Grade Definition	Grade Descriptor
A+	4.30	90 - 100	Exceptional	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.
A	4.00	80 - 89	Outstanding	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 conceptualisation which is original, innovative and/or insightful. Applies outstanding critical thinking skills.
A-	3.70	75 - 79	Excellent	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 thought, strong analytical and critical abilities; excellent organisational, rhetorical and presentational skills.
B+	3.30	70 - 74	Very Good	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.
B	3.00	65 - 69	Good	Demonstrates good knowledge, rhetorical and organisational 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.
B-	2.70	60 - 64	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organisational and rhetorical skills.
C+	2.30	55 - 59	Fair	Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.
C	2.00	50 - 54	Acceptable	Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.

FCW/FWE	1.70	40 - 49		Fail Exam/Fail Coursework
F1	1.70	40 - 49	Unsatisfactory	Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking, organisational and rhetorical skills.
F2	1.30	30 - 39	Weak	Weak overall performance with very limited knowledge and understanding of the subject. Little evidence of theoretical and reflective insights. Weak organisational and rhetorical skills.
F3	0.00	0 - 29	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 organisational and rhetorical skills.

### ***Changes to the Registration Process***

As the GPA system is phased in, we will have two categories of students (new GPA and continuing/legacy (non-GPA) registering for the same courses. The difference will be reflected in the course registration number (CRN) for each course.

**When registering for courses, you will see two sets of CRN codes** – one for continuing (non-GPA) students, and another for new students registering under the GPA system. All other course information is the same. Only the CRNs are different.

**Please pay careful attention and use the codes that correspond with your status as either a new or continuing student.** The Banner registration system has been set up to deal with this duality, and once grades are input via the Banner Software, GPA is calculated automatically.

For more on the registration process and to see the updated CRN codes and instructions, download the [Online Registration Guide](#).

### ***Award of Degrees***

**New students** entering participating taught programmes in the 2021/2022 academic year as detailed above will be assessed and awarded degrees based on the Postgraduate GPA grading scale as follows:

GPA	CATEGORY
≥3.70	Distinction
3.30 – 3.69	Merit
2.00 – 3.29	Pass
< 2.00	Fail

Please note that

- the award of degree is based on the overall programme GPA;
- research projects will be considered similarly to other courses, so for a student who does not earn a 'Distinction' in their research project, it is still possible to be awarded a 'Distinction' in their overall programme once their programme GPA is ≥3.70;
- if a student fails or repeats a course, they will still qualify for a 'Distinction' if their overall programme GPA is ≥3.70.

**Continuing students and new students** entering **programmes that are currently excluded** will be assessed and awarded according to the non-GPA systems included in this booklet for students' convenience.

***Where can I get help or find out more?***

- Visit [www.uwi.edu/postgradgpa](http://www.uwi.edu/postgradgpa) to learn more and find answers to frequently asked questions about the postgraduate GPA system.
- To see the full regulations governing the PG GPA, download the [Board for Graduate Studies and Research Regulations for Graduate Certificates, Diplomas and Degrees](#).
- For answers to specific questions, contact the [Office for Graduate Studies & Research online](#).

# POSTGRADUATE PROGRAMMES

## ***School of Humanities***

### **Postgraduate Diplomas**

- Arts & Cultural Enterprise Management (ACEM)
- Teaching English to Speakers of Other Languages (TESOL)
- Interpreting Techniques

### **Master of Arts (MA)**

- Cultural Studies
- Creative Design: Entrepreneurship
- History
- Human Communication Studies
- English Language(TESOL) (*\*Not Offered 2023/2024*)
- Literatures in English
- Spanish
- Speech Language Pathology (*\*Not Offered 2023/2024*)

### **Master of Fine Arts (MFA)**

- Creative Writing

### **Master of Philosophy (MPhil)**

- Cultural Studies
- French
- History
- Human Communication Studies
- Linguistics
- Literatures in English
- Spanish

### **Doctor of Philosophy (PhD)**

- Cultural Studies
- French
- History
- Human Communication Studies
- Linguistics
- Literatures in English
- Spanish

## ***School of Education***

### **Postgraduate Diploma in Education**

### **Postgraduate Diploma in Tertiary Education in Leadership and Institutional Effectiveness (*\*Not Offered 2022/2023*)**

### **Master of Arts in Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)**

### **Master of Education (MEd)**

- Concentration in Curriculum
- Concentration in Youth Guidance
- Educational Leadership
- Health Promotion
- Inclusive and Special Education
- Reading
- Science Education (*\*Not Offered 2023/2024*)

### **Master of Tertiary Education in Leadership and Institutional Effectiveness**

### **Master of Philosophy (MPhil) in Education**

### **Doctor of Philosophy (PhD) in Education**

# STUDENT LIFE AND DEVELOPMENT DEPARTMENT (SLDD)

## *DIVISION OF STUDENT SERVICES AND DEVELOPMENT (DSSD)*

### **WHO CAN ACCESS THE SERVICES OF SLDD?**

**ANY** student can access the services through self-referral or referral by Faculties, Departments, friends, family, etc. We provide support to **ALL** students in the following areas:

#### *GENERAL SUPPORT – ALL STUDENTS*

- Peer-Pairing
- Referral to Counselling
- Access to a Safe Space for relaxing and restoration

#### *ACADEMIC SUPPORT - ALL STUDENTS*

- Time Management
- Examination Strategies
- Workload Management
- Study Skills - one on one sessions
- Educational Assessment – Lucid Adult Dyslexia Screening (LADS) & Learning and Study Strategies Inventory (LASSI)
- Peer Tutoring – one on one sessions

#### *INTERNATIONAL AND REGIONAL STUDENT SUPPORT*

- Assistance with Immigration matters – renewal of landing stamps, visas etc.
- Liaising with faculties and departments in The UWI and the Immigration Division

#### *POSTGRADUATE AND MATURE STUDENT SUPPORT*

- Opportunities for student employment such as peer tutoring, and examination invigilation
- Liaising with faculties and departments on any postgraduate and mature student matters

#### *DISABILITY SUPPORT/STUDENTS WITH MEDICAL CONDITIONS SUPPORT (TEMPORARY AND PERMANENT)*

- Loans of aids and devices such as laptops, digital voice recorders, wheelchairs, walking canes and crutches
- Special accommodations in the classroom and for examination
- Liaison with faculties, departments, deans, heads of departments, and lecturers
- Special parking accommodations - Accessible Parking Permits
- Student Support Group
- Assistive Technology Lab at the Alma Jordan Library- special software (JAWS)

**No student of The UWI will be discriminated against based on having special needs.** Every effort is made to facilitate requests related to mobility, general academic support and examinations accommodation.

### **HOW DO I REGISTER AT SLDD?**

- All students accessing the services must complete the registration form
- Collect a registration form from the SLDD office or download from <https://sta.uwi.edu/dssd/student-life-and-development-department> (SLDD website)
- Complete the registration form and submit to the office or via email to [sldd@sta.uwi.edu](mailto:sldd@sta.uwi.edu)
- Students with disabilities and medical conditions must submit a medical report from a qualified medical professional
- Schedule an appointment to meet with the Manager or a Student Support staff member
- An assessment of the student's needs will be conducted to determine the required service

### **FOR MORE INFORMATION OR ASSISTANCE, CONTACT:**

**Dr Jacqueline Huggins, Manager, Student Life and Development Department**

Email – [sldd@sta.uwi.edu](mailto:sldd@sta.uwi.edu) or [jacqueline.huggins@sta.uwi.edu](mailto:jacqueline.huggins@sta.uwi.edu) OR Direct line 645-7526

**SLDD Website:** <https://sta.uwi.edu/dssd/student-life-and-development>

**Facebook:** <https://www.facebook.com/UWI-Student-Life-Development-Department-SLDD-948337438614375>

*Creating a Campus without Barriers*

# THE CAMPUS LIBRARIES

## THE UNIVERSITY OF THE WEST INDIES ST. AUGUSTINE CAMPUS

The Campus Libraries support the teaching, learning and research activities of The University of the West Indies (UWI), St. Augustine Campus (STA) community. These libraries include:

- The Alma Jordan Library
- The Medical Sciences Library
- The Norman Girvan Library of The Institute of International Relations
- The Republic Bank Library and Information Resource Centre of the Arthur Lok Jack Global School of Business
- The School of Education Library
- The Patience-Theunissen Memorial Library of the Seminary of St. John Vianney & the Uganda Martyrs Theological Institute at Mt St Benedict, and
- The Seismic Research Centre Library.

### **Resources for Students**

Each Library's website (<https://libraries.sta.uwi.edu/>) is the gateway to its comprehensive electronic, print and multimedia information resources. From there, students can access state-of-the-art, scholarly, full-text databases on and off campus. The specialised and constantly updated collections contain information relevant to all faculties, research centres, and institutes on Campus. They currently provide access to approximately:

- electronic resources: - 262 databases, 111,464 e-journal titles and 67, 968 e-books
- print resources: - 500,000 books/monographs and 73 journal titles.

Moreover, a sizeable body of Caribbean research may be accessed from maps, microforms, newspapers, theses, photographs, oral history interviews, and over 150 special collections in the West Indiana and Special Collections Division.

### **Library Services**

- traditional loan services
- device loans
- personal and small group research consultations
- reference assistance
- inter-library loan/document delivery
- dissertation/thesis checking
- web-based guides
- orientation tours
- year-round Information literacy sessions

### **Library Facilities**

- audio-visual rooms
- computer laboratories
- photocopying and printing
- group study rooms
- areas for quiet study

### **Research Support**

An online chat service which provides users with immediate responses to questions in real-time with library staff is available from the AJL, the Medical Sciences Library, the School of Education Library the Republic Bank Library & Information Resource Centre and the Norman Girvan Library websites. Users can also submit queries when staff is not online. Users can find answers in the Frequently Asked Questions at: <http://uwi-sta.libanswers.com> at the Alma Jordan Library and the Medical Sciences Library.

The Institutional Repository, **UWISpace**, (<http://uwispace.sta.uwi.edu/dspace/>) facilitates the collection, preservation, and distribution of the scholarly/research output of the University. Researchers are also allowed to archive and preserve datasets generated by their research activities.

**UWIScholar** (<https://uwischolar.sta.uwi.edu>) is our research information management system designed to aggregate and manage researcher (faculty and students) profiles and facilitate global networking and expertise discovery. The link to the dataset in UWISpace can be added to the list of research.

The libraries also provide services and software that enable UWI faculty, staff, and students to publish their own subscription and open-access online journals (<https://journals.sta.uwi.edu/>). These journals are published using Open Journals System (OJS), an open-source editorial management and publishing system, which can manage some or all of the stages of the journal publishing process including submissions, peer review, editing, online publishing, and indexing.

The AJL, in collaboration with the St. Augustine Centre for Innovation and Entrepreneurship (STACIE), and the Intellectual Property Office of the Ministry of the Attorney General and Legal Affairs provides an **Intellectual Property Help Desk Service** (<https://libraries.sta.uwi.edu/ajl/index.php/services/ip-help-desk>) to help support researchers.

For further information on these resources and services, please refer to your Library's website or contact your Faculty Liaison Librarian:

**School of Humanities*****Ms. Georgia Alexander***

Faculty Liaison Librarian

Humanities Division, Floor 3

The Alma Jordan Library

Tel.: 662 2002, Exts. 82262, 83363

E-mail: [georgia.alexander@sta.uwi.edu](mailto:georgia.alexander@sta.uwi.edu)Alma Jordan Library: <http://libraries.sta.uwi.edu/ajl>**School of Education*****Dr Shamin Renwick***

Librarian, School of Education

The University of the West Indies

St. Augustine Campus

Tel. (868) 662-2002 Ext. 83338

Fax: (868) 662-6615

Email: [shamin.renwick@sta.uwi.edu](mailto:shamin.renwick@sta.uwi.edu)Web: <http://libraries.sta.uwi.edu/soe>

# SCHOOL OF HUMANITIES

## DEPARTMENT OF CREATIVE AND FESTIVAL ARTS

### Staff Listing

Website: <https://sta.uwi.edu/fhe>

Tel: 662-2002

Email: [dcfa@sta.uwi.edu](mailto:dcfa@sta.uwi.edu)

#### HEAD OF DEPARTMENT

***Murray, Jessel***

BM, MM (Temple)

Senior Lecturer

Tel: Ext. 85440

#### ADMINISTRATIVE STAFF

Secretary to the Head

Tel: Ext. 85457

***Mr Joseph Drayton***

Senior Administrative Assistant

Tel: Ext. 85454

***Ms Nadine Springer***

Administrative Assistant

Tel: Ext. 85453

#### ACADEMIC STAFF

***Pearce, Marsha***

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***Remy, Jeannine***

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Senior Lecturer

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***Sharma, Satanand***

BM (Rochester), MM (Northern Illinois)

Lecturer and Coordinator, Musical Arts

Tel: Ext. 85448

***Tull, Jo-anne***

BSc, MSc, PhD (UWI)

Lecturer and Coordinator, Carnival Studies,

Arts & Cultural Enterprise Management (ACEM)

Tel: Ext. 85445



# Creative & Festival Arts - Programmes

## Diploma in Arts and Cultural Enterprise Management

**TOTAL CREDITS: 23**

**Full-Time (2 Semesters)**

### Programme Summary

The Postgraduate Diploma in Arts and Cultural Enterprise Management is a trans-disciplinary programme, which equips graduates to take an entrepreneurial role in the development and management of the artistic and cultural resources of the region. The programme is open to graduates in the humanities, social sciences, or other related fields, as well as to managers of arts and cultural enterprises in the public and private sectors.

The course of study runs over a period of two intensive semesters and one mid-year session (June) of four weeks each. Semester I and II will be held from September – May. During the academic year, students will be required to complete their practicum involving a study and a work attachment. In Session III (June), students will complete practicum and present seminars for final evaluation.

### Method of Delivery

The programme will be delivered via lectures, workshops, and practical fieldwork. Lectures will be held over two semesters. Students will have the option of doing fieldwork within or outside of their home-territory.

### Entry Requirements

Candidates must normally have a first degree from an approved university, OR academic qualifications decided by the university to be equivalent to a first degree.

**NOTE:** Persons without a background in the arts will be required to pass one practical course in the arts during the programme. This course will NOT be offered for academic credit.

Persons without the above qualifications may be recommended for admission by a Selection Panel of Academic Co-ordinators based on experience in the field of study; academic record; the results of an interview; referee reports.

### Course Listing - Diploma in Arts & Cultural Enterprise Management

The programme comprises five (5) courses each of 40 contact hours and a practicum. Each course will involve theory and workshops. Courses share the common themes of Caribbean identity, creativity/entrepreneurship and the global context.

#### SEMESTER 1

Course Code	Course Title	Credits
ARTS 6101	Arts, Culture and Society	3
ARTS 6103	Funding and Financial Management in the Arts	3
ARTS 6106	Policy and Development in Arts and Culture	3

#### SEMESTER 2

Course Code	Course Title	Credits
ARTS 6102	Business Strategies for the Arts	3
ARTS 6104	Marketing and Promotion in the Arts	3
ARTS 6105	Arts and Cultural Enterprise Management (Practicum)	8

#### JAVA SESSION (JUNE)

Course Code	Course Title	Credits
ARTS 6105	Arts and Cultural Enterprise Management (Final Project Report Submission)	

#### ASSESSMENT

Two courses, ARTS 6101 and ARTS 6103 will be evaluated 40% coursework and 60% examination.

ARTS 6101, 6102, ARTS 6104 & Practicum and 6106 will be 100% coursework. They will be evaluated on the following:

- Written proposal
- Interim reports, Project report presentation.

## MA Creative Design: Entrepreneurship

*Part-Time (23 semesters of coursework plus project)*

**TOTAL CREDITS: 48**

### PROGRAMME AIMS AND OBJECTIVES

This cross-disciplinary programme strives to achieve the following aims and objectives:

- To equip individuals with a wide range of tools to identify, challenge, analyse, innovate and think critically of opportunities in research design and innovation;
- To provide individuals with the tools to develop design entrepreneurship skills;
- To create a culture of entrepreneurship;
- To guide students' perspectives in design;
- To equip individuals with the knowledge and skills required to develop a wide range of competencies and skills in design entrepreneurship;
- To create a cadre of design professionals across all disciplines.

### Learning Outcomes

*Students completing this programme should be able to:*

- analyse a high standard of current knowledge in the areas of creativity and entrepreneurship across disciplines;
- develop, implement and evaluate entrepreneurial projects and programmes in creative areas of specific disciplines;
- demonstrate skills in the selection, planning, practice and interpretation of a range of creative techniques;
- demonstrate autonomy in their learning;
- engage in professional and academic communication with others in the field of design entrepreneurship across disciplines;
- demonstrate the ability to contribute to the development of the field through reflection, analysis and applied study or research;
- present an informed, critical and imaginative attitude to their professional practice.

### Knowledge, Skills, Abilities

The programme aims to equip students with a range of knowledge, skills and abilities.

*Knowledge is developed through lectures, seminars, tutorials, workshops, readings, research and field trips.*

*Students will be guided through:*

- principles of creative thinking;
- the practical and theoretical aspects of entrepreneurship in the creative and design areas of industry;
- details of selected case studies that represent current best practice in creativity and design entrepreneurship;
- foundations of entrepreneurship discourse and their impact in socio-political contexts of development.

*Thinking skills are developed through tutorials, seminars, workshops and projects. Students will develop the ability to:*

- analyse and interpret complex and sometimes contradictory positions in entrepreneurial discourse;
- think critically about their own work and the work of others;
- advance subject areas through applied study and research;
- use several different creative thinking systems to solve problems.

*Practical skills are developed through field trips, practical design workshops, research projects and presentations.*

*Students will have the ability to:*

- manipulate media in order to represent creative design ideas visually;
- communicate professionally and academically with other specialists in the field;
- gain a high degree of competence in interacting with computers and software.

*Skills for life and work are developed through seminars, workshop discussions, field trips, oral and written presentations and teamwork. Students will develop the ability to:*

- work with others;
- motivate others;
- build self-confidence.

*Knowledge and Thinking skills are assessed by:*

- evidence of reading and comprehension of assigned topics;
- descriptions, explanations and discussions that theorise and arrive at conclusions on various aspects of the course in the context of tutorials, seminars, presentations and workshops;
- reports, portfolios and written papers.

*Practical skills are assessed by:*

- completion of assignments in design labs within a specific timeframe;
- presentation of multimedia student research projects and reports;
- professional interaction during field trips;
- evidence of proper planning and management of time and work.

*Skills for life and work are assessed by:*

- working to strict deadlines;
- evidence of teamwork and leadership;
- demonstration of effective oral and written communication;
- evidence of problem-solving skills.

### PROGRAMME STRUCTURE

The MA Creative Design: Entrepreneurship is structured as follows:

Six courses plus project workshops as part of the development of the year-long Creative Design Project course which culminates in the first semester of Year 2 when the final assignment is submitted.

#### SEMESTER 1 – [SEPTEMBER – DECEMBER OF YEAR 1]

Course Code	Course Title	Credits
CDEN 6001	Nature of Creativity	6
CDEN 6002	Critical Perspectives in Design Management	6
CDEN 6003	Research Methodology for Design Entrepreneurship	6

#### SEMESTER 2 - [JANUARY – MAY OF YEAR 1]

Three courses, and project workshops as part of the development of the year-long Creative Design Project.

CDEN 6000	Creative Design Project (Year-Long)	
CDEN 6005	Design as a Strategic Business Tool	6
CDEN 6006	Strategic Markets for Design in a Global Economy	6

#### SEMESTER 3

Three courses, and project workshops as part of the development of the year-long Creative Design Project.

CDEN 6004	Business Planning for the Creative Entrepreneur	6
CDEN 6000	Creative Design Project (Year-Long)	

# DEPARTMENT OF HISTORY

Website: <http://sta.uwi.edu/fhe/history/>

## Staff Listing

### HEAD, DEPARTMENT OF HISTORY

#### **Matthews, Gelien**

Lecturer  
BA, Dip Ed, CUTL (UWI), PhD (Hull)  
Rm 223  
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#### **Brereton, Bridget**

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#### **Cateau, Heather**

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#### **Jahgoo, Danalee**

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#### **Mc Collin, Debbie**

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#### **Murray, Aakeil**

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#### **Noel, Ronald**

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#### **Ramsay, Allison**

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#### **Teelucksingh, Jerome**

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#### **Toussaint, Michael**

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BA, PhD (UWI), CUTL (UWI)  
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#### **Singh, Sherry Ann**

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#### **Martin, Shinelle**

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#### **Meijas, Simone**

Clerical Assistant  
Rm. 225  
Tel: Ext. 82021

### SUPPORT STAFF

#### **Baksh-Moti, Lystra**

Cleaner

# History - Programmes

## MA History by Coursework\*

\*The next intake of this programme will be in 2025/2026.

### Entry Requirements

For the MA History, an applicant should have at least EIGHT B grades in semesterised courses or FOUR B grades in Second and Third year History courses (i.e., for those with the “old,” non-semesterised UWI degrees), for entry to the MA by Coursework. New entrants for the MA History are accepted every second year.

### Aims and Objectives

This programme’s main objective is to offer specialised training in the nature and practice of the discipline to teachers in the higher levels of the secondary schools, and to other interested persons. It is also an excellent preparation for those wishing to proceed to read for the MPhil and PhD degrees in History.

It is offered as a part-time programme spread over two years (academic years).

Students are required to read THREE tri-semester, 9-credit courses and to write a research paper of between 10,000 and 15,000 words. Teaching is conducted from September to June, with a 4-week break between semesters (December-January).

### Course Listing

#### MA HISTORY

The tri-semester courses offered at St. Augustine at present are:

#### YEAR I

##### SEMESTERS 1 & 2 & 3

Course Code	Course Title	Credits
HIST 6099	The Development of Society in the English-speaking Caribbean after Emancipation: Social Formation and Race Relations, 1838-1938	9
HIST 6599	Theory and Methods of History	9

#### YEAR II

##### SEMESTERS 1 & 2 & 3

Course Code	Course Title	Credits
HIST 6199	MA Research Paper - History	9
HIST 6899	Historiography (with special reference to the Caribbean)	9

These courses are NOT all offered in the same year.

## MPhil/PhD History

### REQUIREMENTS FOR THE MPhil HISTORY

(Refer to the Regulations for Graduate Diplomas and Degrees, with effect from August 2014, Section One, Regulations 1.40 page 6).

1. A pass (50% or above) in HIST 6599 or HIST 6899 (coursework and examination).
  2. Presentation of a thesis of suitable standard and length on an approved subject, not necessarily involving original research, not less than one calendar year after (1) above. This should not exceed 50,000 words (exclusive of endnotes or footnotes and appendices).
  3. Where recommended by the examiners, an oral examination on the general field of study and on the subject of the thesis.
  4. Presentation of two (2) graduate seminars before award of the degree.
- A candidate for the MPhil degree may, after the consideration of his/her thesis by the Examiners, be recommended for the award of the degree; may be required to make minor corrections to the supervisor's satisfaction; may be required to re-submit the thesis; or may be deemed to have failed outright.

Candidates registered for the MPhil degree may be permitted to transfer to the PhD at a later date with credit for coursework already done, if their performance is judged to warrant it after a special assessment seminar, and if the transfer is approved by the Department and the Campus Committee for Graduate Studies and Research.

Each MPhil student is assigned at least one Supervisor and an Advisory Committee.

### REQUIREMENTS FOR THE PHD HISTORY

1. No applicant will be admitted directly to the PhD who holds only a first degree. An applicant may be admitted to the PhD (History) if he/she holds an MPhil in History; or an MA History degree with at least B+ average in all coursework and at least an A in the Research Paper (or its equivalent).
2. Not every applicant qualified as above will be accepted to read for the PhD (History). The Department must be satisfied that the research topic is viable and can be adequately supervised by one (or more) of its members.
3. To be awarded the PhD, a candidate must present a thesis of suitable standard and length on an approved subject. The thesis must not exceed 80,000 words, exclusive of footnotes, endnotes, and appendices. A thesis for the PhD will not be deemed adequate unless:
  - a. it is judged to be a new contribution to knowledge in the subject;
  - b. it shows clear evidence of original research;
  - c. it is worthy of publication.
4. A PhD candidate must also pass an oral examination on the general field of study and on the subject of the thesis.
5. A candidate for the PhD degree, having submitted the thesis and taken the oral examination, may be recommended for the award of the degree; may be required to make minor corrections to the Supervisor's satisfaction; may be required to resubmit the thesis and/or repeat the oral examination; or may be deemed to have failed outright.
6. Presentation of three (3) graduate seminars before award of the degree.
7. An upgrade seminar is not counted as part of the three (3) required seminars.

Each PhD student is assigned at least one Supervisor and an Advisory Committee.

# DEPARTMENT OF LITERARY, CULTURAL & COMMUNICATION STUDIES

Website: <https://sta.uwi.edu/fhe/dlcc/>

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# Human Communication Studies - Programmes

**OVERVIEW:**

The graduate programme in Human Communication Studies comprises a taught component and a policy and practice project component to match the best international practices in the discipline. The taught MA component consists of three courses (20 credits). The project component requires the design and methods for a policy or action-oriented project topic and the separate conduct of such a project. The taught component is normally completed by the end of the two years with the project to be completed after. An MPhil candidate will need to complete COMS 6001 and two courses (COMS 6009 and one elective) taken for the MA, and two research seminars. A PhD candidate will complete courses as required and three research seminars.

In all, the 3 MA taught courses are worth 20 credits. The research component has two parts: research design and methods for the project worth 8 credits, and a 15-20,000 word project worth 12 credits. The research component for the MPhil is a thesis (40-50,000 words) and, for the PhD, a dissertation (50-80,000 words). The rationale for the research weighting in the MA programme is developed in the next section.

**AIMS:**

The graduate programme is designed to provide candidates with the theoretical understandings and methods of the human communication discipline to critically explore and reflect upon the issues and questions that emerge out of the need to understand, negotiate and participate in the human communication interactions characterised by verbal and nonverbal exchanges. The programme focuses on the development of specific competences and specialised knowledge, skills and attitudes for:

- the professional use and application of human communication theory and practice in a variety of fields in the MA stream using appropriate and relevant methods of inquiry for their projects, and
- the investigation of human communication problems and challenges and the creation and documentation of new understandings of the nature and use of human communication in the MPhil/PhD stream.



## MA in Human Communication Studies

### (TWO YEARS PART-TIME) 40 CREDITS

The MA program in Human Communication Studies consists of two years of coursework and a research paper. It is offered biennially, and the next intake is in September 2025. The taught MA component consists of three courses (20 credits). The research paper component requires students to conduct an original research project for a policy or action-oriented topic related to Human Communication Studies.

### DEGREE REQUIREMENTS

A recognised and appropriate undergraduate degree and/or graduate diploma from UWI or other tertiary institutions, in a discipline related to Human Communication Studies. Applicants are asked to submit a one-page statement of research interests discussing the areas or topics in Human Communication Studies they are interested in investigating in their MA research paper. The applications are ranked on the basis of the GPA of the undergraduate degree, the statement of research interests and the relevance of the applicant's disciplinary background to Human Communication Studies.

Students must complete 3 core courses and 2 project courses.

### CONTENT AND SEQUENCE

#### YEAR 1 & 2

##### SEMESTER 1

Course Code	Course Title	Credits
COMS 6009	Communication Research Methods 1& 2 (YEAR LONG) <i>The research proposal - literature search and draft methodology on selected topic; bibliography; dummy research method model schema (MA/MPhil/PhD)</i>	8

#### YEAR I

##### SEMESTER 1

Course Code	Course Title	Credits
COMS 6000	Human Communication Theory (MA only)	6

#### YEAR I

##### SEMESTER 2

Course Code	Course Title	Credits
COMS 6002	Health Communication Theory (MA/MPhil/PhD) ELECTIVE	6
<b>OR</b>		
COMS 6003	Media, Cultures and Society Theory(MA/MPhil/PhD) Elective	6
<b>OR</b>		
COMS 6004	Organisational and Corporate Communications Theory – (MA/MPhil/PhD) ELECTIVE	6

#### YEAR II

##### SEMESTER 1&2

Course Code	Course Title	Credits
COMS 7009	Communication Project Research Methods 1 -& 2 (YEAR LONG) <i>The research proposal data collection and analysis; ethics and approval (MA only)</i>	8

#### YEAR II

##### SEMESTER 2

Course Code	Course Title	Credits
COMS 7009	Communication Project Research Methods 2 (CONTINUED YEAR-LONG) <i>The research project data collection and analysis and presentation of findings - oral and written presentation: abstract, introduction, discussion and conclusion, appendices; update/refine literature, methodology and findings.</i>	
COMS 7099	Communication Project (MA only)	12

## MPhil in Human Communication Studies

### DEGREE REQUIREMENTS

A recognised BA or MA from UWI or other tertiary institutions. Candidates are selected for the MPhil based on at least Upper Second Class Honours and a research proposal or satisfactory completion of specified aspects of the coursework for the MA in Communication Studies at UWI and successful presentation of a research proposal at the departmental seminar.

Students must complete 3 core courses, 2 successful departmental research seminars and a thesis.

### CONTENT AND SEQUENCE

Candidates register for COMS 6001, 6009 and one elective (26 credits) and other courses as required by their approved research proposal and to meet departmental requirements.

#### YEAR I

##### SEMESTERS 1& 2

Course Code	Course Title	Credits
COMS 6001	Topics in Language and Communication Research <i>Three Reading Areas/Topics and Review of Research and History of Topics (MPhil/PhD only)</i>	12

##### AND

COMS 6009	Communication Research Methods 1 <i>The research proposal - literature search and draft methodology on selected topic; bibliography; dummy research method model schema (MA/ MPhil/PhD)</i>	8
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##### SEMESTER 2

Course Code	Course Title	Credits
COMS 6002	Health Communication Theory - (MA/MPhil/PhD) ELECTIVE	6
OR		
COMS 6003	Media, Cultures and Society Theory(MA/MPhil/PhD) Elective	6
OR		
COMS 6004	Organisational and Corporate Communications Theory (MA/MPhil/PhD) ELECTIVE	6
AND		
COMS 6009	Communication Research Methods 1 <i>The research proposal - literature search and draft methodology on selected topic; bibliography; dummy research method model schema (MA/ MPhil/PhD)</i>	8

#### YEAR II

##### SEMESTER 1

Course Code	Course Title	Credits
GRSM 7000	Research Seminar 1 (MPhil)	

##### SEMESTER 2

GRSM 7001	Research Seminar 2 (MPhil) <i>MPhil thesis (40-50 000 words). Students are advised to proceed to their thesis once they have completed the courses COMS 6001, COMS 6009, and a COMS elective. An MPhil candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 2 years and not more than 3 years after full registration. Part-time candidates will be required to present their thesis not less than 3 years and not more than 5 years after full registration.</i>	
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## PhD in Human Communication Studies

### Degree Requirements

A recognised MA or MPhil degree from UWI or other tertiary institutions, or satisfactory completion of specified aspects of the MPhil in Human Communication Studies at UWI and adherence to the upgrading procedures. Students must complete 3 core courses, including COMS 6001 (12 credits) and COMS 6009 (8 credits), and one elective (6 credits) as required:

### Content and Sequence

Candidates register for COMS 6001, 6009, one elective (26 credits) and other courses as required by their approved research proposal and to meet departmental requirements.

### YEAR I

#### SEMESTERS 1& 2

Course Code	Course Title	Credits
COMS 6001	Topics in Language and Communication Research <i>Three Reading Areas / Topics and Review of Research and History of Topics (MPhil, PhD only)</i>	12
<b>AND</b>		
COMS 6009	Communication Research Methods <i>The research proposal - literature search and draft methodology on selected topic; bibliography; dummy research method model schema) (MA, MPhil, PhD)</i>	8
<b>SEMESTER 2</b>		
COMS 6002	Health Communication Theory - (MA, MPhil, PhD) ELECTIVE	6
<b>OR</b>		
COMS 6003	Media, Cultures and Society Theory(MA/MPhil/PhD) ELECTIVE	6
<b>OR</b>		
COMS 6004	Organisational and Corporate Communications Theory (MA/, MPhil/, PhD) ELECTIVE	6

### YEAR II

#### SEMESTER 1

GRSM 8000 Research Seminar 1 (PhD)

#### SEMESTER 2

GRSM 8000 Research Seminar 2 (/PhD)

### YEAR III

#### SEMESTER 1

GRSM 8000 Research Methods Seminar 3 (/PhD)

COMS 8099 PhD Communication Dissertation

#### SEMESTER 2

COMS 8099 PhD Communication Dissertation

**PhD dissertation (50-80,000 words).** Students are advised to proceed to their thesis once they have completed the courses COMS 6001, COMS 6009, and a COMS elective. A PhD candidate registered for full-time studies will be required to present a dissertation on an approved subject not less than 3 years and not more than 5 years after full registration. Part-time candidates will be required to present their dissertation not less than 5 years and not more than 7 years after full registration.

# Cultural Studies - Programmes

## MA in Cultural Studies

*Part-Time (24 months of coursework + research paper)*

The MA program in Cultural Studies consists of two years of coursework and a research paper. It is offered biennially, and the next intake is in September 2022.

### Degree Requirements

A recognised and appropriate undergraduate degree and/or graduate diploma from UWI or other tertiary institutions, in a discipline related to Cultural Studies. Applicants are asked to submit a two-page statement of research interests discussing the areas or topics in Cultural Studies they are interested in investigating in their MA research paper. The applications are ranked on the basis of the GPA of the undergraduate degree, the statement of research interests and the relevance of the applicant's disciplinary background and research to the field of Cultural Studies. Please refer to the website for more details.

### Course Listing

Students must complete 5 core courses and attend the Research Workshop for one semester.

#### YEAR I

##### SEMESTERS 1 & 2

Course Code	Course Title	Credits
CLTR 6030	Dynamics of Caribbean Culture	8

#### YEAR I

##### SEMESTER 1

CLTR 6000	Theory and Conceptualisation of Culture	4
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#### YEAR I

##### SEMESTER 2

CLTR 6100	Methods of Inquiry in Culture	4
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#### YEAR II

##### SEMESTER 1

Course Code	Course Title	Credits
CLTR 6010	Debates in Caribbean Cultural Identity	4

##### SEMESTER 2

#### ELECTIVE

Alternatively, students can choose an elective course in Year 2, Semester 1.

Course Code	Course Title	Credits
CLTR 6281	Research Workshop	2

MA students can join the Research Workshop in Year 2, semester 2, or alternatively, in Year 3, Semester 1.

Students are advised to proceed to their research paper once they have completed the courses CLTR 6000, CLTR 6030, CLTR 6100, CLTR 6010 and one elective course. CLTR 6281: Research Workshop is intended to support the MA research project, and students are advised to register to the workshop when they begin to write their research papers. Part-time candidates are normally required to submit their research papers within twelve months from having completed their coursework.

Course Code	Course Title	Credits
	Research Paper (16,000 to 20,000 words)	12

**TOTAL: 38 CREDITS**

## MPhil in Cultural Studies

*Full-time candidates are required to present a thesis not less than 2 years and not more than 3 years after full registration.*

*Part-time candidates have up to five (5) years to complete the MPhil requirements.*

### Degree Requirements

A recognised BA or MA from UWI or other tertiary institutions. Candidates are selected for the MPhil based on at least Upper Second Class Honours and a research proposal (see website for details). Another pathway to entry is based on the satisfactory completion of specified aspects of the coursework for the MA in Cultural Studies at UWI and successful presentation of a research proposal at the departmental seminar.

### Course Listing

Students must complete 3 core courses and attend the Research Workshop for at least one semester.

#### YEAR I

##### SEMESTERS 1 & 2 (YEARLONG)

Course Code	Course Title	Credits
CLTR 6030	Dynamics of Caribbean Culture	8

#### YEAR I

##### SEMESTER 1

CLTR 6000	Theory and Conceptualisation of Culture	4
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##### SEMESTER 2

CLTR 6100	Methods of Inquiry in Culture	4
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#### YEAR II

COURSE CODE	COURSE TITLE	Credits
CLTR 7003	Research Workshop	2

#### TOTAL: 18 CREDITS

*MPhil Thesis (40,000 -50,000 words)*

Students are advised to proceed to their thesis once they have completed the courses CLTR 6000, CLTR 6030, and CLTR 6100. CLTR 7003: Research Workshop is intended to support the MPhil research project, and students are advised to register for the workshop when they begin to write their theses. An MPhil candidate registered for full-time studies will be required to present a thesis on an approved subject not less than 2 years and not more than 3 years after full registration. Part-time candidates will be required to present their thesis not less than 3 years and not more than 5 years after full registration.

MPhil students are welcome to audit CLTR 6010: Debates in Caribbean Cultural Identity and CLTR 7002: Readings in Contemporary Cultural Theory.

MPhil students are required to present 2 seminar papers at the Department's postgraduate seminar: (1) research proposal; and (2) draft chapter.

## PhD in Cultural Studies

*Full-Time candidates have up to five (5) years to complete the PhD requirements.*

*Part-Time candidates have up to seven (7) years to complete the PhD requirements.*

### Degree Requirements

A recognised MA or MPhil degree from UWI or other tertiary institutions; or satisfactory completion of specified aspects of the MPhil in Cultural Studies at UWI and adherence to the upgrading procedures. All applicants are required to include a research proposal with their submissions. Please refer to the website for more details.

PhD students with a Master's level degree in Cultural Studies and students who enter the PhD program by upgrading from the MPhil program are required to attend the course CLTR 8002, Readings in Contemporary Cultural Theory and the weekly research workshop for at least two semesters.

#### YEAR I

##### SEMESTERS 1 & 2

Course Code	Course Title	Credits
CLTR 8002	Readings in Contemporary Cultural Theory	6
CLTR 8003	Research Workshop	4

#### TOTAL: 10 CREDITS

PhD students with a Master's level degree in related disciplines are required to take the following theory and methodology courses in the first year of their degree: Theory and Conceptualisation of Culture (CLTR 6000), Debates in Caribbean Cultural Identity (CLTR 6010), and Methods of Inquiry in Culture (CLTR 6100). In the second year of their studies, they are required to take the course Readings in Contemporary Cultural Theory (CLTR 8002). CLTR 8003, Research Workshop, is intended to support the PhD research project, and students are advised to register for the workshop when they begin to write their theses.

#### YEAR I

##### SEMESTER 1

Course Code	Course Title	Credits
CLTR 6000	Theory and Conceptualisation of Culture	4
CLTR 6010	Debates in Caribbean Cultural Identity	4

##### SEMESTER 2

CLTR 6100	Methods of Inquiry in Culture	4
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#### YEAR II

##### SEMESTERS 1 & 2

Course Code	Course Title	Credits
CLTR 8002	Readings in Contemporary Cultural Theory	6

##### YEAR II OR LATER (SEE ABOVE)

CLTR 8003	Research Workshop	4
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#### TOTAL: 22 CREDITS

PhD students are required to present 3 seminar papers at the Department's postgraduate seminar: (1) research proposal; (2) draft chapter and (3) draft chapter.

PhD Thesis (80,000 words)

## ***Cultural Studies Postgraduate Alternative Practice-Based Research***

Each academic year, the postgraduate programme in Cultural Studies of the Department of Literary, Cultural & Communication Studies offers a limited number of students the option of conducting practice-based research towards their MA, MPhil and PhD degrees. Practice-based research can currently be carried out in the fields of theatre, visual arts, music, and film.

### **What is Practice-Based Research (PBR)?**

In practice-based research in Cultural Studies, questions relevant to theoretical discussions and models in the field of Cultural Studies are investigated partly by means of practice. Practical work in drama, visual arts, music, or film is an integral part of the research process. The creative outcomes of the research, such as a play, a film, a concert or an exhibition, are assessed as part of the student's MA, MPhil or PhD degree along with a written component. The practical and written components of practice-based degrees form a coherent whole. Both components must address the research question(s) and especially at the PhD level, communicate advances in knowledge. The written thesis reflects on the creative process and provides the conceptual basis as well as the theoretical framework within which the creative product can be critically analysed and examined. More detailed requirements for these components are provided below.

### **Who is eligible for Practice-Based Research?**

In order to be accepted to the practice-based program, applicants are required to have an undergraduate degree in drama, visual arts, film, music or a related discipline, with Lower Second Class Honours (MA students) good Upper Second Class Honours (3.3 and above) and First Class Honours (MPhil and PhD students). PhD applicants must also have a Master's degree in a field relevant to Cultural Studies.

Applicants who do not have an undergraduate degree in the fields in question but have accumulated substantial work experience can submit a portfolio of their previous creative work, including a sample.

### **What is required of the practical component?**

The practical component has to contribute to the production of knowledge throughout the research process. Practical, creative work generates data in response to the research question(s). Because practice guides the research process, the student has to document the entire process of the practical work and reflect upon it in the written component.

The development of the practical work is assessed in the Graduate Seminars at the Department of Literary, Cultural and Communication Studies, in which MPhil and PhD students present their research proposals and later, papers based on their data and analysis. Along with a written seminar presentation, students present samples of their practical, creative work. Students working on film present a first edit in their second seminar and a second edit in their third seminar. If the nature of the practical work requires more consistent assessment (for example in the case of devised theatre), the supervisory committee specifies when and how the assessment should take place.

#### **1) Theatre**

In practice-based research in the field of theatre, the practical work can include directing, acting, dramaturging or scriptwriting (MA, MPhil and PhD degrees). In theatre design, practice-based degrees are available on the MA level only. The student's role in the production needs to be explained in the research proposal as well as in the reflective component of the written thesis. Students do not necessarily have to write or devise a new play. They can approach already existing material from an original perspective, in light of their research question(s). The Department can assist students in locating a rehearsal space and organising the final staging where the practical component is assessed.

#### **2) Film**

In practice-based research in the field of film, the practical work can be directing or screenwriting (MA, MPhil and PhD degrees) or at the MA level, also editing or cinematography. The student's role in the production needs to be explained in the research proposal as well as in the reflective component of the written thesis. The Department can provide filming and editing equipment and assist in organising the final screening where the practical component is assessed.

#### **3) Visual Arts**

In practice-based research in the field of visual arts, the practical work is painting, installations, drawing, design, photography, festival arts, or public art (MA, MPhil and PhD degrees). Students must source their studio or production space, but the Department can assist with the exhibition space for final thesis exhibitions. In projects based on teamwork, such as community art and design, the artist's own role and contribution have to be carefully articulated in the reflective chapter of the written component.

**4) Music**

In practice-based research in the field of music, the practical work is composition, adaptation, arrangement and/or performance of a significant and innovative musical work (MA, MPhil and PhD degrees). In productions including other musicians, the student's own contribution must be clearly outlined in the reflective chapter of the written component. The Department can assist students in organising the final concert where the practical component is assessed.

At the PhD level, both the practical and written components have to make an input to existing debates in the subject area by introducing new knowledge. The theatrical productions, art exhibitions, and musical works should be innovative and original in technique and presentation. In the film projects, the language must be complex, original, and innovative.

**What is required of the written component?**

The written component in practice-based degrees is a shorter, modified version of wholly written MA, MPhil and PhD theses in Cultural Studies. It consists of a conceptual frame and reflective process. The conceptual frame includes the basic elements of postgraduate theses:

*Introduction:* statement of the research problem and question(s), introduction of the theoretical and methodological approaches to answering these questions.

*Literature Review:* a critical review of relevant scholarly literature. This review provides the foundation and context for the student's own research. Instead of a list of summaries, the literature review should be organised thematically around questions and arguments that are integral to the student's own research question. The student can identify an angle from which her or his research project can contribute to this existing body of knowledge.

*Methodology:* a discussion of selected research methods in light of relevant literature.

This chapter can include the reflective process, in which the student documents and analyses the creative, practical process of knowledge production that has gone into the thesis. This process should be presented as part of the Methodology chapter. Alternatively, the reflective process can be presented as an independent chapter.

The length of the reflective component should be 2000-2500 words out of the total 6000- 10 000 words (MA), 7500-8500 words out of the total 20-30 000 words (MPhil) and 14 000-15 000 words out of the total 40-50 000 words (PhD).

*Discussion and analysis:* analysis of the data produced in the research process in conversation with relevant conceptual models and theoretical debates. In MPhil and PhD theses, this section can be divided into two or more different chapters.

**CONCLUSION****Examination of the Written and Practical Components**

The examination of practice-based theses, like other Cultural Studies theses, follows the University of the West Indies' Regulations for Graduate Diplomas and Degrees, Section Three. MA, MPhil and PhD students must receive a passing grade for both the written and the practical component in order to be granted their degree. Practice-based MA theses are awarded a mark and a grade (Regulation 8), whereas practice-based MPhil and PhD theses are awarded a passing grade. The examiners may also recommend the award of high commendation to MPhil and PhD theses of high standard. See Regulations 19-35 for further details on the examination of theses.

The programme recognises that conceptual frameworks and research problems can be addressed in artworks that are not considered full-length. With this in mind, the programme allows for concentrated, rigorous explorations in shorter works at the MA level.

When examined, the written and practical components are assessed as follows:

**MA:** The written component is weighted at 30% and the practical component at 70% of the overall mark. The length of the written component is 6000-10 000 words. The creative product examined should be one of the following:

- 1) A theatrical production of 45 minutes or a fully conceptualised act or scene to be determined in discussion with the supervisor.
- 2) A film of 30 minutes or a fully conceptualised filmic work of shorter duration to be determined in discussion with the supervisor.
- 3) An exhibition of paintings, installations, drawings, design, photography, festival arts or public art. The number of items will be specified through discussions with the supervisor.
- 4) A musical performance of 30 minutes or fully conceptualised work of shorter duration to be determined in discussion with the supervisor.

Together, the practical and written components amount to 12 credits.



**MPhil:** The length of the written component is 20 000 – 30 000 words. The creative product examined should be one of the following:

- 1) A full-length theatrical production - details to be determined in discussion with the supervisor.
- 2) A full-length film – details to be determined in discussion with the supervisor.
- 3) An exhibition of paintings, installations, drawings, design, photography, festival arts or public art. The number of items required will be determined in discussion with the supervisor.
- 4) A full-length musical performance details to be determined in discussion with the supervisor.

**PhD:** The length of the written component is 40 000 – 50 000 words. The creative product examined should be one of the following:

- 1) A full-length theatrical production – details to be determined in discussion with the supervisor.
- 2) A full-length film – details to be determined in discussion with the supervisor.
- 3) An exhibition of paintings, installations, drawings, design, photography, festival arts or public art. The number of items required will be determined in discussion with the supervisor.
- 4) A full-length musical performance – details to be determined in discussion with the supervisor.

After the successful examination of the practical work and the written thesis, practice-based PhD candidates are examined orally (Regulations for Graduate Diplomas and Degrees, Section Three, regulations 30-35).

# Literatures in English - Programmes

## MFA Creative Writing

### Goal

To promote and support the creation of quality fiction and poetry both in the region and internationally.

### Purpose

To provide, for established writers without certification and prospective writers already holding a first degree (in any field), a postgraduate course of study that will lead to an MFA degree to be awarded on completion of a manuscript of fiction or a poetry collection.

### Objectives

1. To award certification for established and prospective writers of the region and beyond.
2. To encourage and develop home-grown creative sensibilities in literary discourse.
3. To promote and support literary scholarship in the region.
4. To provide a programme that offers international standards in the region.

### Methods

This is a three-year (full-time) or five-year (part-time) practice-based research programme designed to combine regular writing workshops, courses in the craft of writing, graduate-level theoretical/critical courses, and one-on-one consultations with established writers and critics. The programme articulates closely with the Writer-in-Residence project and Campus Literature Week.

The first year involves weekly craft-based workshops, graduate-level theoretical and critical analysis courses and organisation of and participation in Campus Literature Week and volunteering in BOCAS Literature Festival. After the first year, students are required to concentrate on the production of their thesis manuscript (LITS 6006) under the close supervision of the Creative Writing unit of the department. Each student will be required to read from his/her work-in-progress and discuss the rationale and research behind the work in two graduate seminars during the manuscript stage. The seminars feed into the critical reflection that is required as part of the manuscript.

### Admission Requirements

In addition to normal university requirements, admissions into the programme shall be based on samples of creative writing and a personal statement submitted by applicants (to be assessed by Creative Writing personnel). In the exceptional cases of individuals without a first degree but who have published high quality creative works, the requirement of a first degree may be waived although a number of qualifying courses may be required.

### ASSESSMENT

Assessment shall be based on performance in the following graduate courses:

Course Code	Course Title	Credits
LITS 6005	The Writer and Society	8
LITS 6691	Reading for Writing: Creative Analysis	4
CLTR 6100	Methods of Inquiry in Culture	4

**OR** any other course(s) that the Department may recommend; creative writing seminars; workshop presentations and participation; and the final thesis manuscript (LITS 6006).

**Course Listing****MFA CREATIVE WRITING****YEAR I****SEMESTERS 1 & 2 (YEARLONG)**

Course Code	Course Title	Credits
LITS 6005	The Writer & Society	8

**SEMESTER 1**

LITS 6691	Reading for Writing: Creative Analysis	4
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**SEMESTER 2**

CLTR 6100	Methods of Inquiry in Culture	4
ETHI 6000	Online Research Ethics Course	2

**YEAR II****SEMESTERS 1 & 2 (YEARLONG)**

Course Code	Course Title	Credits
LITS 6006	Final Thesis Manuscript	18

## MA Literatures in English

The MA programme by coursework and research paper targets graduates who possess a Baccalaureate degree in English from UWI or from a recognised university. It is a two-year part-time programme with a maximum completion period of three (3) calendar years.

### Admission Requirements

Applicants must possess at least a Lower Second Class Honours degree with a clear B grade in four second and third level English courses.

Candidates without these requirements will either be required to successfully complete the requisite courses before being accepted into the programme, or to take a qualifying exam.

### Programme of Study

The MA is designed to expose students to the rigorous treatment of topics relevant to the study of Literatures in English. Areas of study will include West Indian Literature, Postcolonial Literatures, Women's Writing, Literature and Film; the Language of Literature, Literary, Critical and Cultural Theories; and Research Methods in Literary Discourse. The courses available under these titles will be announced each academic year.

The total weight of the programme is 44 credits, comprised of a total of eight (8) semester-long courses for four (4) credits each, culminating with a research paper of 20,000-25,000 words for twelve (12) credits.

Students admitted to read for the MA will be assessed on the following criteria: seminar participation, presentations, individual response papers, and a final research essay based on coursework (6,000 words).

### Course Listing

#### MA LITERATURES IN ENGLISH 2023 – 2024

##### YEAR I

##### SEMESTER 1

Course Code	Course Title	Credits
LITS 6007	Modern Cultural and Critical Theory	4
LITS 6201	Women's Writing and Feminist Theory	4

##### SEMESTER 2

LITS 6690	Research Methods in Literary Discourse	4
LITS 6004	Caribbean Poetics	4

##### YEAR II

##### SEMESTER 1

Course Code	Course Title	Credits
LITS 6013	Post Modern Literatures and Theories	4
LITS 6105	Post-Colonial Literatures and Theories	4

##### SEMESTER 2

LITS 6501	Special Topics in West Indian Literature	4
LITS 6921	Interrogating Society Through Film & Literature	4
<b>OR</b>		
LITS 6920	Words on a Page: Literary Discourse	4
LITS 6690	Research Methodology	4
LITS 6000	Research Paper ( <i>Not to exceed 20,000 words - nine months after completion of all taught courses</i> )	12

## MPhil in Literatures in English

*See General Regulations for all programmes in the Faculty.*

### Admission Requirements

Applicants must possess an Upper Second Class Honours Baccalaureate degree in Literatures in English (or related field) from UWI or other recognised tertiary institutions.

Students admitted to read for the MPhil are required to successfully complete the following Departmental courses (or approved equivalent courses):

Course Code	Course Title
LITS 6007	Modern Cultural and Critical Theory
LITS 6690	Research Methods in Literary Discourse

If students have already completed these courses prior to this admission to the MPhil Literatures in English, they may opt to read the following courses to complete their MPhil course work credits:

Course Code	Course Title	Credits
LITS 6801	Independent Reading 1	5
LITS 6802	Independent Reading 2	5

A candidate for the MPhil must complete a minimum of two (2) core courses (see courses listed above), two (2) research seminars, and a dissertation of 50,000 words. MPhil candidates wishing to upgrade to the PhD may apply for admission after one (1) year.

## PhD in Literatures in English

*See General Regulations for all programmes in the Faculty.*

### Admission Requirements

Applicants must possess a Master of Arts degree in Literatures in English (or related field), or satisfactory completion of coursework commensurate with the MA in Literatures in English at UWI or other recognised tertiary institutions.

Students admitted to read for the PhD are required to successfully complete the following Departmental courses (or approved equivalent courses):

Course Code	Course Title
LITS 6004	Caribbean Poetics
LITS 6007	Modern Cultural and Critical Theory
LITS 6690	Research Methods in Literary Discourse

### Additional Electives

If the above courses (or their equivalents) have already been successfully completed, students have the option of electives, offered within the department (or in a related discipline). The following electives are strongly recommended:

Course Code	Course Title
LITS 6013	Postmodern Literatures and Theories
LITS 6105	Postcolonial Literatures and Theories
LITS 6801	Independent Reading Course I
LITS 6802	Independent Reading Course II

A candidate for the PhD must complete a minimum of nine credits, three (3) research seminars, and a dissertation of 80,000 words.

# DEPARTMENT OF MODERN LANGUAGES & LINGUISTICS

Website: [The Department of Modern Languages and Linguistics \(uwi.edu\)](http://The Department of Modern Languages and Linguistics (uwi.edu))

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# Modern Languages - Programmes

## Postgraduate Diploma in Interpreting Techniques

The Postgraduate Diploma in Interpreting Techniques is a twenty-one (21)-credit programme composed as follows:

CORE COURSES (18 CREDITS)		
Course Code	Course Title	Credits
INTE 5000	Computer and Internet Tools for the Interpreter	2
INTE 5001	Consecutive Interpretation	4
INTE 5002	Simultaneous Interpretation	12
INTE 5004	Practicum	(Pass/Fail)
	Elective	3

## MPhil/PhD in French

*See General Regulations for all programmes in the Faculty.*

MPhil and PhD students are required to pass the following Departmental courses (coursework and examinations):

Course Code	Course Title
HUMN 6699	Methods of Research and Literary Scholarship
LITS 6007	Modern Cultural and Critical Theory

A candidate for the MPhil is required to read for courses totalling a minimum of six (6) credits and must pass both coursework and the written examination before submitting the thesis.

Students enrolled in the MPhil degree must satisfactorily complete at least two (2) research seminars.

A candidate for the PhD is required to read for courses totalling a minimum of nine (9) credits and must pass both coursework and the written examination before submitting the thesis.

Students enrolled in the PhD degree must satisfactorily complete at least three (3) research seminars.

## MA in Spanish

### INTRODUCTION

The MA in Spanish is a part-time programme. Students are required to complete it in a maximum period of two (2) calendar years. The programme targets graduates who hold a BA in Spanish from UWI or a valid equivalent degree from another university.

### ADMISSION REQUIREMENTS

The criteria for admission are as follows:

1. At least a Lower Second Class degree from UWI or equivalent.
2. Candidates must have passed at least four (4) courses in Spanish in Year 2 and four in Year 3 of the BA programme, all at or above the B grade.
3. Candidates who do not satisfy these requirements may be allowed to take a qualifying examination.

### PROGRAMME OF STUDY

1. One semester-long course at six (6) credits:
  - a. HUMN 6699 – Methods of Research and Literary Scholarship (Semester 1& Semester 2)
2. Two (2) semester courses (read in English) at four (4) credits each:
  - a. SPAN 6008 – Advanced Literary Theory and Criticism (Semester I, Year I)
  - b. SPAN 6009 – Issues in Contemporary Literary Theory (Semester II, Year I)
3. Four (4) semester courses in Spanish at four (4) credits each. Courses offered may vary from year to year. (Year 2)



**Course Listing****MA IN SPANISH**

Courses presently offered in the programme are as follows:

Course Code	Course Title	Credits
SPAN 6007	Narcotrafficking in Colombian Narrative	4
SPAN 6039	From Autobiography to Testimonial: Narratives of the Authority, Self and Community	4
SPAN 6299	Caribbean Baroque: Góngora in the New World?	4
SPAN 6399	Revolution and Society in Spanish America	4
SPAN 6499	The Spanish American Short Story	4
SPAN 6599	Social & Political Thought in the Spanish American Essay	4
SPAN 6799	20th Century Venezuelan Poetry	4
SPAN 6899	Urbanisation, Ecology and Quality of Life in Spanish American Narrative	4
SPAN 6999	African-Caribbean Literature in Spanish	4

**PLUS**

- a) One Reading Field (list provided to students at beginning of programme of study. Seminar presentation made at the end of semester 4 of the course of study);
- b) One (1) research paper of 10,000 words for twelve (12) credits (submitted at the end of Year 2 by November).

**TOTAL WEIGHT: 42 CREDITS**

**MPhil/PhD in Spanish**

*See General Regulations for all programmes in the Faculty.*

MPhil and PhD students are required to pass the following Departmental courses (coursework and examinations):

HUMN 6699 - Methods of Research and Literary Scholarship  
SPAN 6008 – Advanced Literary Theory and Criticism

A candidate for the MPhil is required to read for courses totalling a minimum of six (6) credits and must pass both coursework and the written examination before submitting the thesis.  
Students enrolled in the MPhil degree must satisfactorily complete at least two (2) research seminars.

A candidate for the PhD is required to read for courses totalling a minimum of nine (9) credits and must pass both coursework and the written examination before submitting the thesis.

Students enrolled in the PhD degree must satisfactorily complete at least three (3) research seminars.

# Linguistics - Programmes

## Postgraduate Diploma in Teaching English to Speakers of Other Languages (TESOL)

The Postgraduate Diploma in Teaching English to Speakers of Other Languages (TESOL) prepares university (Honours) graduates to teach English to speakers of other languages. They are expected to have a degree in a Language or Linguistics, but graduates from other disciplines may be considered. Those with no background in Linguistics will be required to take courses LING 1001, LING 1002 and LING 1005 as prerequisites before the start of the Diploma in TESOL.

### AIM:

To fully equip participating students with the practical skills and theoretical knowledge for TESOL practice.

### COURSE LISTING:

Candidates must take five semester-long courses and one Teaching Practicum. The following courses constitute the programme:

Course Code	Course Title	Credits
LING 5101	Language Acquisition and Learning: Theory and Practice	4
LING 5102	Structure of the English Language: Issues for TESOL	4
LING 5103	Curriculum Design and Resources in TESOL	4
LING 5106	Theory & Application of Assessment in TESOL	4
LING 5104	Teaching Practicum (including Reflective Seminar and Research Report Project)	4
LING 6105	Principles and Approaches in TESOL	4

### ASSESSMENT

All courses, except LING 5104/LING 5106, have 50% coursework and 50% examination. These two courses are assessed by 100% coursework. The coursework weighting is necessitated by the very critical practical demands of such a programme. A successful candidate must achieve at least 50% in all courses (and in both coursework and examination components of each course) as well as the Research Report. A candidate achieving over 70% will be awarded the Postgraduate Diploma with Distinction.

## MA in English Language (TESOL)\*

(\*NOT OFFERED 2023/2024)

On completion of one year in the programme and with a B+ average, students may upgrade to the Master's in English Language (TESOL). They will be asked to add specific prerequisites to bring them on par with students in the MA in English Language, and will add two courses from the Linguistics programme from the following:

Course Code	Course Title	Credits
LING 2101	Language Acquisition	
LING 2302	Sociolinguistics	
LING 2402	Structure of the English Language	

To complete the Master's, they must add two courses from the MA in English Language as follows:

Course Code	Course Title	Credits
LING 6402	World Englishes	
LING 6106	The Content of Tertiary Level English Language Courses	
LING 6406	The Pronunciation and Spelling of English	
LING 6407	Discourse Styles in English	

They will also add an 8 credit Research Paper (12,000) twelve thousand words.

## MA in Speech-Language Pathology

### Overview and Purpose

The MA in Speech-Language Pathology is a professional training programme aimed at equipping fully functional speech-language pathologists. It aims to train sufficient persons to serve Trinidad and Tobago, and ultimately the entire Caribbean region to support the 12-20% of our populations who are afflicted by speech, language and learning disabilities.

Its main objectives are:

1. To provide professional training for speech-language pathologists, encompassing both theoretical knowledge and practical skills essential to the field;
2. To service the Caribbean region with an intellectual and professional capacity in this arena;
3. To educate the public as to support which can be provided to people with speech, language and learning disabilities;
4. To provide screening for the entire school age population;
5. To provide assessment and follow-up services for same;
6. To provide rehabilitation for aphasic people throughout the region;
7. To provide support in the neo-natal facilities where swallowing disorders threaten infants at birth.

### Target Group

The Programme targets persons with an undergraduate certificate in Speech-Language Pathology or equivalent who wish to become professional speech-language pathologists.

### Qualifications for Entry

Students entering the programme should normally be graduates of an undergraduate or Certificate programme in Speech and Language Science or a closely related field and should fulfil the normal matriculation requirements of the University.

### Duration

Normally three years part-time.

### Course load per Semester: Two or three

*Time limit for completion:* Three years part-time with three semesters each year.

#### YEAR 1

##### SEMESTER I

Course Code	Course Title	Credits
SPLP 6001	Clinical Practicum I	2
SPLP 6005	Diagnostic Methods in Speech-Language Pathology	3
SPLP 6006	Neurological Bases of Communication Disorders	3
SPLP 6016	Articulation and Phonological Disorders	3

##### Semester II

Course Code	Course Title	Credits
SPLP 6002	Clinical Practicum II	2
SPLP 6008	Autism Spectrum Disorders	3
SPLP 6017	Language Disorders in Children	3
LING 6804	Language Acquisition in Creole Contexts	3

#### YEAR 2

##### SEMESTER I

Course Code	Course Title	Credits
SPLP 6003	Clinical Practicum III	2
SPLP 6010	Aphasia and Related Disorders	3
SPLP 6014	Neurogenic Speech Disorders	3
SPLP 6015	Dysphagia	3

**SEMESTER II**

Course Code	Course Title	Credits
SPLP 6007	Research Methods in Speech Language Pathology	3
SPLP 6013	Voice and Resonance Disorders	3

**YEAR 3****SEMESTER I**

Course Code	Course Title	Credits
SPLP 6004	Clinical Practicum IV	2
SPLP 6011	Augmentative and Alternative Communication Disorders	3
SPLP 6012	Aural Rehabilitation	3

**SEMESTER II**

Course Code	Course Title	Credits
SPLP 6009	Fluency Disorders	3
LING 6808	Researching Caribbean Language Structure	3

## MPhil in Linguistics

**Aim:**

To equip candidates with the necessary theoretical knowledge to conduct advanced research into issues of a specific sub-discipline or combination of sub-disciplines within Linguistics, e.g., Sociolinguistics, Creole Linguistics, Theoretical Linguistics, Applied Linguistics.

**Course Listing**

All students are required to pursue a core of coursework to expand and strengthen disciplinary knowledge acquired at undergraduate level. This core shall consist of:

Course Code	Course Title	Credits
LING 6005	Development of Theoretical Linguistics	4
LING 6701	Research Methods in Applied Linguistics	4

**Programme**

Each MPhil student is assigned at least one Supervisor and an Advisory Committee. Students may register full- or part-time.

After completion of this core, students are required to read in their chosen field of study guided by their supervisor and to conduct their research in accordance with agreed upon parameters with their supervisors. Candidates will be expected to show an awareness of the major issues and findings in and be familiar with the most recent positions in the area as they link to earlier-held positions.

MPhil candidates must present two (2) graduate seminar papers in the course of their work towards the degree. They will be required to demonstrate extensive knowledge in their field through these presentations. Ultimately their thesis submission should be 40,000-50,000 words on a topic approved by the examiners.

After the consideration of his/her thesis by the Examiners, the MPhil candidate may be recommended for the award of the degree; or may be required to make minor corrections to the supervisor's satisfaction; or may be required to re-submit the thesis; or may be deemed to have failed outright.

Candidates registered for the MPhil degree may alternatively be permitted to transfer to the PhD at a later date with credit for coursework already done, if their performance is judged to warrant it after a special assessment seminar, and if the transfer is approved by the Department and the Campus Committee for Graduate Studies and Research.

## PhD in Linguistics

### Target Group

Persons who are interested in pursuing research in any of the major sub-disciplines of Linguistics and who satisfy the admission requirements below.

### Admission Requirements

Admission to the PhD programme will be based on the possession of an MPhil degree or its equivalent (e.g., a research-based Master's degree in Linguistics). Acceptance to the programme will be determined, in part, by staff deployment and availability.

### COURSE LISTING

All students are required to pursue a core of coursework to expand and strengthen disciplinary knowledge acquired at undergraduate level. This core shall normally consist of:

Course Code	Course Title	Credits
LING 6005	Development of Theoretical Linguistics	4
LING 6701	Research Methods in Applied Linguistics	4

### Programme

Each PhD student is assigned at least one Supervisor and an Advisory Committee. Students may register full- or part-time.

After completion of this core, students are required to read in their chosen field of study guided by their supervisor and to conduct their research in accordance with agreed upon parameters with their supervisors. Candidates will be expected to show an awareness of the major issues and findings in and be familiar with the most recent positions in the area as they link to earlier-held positions.

PhD candidates must present three (3) graduate seminar papers in the course of their work towards the degree. They will be required to demonstrate extensive knowledge in their field through these presentations. Ultimately, their thesis submission should be 50,000-80,000 words on a topic approved by the examiners.

Full-time candidates who already have the MPhil or are seeking to upgrade are required to present and defend an upgrade seminar demonstrating that their study is of acceptable scope and quality for the PhD. After upgrade, candidates are also expected to produce an additional seminar.

# SCHOOL OF EDUCATION

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**Mitchell, Cheryl Ann**

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Early Childhood Educator

**Rampersad-Lee Tang, Loretta**

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**Maharaj, Samidha**

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**Sandy, Allister**

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**PRINT ROOM**

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**CARIBBEAN EDUCATIONAL RESEARCH AND INFORMATION SERVICE (CERIS)**

**Pierre-Robertson, Petronetta (Mrs)**

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**Campbell, Melissa**

Ag. Library Assistant - CERIS

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**SCHOOL OF EDUCATION LIBRARY**

***Renwick, Shamin (Dr)***

Senior Librarian I

BSc, PG Dip Lib, MPhil, MLIS, PhD (UWI), FCLIP

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Front/Desk Circulation

Tel: Ext. 83718

***Hafeez, Nasser***

Library Assistant I

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# School of Education - Programmes

## **Postgraduate Diploma in Education**

- Pre-Service Postgraduate Diploma in Education (\*Not Offered 2023/2024)
- In-Service Postgraduate Diploma in Education

## **Postgraduate Diploma in Tertiary Education**

- Leadership and Institutional Effectiveness (\*Not Offered 2023/2024)

## **Master of Arts (MA)**

- Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD) and Workforce Development (WFD)

## **Master of Education (MEd)**

- Concentration in Curriculum
- Concentration in Youth Guidance
- Educational Leadership
- Health Promotion ( Inclusive and Special Education (\*Not Offered 2023/2024)
- Reading
- Science Education (\*Not Offered 2023/2024)

## **Master of Tertiary Education (MTed)**

- Leadership and Institutional Effectiveness (\*Not Offered 2023/2024)

## **Master of Philosophy (MPhil) in Education**

## **Doctor of Philosophy (PhD) in Education**

## Pre-Service Postgraduate Diploma in Education (PG DipEd)\*

(\*NOT OFFERED 2023/2024)

### Programme Summary:

The Pre-Service Postgraduate Diploma in Education (PG Dip Ed) programme is designed to prepare beginning secondary school teachers to perform effectively from the outset, and to see the need to continue developing professionally throughout their teaching careers. It targets persons who have graduated with at least a bachelor's degree and are desirous of becoming secondary school teachers. It also targets university graduates who have been working in other fields, but who wish to become secondary school teachers. The programme caters for professional preparation for teaching in a range of subjects offered in Trinidad and Tobago's national curriculum and those offered for examination by the Caribbean Examinations Council.

By providing exposure to critical areas of subject and pedagogical knowledge and, at the same time, opportunities for supervised reflective practice in diverse teaching contexts, this programme will develop teachers who demonstrate, and continue to cultivate, professional attributes that all teachers are expected to possess. It has been conceptualised as a full-time programme in response to the experience of the School of Education, and to feedback from graduates of its part-time programme. Because implementation of different components of the programme demands close and ongoing collaboration with schools and policymakers, it is also expected that the programme will facilitate the further development of meaningful relationships among stakeholders in education, and so contribute to a culture change in schools that will result in true educational improvement.

The programme comprises the following seven courses:

### SEMESTER 1

Course Code	Course Title	Credits
EDME 5005	Educational Assessment	
EDFA 5211	Fundamental Concepts for the Beginning Teacher	
EDFA 5212	The Educational Milieu	
EDLA 5241	Designing Instruction for Adolescent Learners: The Teaching of English	
EDSC 5271	Designing Instruction for Adolescent Learners: The Teaching of Science	
EDSS 5281	Designing Instruction for Adolescent Learners: The Teaching of Social Sciences	
EDTL 5231	Practice in Education	

### SEMESTER 2

Course Code	Course Title	Credits
EDRS 5221	Leading Professional Enquiry	
EDFA 5213	Addressing the Needs of the Whole Child	
EDLA 5241	Designing Instruction for Adolescent Learners: The Teaching of English	
EDSC 5271	Designing Instruction for Adolescent Learners: The Teaching of Science	
EDSS 5281	Designing Instruction for Adolescent Learners: The Teaching of Social Sciences	
EDTL 5231	Practice in Education	

### PROGRAMME DESCRIPTION

#### *Philosophy*

This pre-service Postgraduate Dip Ed programme reflects the belief that avenues for access to education must be provided for all persons. It also reflects the belief that all students should have experiences of formal schooling that will promote their holistic development and academic success. Therefore, all students must be exposed to curricula which they perceive to be relevant, which combine formal knowledge with community knowledge, and which draw on their real-world experiences. The programme thus grounds the formal educational theory to which students will be introduced in participants' knowledge of their subject areas; the knowledge of schools and classrooms that they have constructed from their experiences at different stages of their development; and their social and cultural contexts. The programme's field-based orientation reflects the belief that learners construct professional knowledge and develop a professional identity most effectively when they must deal with challenges that arise within authentic contexts of practice. Finally, this programme conceptualises educators as persons who are expected to make a contribution to the development of the societies in which they practise their profession. Courses within the programme are therefore designed to help participants understand the role and nature of the school in a dynamic society.

#### Course Assessment

Assignments – 100 % Coursework

**Resources**

- multimedia classroom equipment
- camcorders
- audio recorders
- laptops and desktops
- the Internet
- books, newsletters, journals

**Structure of the Programme**

The pre-service Dip Ed programme has been structured to meet these objectives, and to help students to respond effectively within changing contexts of practice.

**Duration**

This full-time programme will be delivered over the course of **one academic year**.

**Components**

The programme comprises the following major components:

1. **Three Foundation courses**, which introduce students to basic concepts, skills, and principles that inform effective educational decision making for the beginning teacher. The courses draw largely on the humanities and the social sciences in providing theoretical and conceptual knowledge relevant to addressing overarching controversies, dilemmas, and issues in education. The courses are:
  - Fundamental Concepts for the Beginning Teacher (3 credits)
  - Addressing the Needs of the Whole Child (3 credits)
  - The Educational Milieu (3 credits)
2. **Three Professional Knowledge courses**, which will help students to construct professional identities, and to develop curricular knowledge, pedagogical knowledge, and pedagogical content knowledge, as well as a capacity for critical thinking, problem solving, and decision making related to the content and implementation of the curriculum, and to their contexts of practice. They orient students towards finding solutions to identified challenges encountered in schools and classrooms. Finally, the courses will promote values clarification by requiring students to respond to dilemmas of everyday practice. The courses are:

Course Code	Course Title	Credits
EDLA 5241	Designing Instruction for Adolescent Learners: The Teaching of English	6
EDSC 5271	Designing Instruction for Adolescent Learners: The Teaching of Science	6
EDSS 5281	Designing Instruction for Adolescent Learners: The Teaching of Social Sciences	6
	Educational Assessment	3
	Leading Professional Enquiry	3

3. **Practice in Education (9 credits)**

This is a practicum which, by providing practical experiences in diverse classroom contexts, seeks to build students' personal, practical knowledge; to present them with models of professional behaviour; and thus to develop the knowledge, skills, and attributes needed to effectively manage classroom dynamics. The practicum has three phases:

1. Supervised observation of practice;
2. Supervised practice, in collaboration with cooperating teachers;
3. Supervised, independent practice.

The programme has been designed to broaden and refine participants' world views by spiralling and integrating formal and informal knowledge within the curriculum content. It merges elements that draw upon their personal experiences with formal concepts and theories from the disciplines, and further integrates significant opportunities for reflection and critical analysis. The programme is so sequenced that students will revisit and refine their professional skills and their understanding of core concepts as they are presented, with increasingly challenging professional dilemmas at different stages of the programme and in different contexts.

**TOTAL: 30 CREDITS**

## In-Service Postgraduate Diploma in Education Programme

(24 CREDITS)

### Introduction

The Postgraduate Diploma in Education provides professional training for teachers who hold a first degree or equivalent and who are teaching at the secondary level. The programme is viewed as initial training, which sensitises and orients teachers to the fundamentals of their profession.

The primary aim is to develop in teachers and administrators a professional approach to teaching and administration characterised by creativity, imagination, and the pursuit of professional and personal development.

This programme attempts to ensure that professional educational classroom practice is informed by a solid theoretical base in the foundation disciplines, curriculum, and methodology. In addition, it is expected that teachers would use this programme to improve their skills in the specific content relevant to teaching in their subject areas and that administrators would increase their ability to lead and manage their schools as an educational institution of quality.

### Objectives of the Programme

**Upon completion of the programme, teachers and administrators should be able to**

1. Identify all students' potential to learn
2. Promote student learning by using knowledge of their special needs, interests and experiences to design effective instruction
3. Apply knowledge and insights gained in the educational foundation course to respond flexibly to the challenges of practising in different school and classroom contexts
4. Plan and implement instructional activities that are informed by their understanding of sound educational aims and purposes, and relevant policies and standards
5. Use appropriate technologies to support teaching and learning in their content areas
6. Plan, carry out and use results of research to evaluate and inform their practice
7. Reflect on and continuously refine their own teaching philosophy and practice
8. Critically interrogate dominant educational policies and practices
9. Collaborate with others to improve their own practice and the practice of education in their schools and educational systems
10. Assume roles as change agents in their schools;
11. participate continuously in programmes and activities designed to improve their professional skills and knowledge

### Regulations

#### 1. Admission

All relevant General Regulations of The University of the West Indies Board for Graduate Studies and Research shall apply.

The general prerequisite for entry into the Postgraduate Diploma programme is a Bachelor's degree. All entrants must be practising teachers in secondary schools. Except for entry to the Educational Administration for Secondary School option, all applicants MUST have been assessed and appointed by the Ministry of Education to teach the specific subject which they are applying to be trained in.

#### 2. Duration

The Postgraduate Diploma programme begins in September and continues throughout the ensuing academic year. Students attend classes on evening during Semester 1 and 2 and participate in supervised Field and Individual Practice during the academic year.

#### 3. Programme Delivery and Academic Supervision

The Programme Coordinators are responsible for the delivery of the programme.

The programme is delivered in blended mode. There are both synchronous and asynchronous online sessions, as well as face to face sessions described below.

The programme will be implemented through:

- a. Weekly sessions during the school year, which take the form of:
  - Interactive lectures
  - Discussions (whole class and group work)
  - Student led presentations (group and individual)
  - Demonstration lessons, micro teaching
  - Engagement through audio and video resources, etc.
- b. Field Practice: Throughout the year, groups will visit schools to observe, teach, and evaluate lessons under the guidance of a tutor. In the case of Educational Administration students, students groups will conduct audits of the administrative practices of visited schools. Where in-person school is not possible, tutors will provide feedback on recorded videos of Practicum sessions.
- c. School Practice: Tutors will visit students in their schools to observe their teaching and offer individual advice and instruction. Tutors visiting Educational Administration students observe their students' practice of clinical supervision. These forms of school practice are seen as collaborative activities aimed at improving classroom practice. Where in-person school is not possible, tutors will provide feedback on recorded videos of Practicum sessions.

#### 4. Attendance

Successful completion of the programme is premised on regular and punctual attendance at all scheduled face to face and online sessions.

Registers of student attendance are kept. Students should note that:

- a. The University requires regular attendance (a minimum of 75% for each course) as a condition for the award of the diploma.
- b. In accordance with the conditions for student release by the Ministry of Education, non-attendance at any scheduled Friday session will be regarded as absence from school. Students will be required to apply, in their respective schools, for official leave for such non-attendance. It is be noted that students' absence from classes including field practice) due to participation in workplace-related activity will be counted in the calculation of the 75% attendance requirement. Therefore, participation in Sports day, PTA meeting etc which result in the student being at the workplace, but absent from the PGDipEd will be treated as absence from class.

#### 5. Credits

Candidates are required to pass coursework as follows:

<i>Educational Foundations &amp; Issues in Education:</i>	<i>4 credits</i>
<i>The Reflective Practitioner:</i>	<i>5 credits</i>
<i>Pedagogy as Process:</i>	<i>6 credits</i>
<i>Practicum:</i>	<i>9 credits</i>
<i>Total:</i>	<i>24 credits</i>

#### 6. Assessment

Assessment will take place throughout the programme.

Depending on the course, 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, examinations, and school practice.

##### *Examination (Coursework)*

The examination shall be in two parts- Practice of Education and Theory of Education. To obtain the Postgraduate Diploma in Education, a candidate must satisfy the examiners in both the Theory and the Practice of Education.

- a) A pass in the **Theory of Education** is obtained by a candidate who satisfies the examiners by achieving a grade of at least a B in each sub-component of Theory of Education (EDFA 5500: Educational Foundations and Issues in Education, EDRS 5450: The Reflective Practitioner and Pedagogy as a Process: EDLG 5100 to EDIT 5002).

- b) A weighting of 1:2:3 is applied to compute the grade for the Theory of Education whereby Educational Foundations & Issues in Education (EDFA 5500) is weighted at 1; The Reflective Practitioner (EDRS 5450) is weighted at 2 and Pedagogy as Process (EDLG 5100 to EDIT 5002) is weighted at 3.
- c) A Pass in the **Practicum** is obtained by a candidate who satisfies the examiners by achieving a grade of at least a B in the requirements for Teaching Practice (i.e. Practice at schools).
- d) The Postgraduate Diploma may be awarded with Distinction. A distinction will be awarded provided that
  - (i) The student has earned an A in the Practice of Education AND
  - (ii) The student has earned an A in the Theory of Education AND
  - (iii) No grade in any component of the Theory of Education is less than B+ and
  - (iv) The composite mark for Theory AND Practice amounts to 70% or more AND satisfied i-iv.

The following **Grading Scheme** is applied:

GRADE	A	B+	B	F
Percentage Range	70 – 100%	60 – 69%	50 – 59%	0 – 49%

In the event of unusual and extenuating circumstances, a candidate may apply in writing for an extension of time for submission of an assignment, addressing the application to the Coordinators of the programme and supplying supporting evidence. Medical certificates must be validated by the Campus Medical Officer.

A candidate who is obliged to apply for leave of absence is normally required to make the application not later than the third week of Semester 1. Applications for such leave should be, submitted to the Office of Graduate Studies and Research, The UWI, St. Augustine Campus

#### 7. Course Assignments - Preparation

- i) All written assignments for formal assessment must be typed on plain quarto, one side only, with double-spacing throughout.
- ii) All assignments must be prepared according to the APA format (7<sup>th</sup> Ed.)
- iii) An electronic copy of a Turnitin Similarity Report and the Graduate Coursework Accountability Statement must be attached to all assignments.

#### 8. Course Assignments - Submission

A schedule of dates for the submission of formal assignments is provided at the commencement of the programme.

#### 9. Penalty

Any required written submission with unsatisfactory features of presentation (e.g., with respect to its title page, abstract or preface, acknowledgements, 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.

Assignments that do not conform to the guidelines set out in the Handbook and/or official communication from the Programme Coordinators will be penalized.

Assignments submitted late without permission will attract penalties.

**Course Listing****POSTGRADUATE DIPLOMA IN EDUCATION****SEMESTER 1**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDFA 5500	Educational Foundations and Issues in Education	4

**YEAR-LONG****(SEM 1 & 2)****Course Code**

EDRS 5450	The Reflective Practitioner	5
EDTP 5002	The Practicum	9

(see below)	Pedagogy as Process	6
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**(CHOOSE 1 OF THE FOLLOWING): 'Pedagogy as Process' specializations:**

EDLG 5200	Educational Administration for Secondary Schools	6
EDFL 5400	Teaching of Modern Foreign Languages	6
EDIT 5200	Teaching of Information Technology	6
EDLG 5100	Teaching of English Language Arts	6
EDMA 5700	Teaching of Mathematics	6
EDSC 5800	Teaching Science	6
EDSS 5710	Teaching of Social Sciences	6
EDTV 5000	Competency Based Training for Technical and Vocational Educators	6
EDVA 5300	Teaching of Visual and Performing Arts	6



## Regulations Governing the MEd 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. Participants in the programme are required to be regular in their attendance at classes. Students who attend less than 75% of the sessions for any course may be debarred from submitting assignments and writing the examination.

### 2. Course Assignments - Preparation

- (i) All written assignments for formal assessment should be typed on plain quarto, one side only, with double-spacing throughout.
- (ii) All assignments must be prepared according to the APA format (refer to the American Psychological Association Style manual, 7<sup>th</sup> Ed.)

### 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 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 assignments should be submitted before the date of the final examination.
- (vii) If a student does not submit the course assignment before the examination, such a student would be debarred from writing the examination.
- (viii) All assignments should be the student's own original work.
- (ix) Where course assignments are weighted at 100% of final examination mark, submission dates are considered to be examination dates, and failure to submit will be equivalent to missing an examination.

### 4. Conduct and Grading of the Research Project

At the beginning of the second year of the MEd 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. Assessment

Students in the Master's programme must pass each component of each course, in order to be given a passing grade for the course.

Course work must be submitted before the day of the final examination, or students will not be allowed to write the examination, except in cases where permission has been requested and granted to do so.

**6. 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.*

**7. Delivery**

Some courses will be delivered via blended mode.

## Master of Education (MEd) – Concentration in Youth Guidance

### Aims & Objectives

The aim of this concentration is to build the social, intellectual, and technical capacities of teachers and educators to help young people develop positive attitudes to self and others, to become more knowledgeable about their own development, and to develop the skills to manage their emotions, make appropriate lifestyle and career choices, and build positive relationships. It will not prepare teachers to become full-time counsellors or guidance officers, but, rather, enable the mainstream classroom teacher to support students in facing various challenges of everyday life, as well as identifying and realising their fullest potential.

### Programme Structure

Students enrolled in the MEd 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, EDRS 6900 (ED690), 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. For the concentration in Youth Guidance, the eight (8) courses to be completed are as follows:

*Three compulsory core courses for programmes:*

Course Code	Course Title	Credits
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6210	Fundamentals of Educational Research II	4

*Four compulsory courses in the area of Youth Guidance:*

Course Code	Course Title	Credits
EDPS 6209	Youth Development	4
EDGC 6211	Health and Family Life Education	4
EDGC 6212	Diagnosis and Counselling – First Steps	4
EDGC 6214	Career Development	4

*One elective course: As approved by the School of Education.*

### COURSE LISTING

#### MEd - CONCENTRATION IN YOUTH GUIDANCE

##### YEAR I

##### SEMESTER 1

Course Code	Course Title	Credits
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDPS 6209	Youth Development	4

##### SEMESTER 2

EDRS 6210	Fundamentals of Educational Research II	4
EDGC 6211	Health and Family Life Education	4
EDGC 6212	Diagnosis and Counselling Elective: First Steps	4

##### YEAR II

##### SEMESTER 1

Course Code	Course Title	Credits
EDGC 6214	Career Development	4
EDRS 6203*	Graduate Research Seminars	N/A
	One elective course chosen by the student with the approval of the School of Education	

*\*EDRS 6203 – Compulsory 75% attendance and Pass/Fail*

##### YEAR II

##### SEMESTER 2

Course Code	Course Title	Credits
EDRS 6203	Graduate Research Seminars	N/A
EDRS 6900	Research Project	10

**Students must submit the EDRS 6900: Research Project by May 31. Additionally, students must utilize TURNITIN for their submission.**

## MEd – Concentration in Curriculum

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 providing students with opportunities to develop critical competences in curriculum theorising, planning, implementation and enactment. Students will also 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 programme.

The programme consists of the following:

*Three compulsory core courses for MEd programmes (as already outlined):*

Course Code	Course Title	Credits
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6210	Fundamentals of Educational Research II	4

*Four compulsory courses in the area of Curriculum*

Course Code	Course Title	Credits
EDCU 6309	Curriculum Theory as Process	4
EDCU 6310	Curriculum Policy and Planning	4
EDCU 6311	Curriculum Implementation and Adaptation	4
EDCU 6312	Curriculum Enactment and Communication	4

*One elective course chosen by the student with the approval of the School of Education*

Course Code	Course Title	Credits
EDRS 6900	A Research Project	10

### Course Listing

#### MEd - CONCENTRATION IN CURRICULUM

Course Code	Course Title	Credits
EDRS 6203*	Graduate Research Seminar	N/A
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6210	Fundamentals of Educational Research II	4
EDCU 6309	Curriculum Theory as Process	4
EDCU 6310	Curriculum Policy and Planning	4
EDCU 6311	Curriculum Implementation and Adaptation	4
EDCU 6312	Curriculum Enactment and Communication	4
EDRS 6900	Research Project	10

*\*EDRS 6203 - Compulsory 75% attendance and Pass/Fail*

**Students must submit the EDRS 6900: Research Project by May 31. Additionally, students must utilize TURNITIN for their submission.**

## MEd in Reading

### INTRODUCTION

The M.Ed. in Reading reflects the belief that reading is a complex linguistic achievement and that for learners to succeed in the path toward reading proficiency, the roles of the highly qualified reading or literacy teacher, reading specialist, and literacy coach is crucial. The M.Ed. in Reading also embraces the reading writing connection and the new literacies with their associated unique skills. The programme thus emphasizes the broad scope of skills, processes and applications that compose literacy while it focuses at its core on training professionals to develop reading skills. Literacy educators today have responsibilities for oral language development, reading, writing, visual literacy, digital and multiple literacies, and the power of literacy learning to change lives. Also, much of what we know about the reading process, the development of reading skills proficiency and the teaching of reading have either changed substantially or have been refined. The Master of Education in Reading reflects these responsibilities and insights that embrace a broader definition of literacy and it reflects the revised literacy standards published by the International Literacy Association (ILA) in 2017.

The programme provides insights into the historical, cognitive, sociocognitive, sociocultural and critical theoretical processes and models of literacy. It then draws on that understanding, to develop competencies in designing and implementing literacy curricula and instruction at the system, school and subject level -literacy specific or across the content areas. It will also develop competencies in the use of literacy assessments, evidence-based instruction and targeted interventions, and the integration of technology and digital literacies. The strong emphasis on evidence-based or best practice for literacy professionals coming out of the programme will be driven by required research courses and more specified research modules that participants will draw heavily on for designing and implementing their clinical practice. Individual courses in the programme will be accessible for persons wishing to develop proficiency in specific aspects of reading education that the individual courses target.

### Goals

The goals of the programme are to develop reading/literacy professionals who will:

- Contribute to the production of proficient readers in the educational system
- Confidently articulate scholarly information on reading/literacy to various publics, including Ministry of Education, policy planners and other officials
- Develop policy recommendation and proposals for both individuals, schools, communities and the wider system of education
- Lead school efforts and initiatives in reading/literacy in the following areas: instruction, diagnosis and assessment, teaching reading/literacy across the content areas, integration of digital technologies, supervision and leadership, establishment and monitoring of reading/literacy programmes, and research.

### General Objectives

Students will:

- Demonstrate knowledge of the foundations of reading/literacy, including word and text structure in English; contrasts between home / network language and school language; different writing genres; different kinds of readers; theories about reading/literacy; and approaches to, and strategies for, reading/literacy instruction.
- Demonstrate skills in the diagnosis and assessment of reading/literacy problems
- Design evidence-based interventions and targeted reading/literacy programmes to address identified reading/literacy problems
- Design reading/literacy instructions that are responsive to the affordances and challenges that English Creole speakers bring to reading text in Standard English
- Demonstrate skills in research in general and reading/literacy research in particular.
- Design school-based reading/literacy programmes.
- Demonstrate skills in the mentoring of teachers who are not specialists in reading/literacy instruction.
- Demonstrate skills in knowledge management, i.e. capturing, customizing, and using knowledge to develop a community of discourse around reading/literacy programmes.
- Demonstrate a professional attitude to reading/literacy problems/issues in general.

### Target Population and Entry Requirements

The programme targets the following:

- In-service graduate teachers who have completed the Bachelor of Education and are desirous of enhancing their qualifications and skills in the area of teaching reading and language development
- Individuals (including administrators) who are working in any educational field- public or private- and who are graduates with a Bachelor's or Postgraduate degree in related areas

**Structure of the Programme**

The M.Ed. in Reading Education programme has been structured to help participants assess students' literacy development, strengths and weaknesses; diagnose reading challenges, design, develop, evaluate and implement literacy instruction at the subject, classroom and school level, as well as develop and deliver literacy-based professional learning opportunities. A key structure in the programme is a clinical component that involves working with students as part of a reading clinic setting and in a school classroom setting with the benefit of coaching and supervision from trained reading specialists.

**DELIVERY OF THE PROGRAMME**

This part-time blended programme will be delivered over the course of two academic years (two semesters and the summer of the first year and two semesters in the second year). Participants must successfully complete ten compulsory (10) courses and two (2) required modules to be awarded the degree: six 4-credit courses, two 3-credit courses, two 1-credit modules, one 10-credit course and one zero (0) credit pass/fail course.

**Components**

The programme comprises 42 credits. Individual courses within the programme account for three or four credits.

The 42 credit programme comprises the following major components:

**(I) Three compulsory core courses (12 credits)**

EDRL 6001: Theoretical Foundations of Reading Instruction (4 credits)

EDRS 6208: Fundamentals of Educational Research I (4 credits)

EDRS 6210: Fundamentals of Educational Research II (4 credits)

**(II) Five compulsory specialization courses (20 credits)**

EDRL 6002: Reading Diagnosis, Intervention and Assessment (4 credits)

EDRL 6010: Teaching Reading in the Content Areas (3 credits)

EDRL 6009: Digital Literacy and Technology Integration (4 credits)

EDRL 6005: Setting up School-based Reading programmes (4 credits)

EDRL 6011: Supervision and Leadership in Reading (3 credits)

**(III) Two required modules (2 credits)**

EDRL 6007: Action Research Module (1 credit)

EDRL 6008: Single Subject Design Research Module (1 credit)

(IV) EDRS 6203: Graduate Research Seminars: These do not count for credits but are graded on a pass/fail basis. The requirement is that students must fulfill a 75% attendance requirement.

(V) EDRL 6900: Clinical Research Project/Practicum (year long) – 15,000 words (10 credits)

**Programme Sequence****YEAR I****SEMESTER 1**

Course Code	Course Title	Credits
EDRL 6001	Theoretical Foundations of Reading Instruction (4 credits)	4
EDRL 6002	Reading Diagnosis, Intervention and Assessment (4 credits)	4
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6203	Graduate Research Seminars	(pass/fail)

**SEMESTER 2**

EDRS 6210	Fundamentals of Educational Research II	4
EDRL 6010	Teaching Reading in the Content Areas	3
EDRL 6009	Digital Literacy and Technology Integration	4
EDRS 6203	Graduate Research Seminars	(pass/fail)

**SUMMER**

EDRL 6007	Action Research Module	1
EDRL 6008	Single Subject Design Research Module	1

**YEAR II****SEMESTER 1**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDRL 6005	Setting up School-based Reading programmes	4
EDRL 6011	Supervision and Leadership in Reading	3
EDRS 6203	Graduate Research Seminars	(pass/fail)

**SEMESTER 2**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDRS 6203	Graduate Research Seminars	(Pass/Fail)
EDRL 6900	Clinical Research Project/Practicum (yearlong – 15,000 words)	10

## MEd in Health Promotion\*

### Objectives

- To develop a sound knowledge base and a strong sense of intellectual inquiry for working with people of all ages on issues relating to health promotion, and health and human relationships in the Caribbean.
- To develop strong practical skills to address issues relating to health and human relationships in a variety of settings (individual, group, family, classroom, and population-level policy and programme development).
- To develop monitoring, evaluation, and research competencies that can be confidently applied in professional and academic settings and in the field.
- To work within an ethical framework that emphasises human rights, social justice, and equity to promote good citizenship and social responsibility, and which values diversity in the Caribbean.

### Target Group

The principal target audience will consist of people working in health promotion and health education; with adults and/or children; in the formal and informal education sectors; from health and educational sectors; and from the three main UWI countries as well as the countries of the Open Campus. Participants will include:

- Professionals in the formal school sector, curriculum developers, teacher trainers, teachers, and educational administrators.
- Health and family life educators.
- Tertiary sector staff, particularly in a train-the-trainer relationship, for example, with staff of teachers' colleges.
- Workers in the non-formal education sector whose role includes health promotion.
- Counselling, guidance, and social workers.
- Nurse educators.
- Creative arts and communication workers.
- Youth workers and officers from the Ministry of Youth.
- Workplace health and safety programmes.
- Designated health promotion workers.
- Health and education sector administrators, policy makers, planners, and implementers.

### Summary of programme structure

The programme is designed to maximise access to the programme by professionals working in health promotion/health education field; and to maximise access to the programme by professionals who are based elsewhere in the Caribbean, particularly in the Open Campus countries. In order to achieve these outcomes, the programme will:

- be run part-time over two years to allow health and education professionals to continue their duties at their home base while undertaking advanced training;
- be delivered using a combination of intensive face-to-face teaching and distance modalities;
- the face-to-face components will be delivered in residential school blocks in Trinidad during the Summer school and pre-Christmas periods;
- the distance components will be possible from the person's home base, and include activities such as professional development fieldwork, coursework assignments, and projects.

### 5.1 Summary of programme Content

The programme is divided into 7 courses, all of which are compulsory and are listed below:

#### YEAR I

Course Code	Course Title	Credits
HEPR 6001	The Health and Human Relationships Knowledge Base	
HEPR 6002	Risk in the Context of Modern Social Lives	
HEPR 6003	Strategies, Skills, and Interventions for Promoting Health	
EDRS 6208	Fundamentals of Educational Research I	
EDRS 6210	Fundamentals of Educational Research II	
HEPR 6005	Professional Development Electives and Fieldwork	

#### YEAR II

Course Code	Course Title	Credits
EDRS 6900	Research Project	



The main objective of year 1 is to establish a solid knowledge base in the relationships between health, behaviour and social life, and to begin the exploration of the complex issue of health promotion. This will be achieved primarily through HEPR 6001, HEPR 6002 and part of HEPR 6003. These courses are primarily designed to equip participants with the foundation knowledge and skills necessary to inform the design of meaningful health promotion interventions. The programme will be delivered in such a way as to foster the simultaneous development of suitable attitudes for working with sensitive issues.

There is a strong emphasis on non-communicable diseases (NCDs) prevention (diabetes, hypertension, cancer,) and their risk factors (unhealthy dietary practices, physical inactivity, obesity, stress) in this initial year because: (1) there is an urgent need to strengthen the Caribbean response to the non-communicable disease epidemic; (2) behaviour change has been the most difficult element of NCDs prevention to implement in the Caribbean to date; and (3) of the complexities of this area, mastery of this aspect of promoting health lifestyles will result in solid skills for working in other areas of health promotion. Year 1 will also include the research courses, EDRS 6208 and part of EDRS 6210, which will expose participants to the empirical-analytical and naturalistic traditions of education research, and HEPR 6005. HEPR 6005 requires participants to undertake a 40-hour attachment to a health promotion institution.

Because of way that the programme is organised, HEPR 6003 will run over the two years of the programme. Year 1 will focus primarily on the theoretical frameworks, including theories, models, principles and strategies; while Year 2 will focus on the application of the principles/theories, and the development, implementation and evaluation of individual Health Promotion initiatives along with site visits. EDRS 6210 will be completed in Year 2, and the Research Project, EDRS 6900 will also be undertaken in Year 2.

**Student must submit three (3) hardbound copies of EDRS 6900 – Research Project by May 31. Additionally, students must submit a TURNITIN report and a soft copy with their submissions.**

## MEd in Science Education\*

(\*NOT OFFERED 2023/2024)

### Programme Overview

The current wave of education reform taking place in the Caribbean includes reform in science education. It is therefore necessary to build the human capacity with the requisite enhanced scientific knowledge, skills, and dispositions to lead the change process, if these reform efforts are to result in the realisation of national and regional development goals. This programme is designed to produce a cadre of science teachers/educators who will be at the forefront of such reform efforts.

The programme seeks to encourage participants to:

- develop an appreciation of science as a human endeavour;
- interrogate the ways in which it is presented;
  - examine its historical antecedents and the various contexts from which it arises; and
  - respond in innovative ways to the various curricular and pedagogical challenges that present themselves in schools and science classrooms.

The programme is intended to produce graduates who are well skilled in the use of information and communication technologies in the teaching/learning of science, and who are motivated to stay on the cutting edge of new developments in science and science education. Such graduates should be able to integrate knowledge of the science-society interface, the cultural background of the learner, pedagogy, and assessment strategies, and apply this to the teaching/learning of science, as well as to reshaping the curriculum to meet local and national needs. They should also be able to model best practice and display the leadership skills that could contribute to peer development, and to fostering critical inquiry and the development of personal and social responsibility, which are hallmarks of scientific literacy.

### Entry Requirements

To be eligible for admission, applicants must have obtained:

- (a) A Bachelor's degree in science from an approved university with at least lower second class standing, AND
- (b) A postgraduate diploma in education in the teaching of science, or any equivalent professional qualification.

### Programme Structure

The programme shall normally run for two years on a part-time basis. It will consist of eight (8) compulsory courses, each worth four (4) credits, and a research project worth 10 credits. The eight courses are:

Course Code	Course Title	Credits
EDRS 6208	Fundamentals of Educational Research I	
EDRS 6210	Fundamentals of Educational Research II	
EDSC 6000	Science and Science Education: Nature, History, Nexus	
EDSC 6001	Science Education and Culture	
EDSC 6002	Science and Society	
EDSC 6003	Assessment in Science	
EDSC 6004	Information and Communication Technologies in the Science Classroom	
EDSC 6005	Leadership in Science Education	

Each of these four-credit courses will be delivered through 13 three-hour sessions of face to face instruction, as well as no less than nine hours of add on time through on-line learning and/or peer teaching through group work.

In addition, participants will be expected to attend and participate in graduate research seminars. The graduate research seminars do not count for credit but there is a 75% attendance requirement. Each participant will be expected to present his/her research proposal in one of these seminars.

### Programme Delivery

The programme will be delivered by the five science educators in the School of Education, using the team teaching format. Assistance will also be provided by the lecturer in information and communication technology in the School of Education.

The distribution of courses over the two-year period will be as follows:

**YEAR I**

**SEMESTER 1**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDRS 6208	Fundamentals of Educational Research I	4
EDSC 6000	Science and Science Education: Nature, History, Nexus	4
EDSC 6001	Science Education and Culture	4
EDRS 6203	Graduate Research Seminars	(Pass/Fail)

**SEMESTER 2**

EDRS 6210	Fundamentals of Educational Research II	4
EDSC 6002	Science and Society	4
EDSC 6003	Assessment in Science	4
EDRS 6203	Graduate Research Seminars	(Pass/Fail)

**YEAR II**

**SEMESTER 1**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
EDSC 6004	Information and Communication Technologies in the Science Classroom	4
EDSC 6005	Leadership in Science Education	4
EDRS 6900	Research Project	10
EDRS 6203	Graduate Research Seminars	N/A

**SEMESTER 2**

EDRS 6900	Research Project	10
EDRS 6203	Graduate Research Seminars	N/A

**Students must submit the EDRS 6900: Research Project by May 31. Additionally, students must utilise TURNITIN for their submission.**

## Master of Arts (MA) in Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)\*

### Introduction

The strategic development of capacities in Technical Vocational Education and Training (TVET) and Workforce Development (WFD) is critical to economic development in the Caribbean/CARICOM region. The Ministry of Science, Technology and Tertiary Education of Trinidad and Tobago, in its *Policy on Tertiary Education, Technical Vocational Education and Training, and Lifelong Education in Trinidad and Tobago* (n.d.) has pointed to the lack of qualified administrators and instructors in the TVET sector as an issue that needs to be addressed. To remedy the situation, the policy calls for “capacity-building and human resource development with a focus on teaching, research, educational leadership and performance-based management to ensure the efficient and cost-effective functioning of the expanded and transformed tertiary education system” (p. 15).

It is against this backdrop and in accord with the University’s strategic aim of producing higher degree graduates who are at the cutting edge of contemporary scholarship that the School of Education, UWI, St. Augustine, offers this master’s programme. The programme is designed to enhance leadership capacities and to strengthen capabilities to design, develop and manage TVET and workforce-related programmes to respond to changes in the world of work. The School of Education also views the mounting of this programme as a crucial step in helping to facilitate the thrust toward having technical vocational education become more integrated into offerings at the secondary school level.

### Components of the Programme

The programme consists of the following menu of courses:

- TVET and WFD core courses
- Applied science courses
- Optional courses (Electives)
- Research
- Field experience
- Seminar

### Programme Delivery Structure

Student will be required to complete 43 credits which include a research project to satisfy the requirement for the Master’s Degree. Note that candidates are required to do six credits of electives and six credits of applied science courses.

The programme is designed to maximise access by TVET and Workforce professionals based in the Caribbean, particularly those in the non-campus territories. To achieve these outcomes, the programme will:

1. Run part-time over two years to allow the teachers and workforce development professionals to continue their duties at home while undertaking advanced training.
2. Be delivered using a combination of intensive face-to-face teaching and online modalities.
3. The face-to-face component will be delivered in residential school blocks in Trinidad during the July-August and pre-Christmas periods.
4. The online component will be conducted via ZOOM and Moodle. Fieldwork, coursework and projects will be facilitated at home.

The proposed delivery structure of the programme is as follows:

## COURSES

### YEAR I

#### SEMESTER 1

*Three (3) TVET and WFD core courses:*

Course Code	Course Title	Credits
EDTV 6000	Philosophical Foundations of TVET and WFD	3
EDTV 6007	Leadership in TVET and Workforce Development	3
EDTV 6041	Competency-Based Education and Training Design and Delivery	3

#### SEMESTER 2

*Two (2) TVET and WFD core courses:*

Course Code	Course Title	Credits
EDTV 6002	Workforce Occupational Analysis	3
EDTV 6004	Designing TVET and Workforce Development Systems	3

*Applied Science course:*

Course Code	Course Title	Credits
EDRS 6009	Research Methods in TVET and WFD	3

### SUMMER

Course Code	Course Title	Credits
EDTV 6033	Structured Field Experience in TVET	3

### YEAR II

#### SEMESTER 1

*Two (2) Electives from:*

Course Code	Course Title	Credits
EDTV 6010	ICT Integration in TVET and WFD	3
EDTV6011		3
EDTV 6024	Facilitating Entrepreneurship and Innovation in TVET Curriculum Development for TVET and WFD	3

*Approved Course (one allowed)*

*Applied Science course:*

Course Code	Course Title	Credits
EDTV 6008	Assessment in TVET and WFD	4

#### SEMESTER 2

Course Code	Course Title	Credits
EDRS 6801	Research Project (start)	9
EDTV6006	Comparative Studies and Contemporary Issues in TVET and WFD	3

### SUMMER

Research Project to be completed

### TOTAL CREDITS:

<i>TVET and WFD core</i>	15
<i>Applied Science</i>	7
<i>Electives</i>	6
<i>Field Experience</i>	3
<i>Seminars</i>	3
<i>Research Project</i>	9
<b>TOTAL:</b>	<b>43</b>

## MEd in Inclusive and Special Education

(\*NOT OFFERED 2023/2024)

### Programme Description

The programme targets the following:

- In-service graduate teachers who have completed the Bachelor of Education (Special Education) and are desirous of enhancing their qualifications and skills.
- Individuals who are working in the field of Special Education and/or graduates with bachelor's degrees in related areas such as Primary Education, Secondary Education, Psychology or Speech and Language.

The goals of this programme are that on completion, participants will be able to assume critical roles in and outside the classroom to promote and sustain Inclusive and Special Education in the Caribbean by:

- Maintaining challenging expectations for individuals with exceptionalities;
- Engaging in the improvement of the profession through active participation in professional organisations - locally, regionally, and internationally;
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities;
- Using evidence, instructional data, research and professional knowledge to inform practice;
- Creating supportive environments that safeguard the legal rights of students and their families;
- Developing relationships with families based on mutual respect; and
- Practising within the professional ethics and standards of special education; upholding laws, regulations and policies that influence professional practice; and advocating improvements in laws, regulations and policies.

### Programme Structure

This programme will be offered on a part-time basis and will be of two years duration. Students will be required to complete 42 credits in pursuing the following course components:

- Three compulsory core courses for M. Ed. programmes
- Four compulsory specialisations courses
- One Elective
- Research Seminars
- Research Project

### Course Listing

#### YEAR I

##### SEMESTER 1

Course Code	Course Title	Credits
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6203*	Graduate Research Seminars	N/A
EDRS 6208	Fundamentals of Educational Research I	4
EDSE 6001	Nature and Needs of Exceptionalities	4

##### SEMESTER 2

Course Code	Course Title	Credits
EDRS 6210	Fundamentals of Educational Research II	4
EDRS 6203*	Graduate Research Seminars	N/A
EDSE 6002	Inclusive Classrooms: Policy and Practice	4
EDSE 6003	Assessment in Inclusive and Special Education	4

\*Students must submit their research topics by May 31st in the first year of their registration.

#### YEAR II

##### SEMESTER 1

Course Code	Course Title	Credits
EDSE 6004	Collaboration, Consultation, and Inclusivity	4
To be determined	ELECTIVE COURSE	
EDRS 6203	Graduate Research Seminars	N/A

##### SEMESTER 2

EDRS 6203	Graduate Research Seminars	N/A
EDRS 6900	Research Project	10

Students must submit the EDRS 6900: Research Project by May 31. Additionally, students must utilise TURNITIN for their submission.

## MEd in Educational Leadership\*

The M.Ed. in Educational Leadership programme reflects the belief that the foundation of school improvement is to bring about change in the classroom through high quality teaching and learning and that leadership is a key factor in engendering such change and improvement in schools. It also reflects a belief that educational administrators must engage in specialised professional training to acquire and develop the skills and competencies which ultimately lead to sustained improvement in schools.

### Aim

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

### Goals

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

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

### Components

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

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

The **42-credit** programme comprises the following major components:

#### I. Three compulsory core courses (12 credits)

Course Code	Course Title	Credits
EDFA 6207	Education and the Development of Social Competencies	4
EDRS 6208	Fundamentals of Educational Research I	4
EDRS 6210	Fundamentals of Educational Research II	4

#### II. Five compulsory specialisation courses (20 credits)

Course Code	Course Title	Credits
EDEA 6203	Organisation Development and School Change	4
EDEA 6200	Action Research for School Improvement	4
EDEA 6118	Educational Leadership	4
EDEA 6204	Organisation and Administrative Theories	4
EDEA 6201	System and School Improvement	4

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

**EDRS 6203: Graduate Research Seminars:** These do not count for credits but are graded on a pass/fail basis. The requirement is that students must fulfil a 75% attendance requirement.

## Postgraduate Diploma and Master of Tertiary Education (MTed) in Leadership and Institutional Effectiveness\*

(\*NOT OFFERED 2023/2024)

### Aim of Programme

This is a professional development programme that seeks to be proactive in providing for the development of competencies, not only in those already holding leadership positions in tertiary education, but also in those who are seeking to equip themselves to function in such a capacity as the opportunity arises. The programme embraces the philosophy of distributed leadership which advocates that leadership is about the many rather than the few. Consequently, while the programme will cater primarily for those who now hold influential positions as leaders, it will consider on a case by case basis more junior personnel who have been working in related environments in tertiary education for at least two years (and consequently have some requisite work experience) and who meet other entry requirements.

The intention of the programme is to provide an experiential, problem-based approach that would allow for the development of core competencies to support the functioning of tertiary education institutions in terms of policy, planning, organisational effectiveness, quality improvement and transformational change.

### Goals

The goals of the programme are to provide students with opportunities for developing:

- a comprehensive conceptual understanding of the complexities in the organisation, governance, leadership and management of tertiary education organisations and systems
- ways of relating theories, approaches and cases in tertiary education policy, leadership and management to organisational context when devising solutions to problems
- experiential knowledge of modern research and management methods for analysing and transforming tertiary education policies, systems and organisations
- critical thinking, decision-making, visioning and problem-solving skills for engaging in discussion with stakeholders about change and development in the tertiary education sector
- technical skills for designing and applying creative solutions to problems encountered by leaders and managers in effecting tertiary education organisation and systems transformations.

### Programme Learning Outcomes

Having completed the programme of study, the student would be able to:

- describe theories and principles pertaining to tertiary education policy, systems, organisations, leadership and management
- analyse ways in which inter-disciplinary concepts (e.g. law, ethics, politics, built environment) impact tertiary education at the organisation and systems levels
- critically assess the governance and management of local and international tertiary education organisations and systems in order to inform transformational change and improvement
- apply practices in tertiary education policy, planning, organisational effectiveness, quality improvement and transformational change at the organisational and systems levels
- use research skills to engage in evidence-based decision-making to solve problems and improve tertiary education systems and organisations
- critically analyse the value and role of tertiary education leaders in effecting transformational change at the system and organisational levels
- demonstrate communication, negotiation and advocacy skills when presenting ideas and working with stakeholders to generate creative solutions in tertiary education systems and organisations.

### Programme Structure and Completion Requirements

This **44-credit** programme is divided into two sections – **Part 1 (24 credits)** and **Part 2 (20 credits)**.

**Part 1** consists of six compulsory, postgraduate, four-credit courses. Successful completion of these six courses constitutes the programme requirement for the award of the **Postgraduate Diploma of Tertiary Education in Leadership and Institutional Effectiveness**.



**PART 1 (24 credits): Six 4-credit courses:**

- Tertiary Education Systems, Governance and Organisations
- Leadership in Tertiary Education
- Tertiary Education Policy
- Managing Institutional Efficiency and Effectiveness
- Institutional Strategy, Change and Improvement
- Developing Enterprising Tertiary Education Institutions

**PART 2 (20 credits)**

- Research Methods in Tertiary Education Development (4 credits)

**EITHER: Track A: Policy, Planning and Improvement**

- Tertiary Education Development (4 credits)
- University and College Excellence (4 credits)

**OR: Track B: Leadership and Sustainable Development**

- Leading Innovation in Tertiary Education (4 credits)
- Sustainable and Global Partnerships in Tertiary Education (4 credits)
- Capstone Project (8 credits)

**Part 2** can only be embarked upon on successful completion of **Part 1**, with at least a B+ average. Candidates will be required to successfully complete a Capstone Project. The Capstone Project is an applied, problem-based research project that the candidate conducts within a tertiary education organisation. It is worth **8 credits**. Successful completion of **Part 2** constitutes the programme requirement for the award of the **Master of Tertiary Education in Leadership and Institutional Effectiveness**.

**Course Listing****POSTGRADUATE DIPLOMA OF TERTIARY EDUCATION IN LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS****PART 1 – YEAR I**

Course Code	Course Title	Credits
EDLE 5110	Tertiary Education Systems, Governance and Organisations	4
EDLE 5119	Leadership in Tertiary Education	4
EDLE 5111	Tertiary Education Policy	4
EDLE 5112	Managing Institutional Efficiency and Effectiveness	4
EDLE 5113	Institutional Strategy, Change and Improvement	4
EDLE 5114	Developing Enterprising Tertiary Education Institutions	4

**MASTER OF TERTIARY EDUCATION IN LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS.****PART 2 – YEAR II**

EDLE 6110	Tertiary Education Systems, Governance and Organisations	4
EDLE 6119	Leadership in Tertiary Education	4
EDLE 6111	Tertiary Education Policy	4
EDLE 6112	Managing Institutional Efficiency and Effectiveness	4
EDLE 6113	Institutional Strategy, Change and Improvement	4
EDLE 6114	Developing Enterprising Tertiary Education Institutions	4
EDRS 6121	Research Methods in Tertiary Education Development	4

**TRACK A: POLICY, PLANNING AND IMPROVEMENT**

EDLE 6116	Tertiary Education Development	4
EDLE 6115	University and College Excellence	4

**OR****TRACK B: LEADERSHIP AND SUSTAINABLE DEVELOPMENT**

EDLE 6117	Leading Innovation in Tertiary Education	4
EDLE 6118	Sustainable and Global Partnerships in Tertiary Education	4
EDLE 6120	A Capstone Project	8

**Requirements for MPhil and PhD degrees**

Candidates who have successfully completed the MTED degree are eligible for consideration for entry to the MPhil/PhD degree. They will be required to fulfil the university's coursework requirements for study at this level.

## **MPhil/PhD in Education**

*See General Regulations for all programmes in the Faculty.*

# 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* (7th ed., 2010) 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.

## I. 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 part, the page number(s) 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:

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

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.

## II. 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)

**III. REFERENCES**

List in alphabetical order, by surnames of first authors, all works you have cited. 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. Italicise the titles of books, journals, etc., and indent the second and continuing lines.

The reference list 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.

**A. Books**

- a. One author  
Bantock, G. H. (1980). *Dilemmas of the curriculum*. Oxford, England: Robertson.
- b. Two authors  
Hoy, W., & Miskel, C. (2005). *Educational administration: Theory, research and practice* (7th ed.). New York, NY: McGraw-Hill.
- c. More than two authors  
Morphet, E. L., Johns, R. L., & Reller, T. L (Eds.). (1982). *Educational organization and administration: Concepts, practices, and issues* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- d. No author given  
The world of learning. (1984-85). London: England Europa Publications.
- e. An organisation or institution as 'author'  
National Research Council. (1996). *National Science Education Standards*. Washington, DC: National Academy Press.
- f. An editor or compiler as 'author'  
Veenema, S., Hetland, L., & Chalfen, K. (Eds.). (1997). *The Project Zero classroom: New approaches to thinking and understanding*. Cambridge, MA: Harvard College.
- g. Translations  
Vygotskii, L. S. (1962). *Thought and language* (E. Hanfmann & G. Vakar, Trans.). Cambridge, MA: MIT Press. (Original work published 1934)
- h. An essay in a collected work  
Harlen, W. (1983). Evaluating the curriculum. In A. Paisey (Ed.), *The effective teacher in primary and secondary schools* (pp.135-150). London, England: Ward Lock.

**B. Articles**

- a. Periodicals  
Hallam, R. (1969). Piaget and moral judgements in history. *Evaluation Research*, 11(3), 10-25.
- b. Newspapers  
Beddoe, I. B. (1987, October 29) Comprehensive approach to values of teaching. *Trinidad Guardian*, p. 13.

**C. Published Proceedings of a Conference**

Hurst, B., & Mohammed, J. (1999). Shaking the foundations? Educational foundations in trouble. In M. Byron (Ed.), *Controversies in education: Proceedings of the fifth biennial cross-campus conference* (pp. 29-33). St. Augustine, Trinidad: School of Education, The University of the West Indies.

**D. Dissertations (Unpublished)**

Campbell, C. C. (1973). *The development of education in Trinidad and Tobago, 1834-1870*. (Unpublished doctoral dissertation) The University of the West Indies, Mona.

**E. Theses (Unpublished)**

Rohlehr, B. A. (1988). *Cognitive style, graphicacy skills of CXC geography students*. (Unpublished master thesis) The University of the West Indies, St. Augustine.

**IV. ELECTRONIC RESOURCES**

**1. Article with DOI [Digital Object Identifier] Assigned**

Roberts, V. (2001). Global trends in tertiary education quality assurance. *Educational Management Administration & Leadership*, 29(4), 425–440. doi: 10.1177/0263211X010294004

**2. Article with no DOI Assigned**

Junor Clarke, P. (2007). Exploring the use of computer technology in a Caribbean context: Views of pre-service teachers. *International Journal of Education and Development Using ICT*, 3(1). Retrieved from <http://ijedict.dec.uwi.edu/viewarticle.php?id=298>

**3. Electronic Books**

Driscoll, M., & Bryant, D. (1998). *Learning about assessment, learning through assessment*. Washington, DC: National Academies Press. Available from [http://books.nap.edu/catalog.php?record\\_id=6217](http://books.nap.edu/catalog.php?record_id=6217)

**4. Dissertations and Theses**

(a) Retrieved from database

Yamraj, J. (2008). *The challenges and complexities of initiating a professional learning community of teachers* (Doctoral dissertation, Queen's University, Kingston, Ontario, Canada). Retrieved from Theses Canada.

(b) Retrieved from institutional or personal Web site

Burskey, C. M. (2004). *Assessment of the learning styles of students at the Eastern Caribbean Institute of Agriculture and Forestry, Centeno, Trinidad and Tobago and identification of teaching methods used by instructors* (Master thesis, West Virginia University). Retrieved from [https://eidr.wvu.edu/files/3313/Burskey\\_Cynthia\\_thesis.pdf](https://eidr.wvu.edu/files/3313/Burskey_Cynthia_thesis.pdf)

# Support Services at the School of Education

## *The Library*

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

Some of the services offered are:

- i. Information Literacy instruction
- ii. Bibliographic searches
- iii. Printing/Photocopying
- iv. Lists of new acquisitions
- v. User orientation
- vi. Book loans
- vii. Postgrad room
- viii. Online chat
- ix. Device loans

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 School may deem eligible.

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

As a student registered in this programme, you are entitled to borrow books from our Library. Copies of the required reading materials for courses are generally available in the Library. In addition, you may access relevant periodicals related to your area of study.

You have access to a bank of computers, and there is a Study Room for postgraduate students.

## **LIBRARY HOURS**

The Library's semester opening hours are:

Monday-Thursday	8:30 a.m. – :00 p.m.
Friday	8:30 a.m. – 5:00 p.m.
Saturday	9:00 a.m. – 5:00 p.m.
Sundays and Public Holidays	CLOSED

Vacation hours vary and will be posted on the Library's Website, accordingly.

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.

The following conduct is to be observed within the Library:

1. The University requires that students display ID cards at all times. All library users must comply with this rule.
2. Quiet shall be observed at all times.
3. The following are **not permitted** in the Library:
  - Disruptive behaviour
  - Wet Umbrellas
  - Bags
  - Food and drink
  - Use of cellular phones. Keep phones on silent/vibrate. Take calls outside the Library.
  - 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 authorisation of Library staff or through the Library's lending procedures
  - Entering a non-public area without permission of the Library staff

4. The Library is a smoke-free area and smoking/vaping is strictly forbidden.
5. Copyright regulations must be followed.
6. Books, periodicals, etc. taken from shelves and used in the Library should be left on the tables after use and NOT be re-shelved by users.
7. 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.
8. Any other behaviour 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 contravenes these rules.

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

#### **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 one (1) week.

School of Education's Academic staff are allowed to borrow **periodical items** for one (1) week. All other patrons are only allowed reading and reference of periodical items.

Borrowers are requested to examine all materials thoroughly and report all damages, discrepancies and irregularities to the Library staff on duty.

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

#### **RETURNS**

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

#### **OVERDUE NOTICES**

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

#### **FINES**

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

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

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

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

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

**PRINTING AND PHOTOCOPYING**

Three (3) print/copy machines are available in the library. They are self-service machines, which are operated by Smart ID Cards.

The cost of printing/copying is \$0.25 per page for black and white and \$4.00 per page for colour. 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.

**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 Assistants can provide assistance on connecting devices.

***Caribbean Educational Research Information Service (CERIS)***

CERIS is a computerised 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 organisations that produce data likely to be of relevance to Caribbean educational researchers.

CERIS provides the following services:

1. **Document supply** – copies of documents on education and training in the English-speaking Caribbean, including official policy documents, research reports, conference papers, journal articles, essays in collected works, monographs, and theses in dissertations in print and, increasingly, in digital formats.
2. **Online databases** – online access is provided to three databases: Caribbean Education Bibliographic Database [CEDBIB]; Virtual Library (CVTLIB); and MEd Studies Database [MEDPRA].
3. **Institutional archiving** – a School of Education Community has been established in UWISpace.
4. **Reference and referral services** – provides lists of references/bibliographies.
5. **Editing** – edits all the publications of the School of Education.
6. **Publications**– CERIS seeks to disseminate the results of research on education in the region through the publication of an annual journal, *Caribbean Curriculum*.
8. **Information Literacy Instruction** – provides instruction to graduate students of the School of Education and produces Research Guides to support information literacy
9. **8. Current awareness** – scans the research literature to identify new articles, reports, etc. for dissemination to researchers.



# COURSE DESCRIPTIONS

## DEPARTMENT OF CREATIVE & FESTIVAL ARTS

### Diploma in Arts & Cultural Enterprise Management

#### SEMESTER: 1

**COURSE CODE: ARTS 6101**

**COURSE TITLE: ARTS, CULTURE AND SOCIETY**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** This foundation course presents a mix of perspectives on culture, the arts, and their inter-sections with various sectors and concepts in Caribbean society. As a foundation course the aims are:

- to ensure that students are sufficiently grounded in Caribbean cultural realities
- to establish the thematic principles of the programme

#### Objectives

On completion students are expected to:

1. have an appreciation/understanding of the function and value of the arts and expressive culture in the formation of Caribbean society;
2. understand the present status of arts and culture in the region;
3. appreciate the potential for arts and culture in social and economic development of the Caribbean.

#### Content

The Content of the course will focus on the following areas:

- Definitions of Culture—traditional, popular, classical
- Modules on the arts as social identity, arts as education, arts as economic activity and arts and culture as policy, arts and culture in Caribbean development.

#### Delivery

The course will be delivered in a modular multi-disciplinary fashion drawing on the resources across the Faculty/Campus.

#### ASSESSMENT

Coursework: 40%

(Written reports drawn from two of the areas under study.)

Examination: 60%

#### SEMESTER: 2

**COURSE CODE: ARTS 6102**

**COURSE TITLE: BUSINESS STRATEGY FOR THE ARTS**

**NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** The study of business strategy is principally concerned with the formulation and implementation of strategy and the importance of strategic decision-making in organisations. This course presents an integrated approach to strategic management theory and its application to arts and cultural organisations, including indigenous and entrepreneurial management of the arts. Students will be exposed to a number of strategic management techniques that are critical to the success of strategy, including business plan and marketing plan formulation.

#### Objectives

Students will also be required to develop an understanding of how to initiate, develop, and complete a project through the key phases of project management. These skills are critical for organisation development, and are applicable to one-time events or projects as well as on-going concerns and businesses.

#### Content

- Strategic management process and the importance of strategic planning
- Strategic management of human resources
- Key elements in strategic planning: Business plans and marketing plans
- Project management and planning
- Managing change strategically

#### ASSESSMENT

Coursework 100%

**SEMESTER: 2****COURSE CODE: ARTS 6103****COURSE TITLE: FUNDING AND FINANCIAL MANAGEMENT IN THE ARTS****NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** This course will focus on the analytical and decision-making processes involved in the financial management of arts and cultural industries. It will address issues related to the acquisition of financial resources and the effective management of these resources.

**Objectives**

Students will develop an understanding of the processes involved in budgeting, pricing, cash-flow statement analysis, cost control, and asset management decisions. Students will gain an appreciation of the tools for financial control of any arts organisation or cultural industry.

**Content**

- Basic economic principles of supply and demand, present value and future value, depreciation and pricing
- Organisation for financial arrangement and the role of the principal officers of the organizations
- Income sources, grant-seeking, philanthropy and fundraising, fund accounting/reporting
- Budget preparation and business planning

**ASSESSMENT**

Coursework 40%

(projects and/or mid-term exams and or written assignments)

Examination 60%

**SEMESTER: 2****COURSE CODE: ARTS 6104****COURSE TITLE: MARKETING AND PROMOTION IN THE ARTS****NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** The critical role of marketing and promotion has become prominent in recent times, given the current dynamic business environment. Many organisations now recognise the importance of being customer-oriented, knowing their products and/or services, and how to market and sell them in order to develop and maintain a lead in the market and survive the competition. The cultural/arts organisations are no exception, and also require a systematic and effective marketing and promotions plan.

**Objectives**

This course, therefore, seeks to provide students with a thorough understanding of the principles and practices of marketing, and how the practice of marketing facilitates the growth of an organisation's competitive edge. The course also focuses on how to formulate and implement a comprehensive marketing and promotions plan. At the end of the course, students should be able to:

1. define the role and value of marketing in today's increasingly competitive and dynamic environment;
2. define the management of the marketing function in diverse marketing situations;
3. apply marketing principles to the analysis, planning, implementation, and control of policies designed to achieve marketing and corporate Objectives in both profit and non-profit cultural/arts organisations;
4. relate the knowledge gained of marketing principles to specific situations within the cultural/arts industries.

**Content**

- Theory of marketing including the four Ps of marketing
- The importance of market research and the various techniques that are used
- The role of promotion
- Formulating and developing marketing campaigns—planning, budgeting, executing
- Maximising the media
- Building relationships with key stakeholders
- Distribution strategies

**ASSESSMENT**

Coursework 100%

**SEMESTER: 2 & Java Session (June)****COURSE CODE: ARTS 6105****COURSE TITLE: ARTS AND CULTURAL ENTERPRISE MANAGEMENT (PRACTICUM)****NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** Successful management of cultural enterprises is premised on the formulation of strategic goals and the management of action plans to achieve them. This is a critical area for training in the arts and cultural industries, given the expansive role the sector plays in the Caribbean economy and society.

**Aims**

This course guides students through the stages of realising a project from conceptualisation to implementation and review. This will involve an appreciation of the relationship among planning, project management, and leadership.

**Content**

*Skills will be developed in the following areas:*

- Concept Development
- Leadership and Human Resource Management
- Critical Path Analysis
- Programme Evaluation and Review Techniques
- Project Life Cycle
- Scheduling and Time Management

*Students will be expected to complete a practicum of two projects:*

- an analysis of a cultural/arts enterprise
  - Conceptualisation and development of a project for a cultural production or enterprise

**ASSESSMENT**

Coursework            100%

This will be assessed in the following ways:

- Written proposal
- Interim reports
- Project report
- Seminar presentation

**SEMESTER: 1****COURSE CODE: ARTS 6106****COURSE TITLE: POLICY AND DEVELOPMENT IN ARTS AND CULTURE****NUMBER OF CREDITS: 3**

**COURSE DESCRIPTION:** Through a series of seminars, and lectures, this course will update students on cutting-edge concerns and developments in the field of arts and cultural industry policy. Particular emphasis will be placed on the relationship between Caribbean cultural enterprise and the global context.

**Objectives**

On completion, students should be able to:

1. articulate the global context of arts and cultural enterprise management;
2. form linkages with professionals in the industry;
3. consolidate practicum learning.

**Content**

The course will be delivered in a series of seminars, which will cover the following topics:

- Culture policy theory, development and evaluation
- Culture and trade
- Role of stakeholders in policy document

**ASSESSMENT**

Coursework            100%

## Creative Design: Entrepreneurship

**YEAR:** I, II

**SEMESTER:** 1, 2 and 3 (Three Semesters)

**COURSE CODE:** CDEN 6000

**COURSE TITLE:** CREATIVE DESIGN PROJECT

**NUMBER OF CREDITS:** 12

**COURSE DESCRIPTION:** The Creative Design Project is a yearlong course that seeks to synthesise all the knowledge and skills content from the courses of the programme in a realisable project. Students will make presentations and engage in discussions to refine and problem-solve issues that may arise that are peculiar to a project chosen.

It is in the realisation of this project that students will be given the opportunity to fully contextualise their projects within the Caribbean and understand the larger global context. Students will gain a practical understanding of the techniques and skills for interrogating and selecting design concepts with the potential to be produced as entrepreneurial practice.

### Objectives

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

- Demonstrate contextualisation of design ideas in class presentations;
- Analyse the cognitive, physical and social factors in design cultures;
- Develop written proposals and presentations for design ideas;
- Develop a project portfolio to fully document the process and product of a design project.

### Content

- Exploring ideas for final design object, product, environment, system or service
- Brainstorming design ideas
- Observing user needs
- Design analysis (cognitive, social and cultural factors)
- Form generation processes
- Production methods
- Case studies in design
- Design proposal writing and presentation
- Research methodology with design project specificity
- Portfolio development

### Delivery

Lectures, seminars, workshop investigation, case studies and student presentations and feedback. A Creative Design Project Portfolio will be required by the end of Semester III.

### ASSESSMENT

Creative Design Project Portfolio      100%

**YEAR: I****SEMESTER: 1****COURSE CODE: CDEN 6001****COURSE TITLE: THE NATURE OF CREATIVITY****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** Creativity is not purely the remit of the designer but is a discipline engaged with across the entire business environment. A lack of it can destroy an organisation's ability to compete in the market place, whereas unchecked, it can result in chaotic and unrealistic solutions to problems. The key is its effective management. This can only be achieved by first identifying and understanding the nature of creativity; something even the most successful of practitioners can struggle with, but what this course aims to investigate.

Creativity is both a philosophy and a set of processes used consciously and unconsciously. Initial discussions will define the terms and explore key ideas in relation to creativity within the context of Small and Medium Enterprises (SMEs), and in particular those within complex product or service industry. The historical and academic paradigm of creativity and its philosophy will be explored and the key figures and their influence on the discipline investigated.

The interface of activities, their overlap and divergence, are considered as key drivers of the creative process within industry. Creativity and innovation are symbiotically and intrinsically linked. The discussion will include product, environment, systems and services while engaging with the convergence and divergence of practice between them.

Students will analyse SMEs to identify the existence, extent and purpose of creativity as both theoretical and practical processes and begin to investigate qualitative and quantitative methodologies to measure success. This will enable them to identify the presence and nature of creative endeavour, the environment and factors necessary to nurture it and as a result become more effective in its utilisation.

**Objectives**

At the end of this course students will be able to:

- Identify, define and investigate creativity as a concept;
- Analyse creativity from both historical and current perspectives and discuss its philosophy;
- Identify and evaluate creativity in the context of the SME in both design and non-design activities;
- Develop a methodology for identifying and evaluating creativity within design and non-design activities of a SME.

**Content***The nature of creativity*

- The definitions of creativity
- The theory of creativity
- Perceptions of creativity as an entity
- Creative activity within design- and non-design-based organisations
- Key figures and their influence on the creativity debate
- Discussion of the philosophy of creativity
- Identification and discussion of creativity in an historical context

*The practice of creativity*

- Defining creativity in the business environment
- Examining the extent of creativity in the business environment
- Human issues in respect of the nurturing of creativity
- Physical and environmental factors affecting creativity
- Creativity within the design process
- Creativity as practical and theoretical tools
- Creativity within the business process and within high tech SME activity
- The use of creativity as a tool for innovation
- Creativity as a tool for change within the organisation
- Measuring the benefits of creativity
- Practising successful creativity

**Delivery**

Lectures, seminars, readings, discussions, and research will be used to deliver this course. A written report (see Assessment below) will be required at the end of the semester with a formative submission of the report during the mid-semester period.

**ASSESSMENT**

Report: Analysis and critique of creativity within industry and of student's practice (3,000 words) **100%**

**YEAR: I****SEMESTER: 1****COURSE CODE: CDEN 6002****COURSE TITLE: CRITICAL PERSPECTIVES IN DESIGN MANAGEMENT****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** Investment in design and its management in industries is a key driver of a successful business venture. This module considers the discipline of design management, its historical development and its current place within industry, acknowledging the changes over the last decade from design leadership to design integration.

Students will develop their own definition and appreciation of the discipline, and its role within a broader industrial context. Based on this understanding, students will be expected to demonstrate critical awareness of current perspectives of the discipline as related to their own practice within international cultural contexts.

Through application of taught elements, students will be required to examine critically current industrial trends and develop their forecasting and predicative skills to determine the role(s) and effective management of design in the future of complex industries.

**Objectives**

This course aims to provide students with the necessary knowledge and skills to:

1. Identify and appraise critically the discipline within their own cultural and industrial context;
2. Evaluate critically design management options and communicate these findings concisely to a specialist audience;
3. Work effectively as a member of a team;
4. Produce a presentation to professional standard using visual and verbal means.

**Content**

- Establishing definitions of Design Management as a discipline
- Historical development of the discipline
- Current perspectives on the discipline
- Positional perspectives of Design Management in industry
- Promoting the case for Design Management
- Design Management in context of the activities of the design entrepreneur
- The process of buying design from the Client perspective
- The process of selling design from the Agency perspective

*Strategic Design Management and its role in the development of:*

- Corporate strategy
- Corporate competences
- Corporate identity and culture
- Corporate responsibility and sustainability policy
- Human resources
- The product, service or experience
- Prediction and forecasting within industry using Design Management tools

**Delivery**

Lectures, seminars, readings, discussions, group work and research will be used to deliver this course. A group presentation and an evaluation of current design management report (see Assessment below) will be required at the end of the semester with a formative submission of the assignments during the mid-semester period.

**ASSESSMENT:**

**Assignment 1: Group Presentation: 40%**

Evaluation of current design management

The group presentation will challenge students to analyse the current status of the discipline in relation to their own industrial interest and present this in a manner appropriate to a business context; consideration as to the mode of presentation will therefore be critical.

**Assignment 2: The Future of Design Management**

Industry (3,000 words) **60%**

Assignment 2 will be a critical appraisal of the management of design in industry with emphasis on its application as a tool for future developmental success and will be submitted in the first week of Semester II.

**YEAR:****SEMESTER: 1****COURSE CODE: CDEN 6003****COURSE TITLE: RESEARCH METHODOLOGY FOR DESIGN ENTREPRENEURSHIP****NUMBER OF CREDITS: 6**

**COURSE OVERVIEW:** Without effective research, even the most credible design-based professional cannot guarantee their efforts will not result in superficial or ill-conceived solutions. The design entrepreneur has to be fluent in selecting and handling effective research tools to ensure that they apply their creative talents to the most appropriate outcome. This course is designed to enhance students' knowledge and understanding of the nature and scope of research. It will examine and evaluate current issues in research and in particular design research. The course will introduce and develop a range of conceptual and practical research skills required for the successful execution of design-based projects and enable students to build a portfolio of research skills that can be utilised throughout their future careers as design and business professionals.

Students will be given the opportunity to consolidate their understanding of the taught elements of the course by undertaking assessments that require the application and evaluation of research tools. The vehicle for this will be a feasibility study in students' chosen area of interest relative to their intended design innovation Projects in Semester III.

**Objectives**

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

1. Apply a range of research methods and formulate an appropriate feasibility study relative to their chosen design innovation project;
2. Evaluate current research and make sound judgements on the basis of the analysis of collected research data;
3. Present research findings and conclusions in a lucid academic style.

**Content**

Examining current design research methods – research into, for and through design

- Identifying research sources
- Qualitative and Quantitative research methods
- Subjectivity and Objectivity in research

*Secondary research tools:*

- Information skills
- Literature searching
- Referencing methods
- Citation
- Records and Data keeping
- Managing secondary information/data
- Secondary information/data collection
- Text analysis, identifying bias
- Presenting secondary findings
- Literature review

*Primary research tools:*

- Research idea development
- Brainstorm/Mind mapping techniques
- Soft systems methodology
- Use of CATWOE analysis and formulation of root definitions
- Observation
- Participant and non-participant and modifying or disturbing human behaviour
- Interview skills
- Structured
- Unstructured
- Choosing participants
- Questionnaire/Survey formulation and implementation
- Focus groups and critical reviews
- Data analysis and presentation

*Research Issues and Research Proposal*

- Social, Human and Ethical Research Issues
- Requirements for formulating a research proposal
- Formulation of a research aim/hypothesis through: Feasibility Study, Objectives, Methodology, Time management, Data analysis and Presentation, Outcomes, Conclusions and Recommendations

**Delivery**

Lectures, seminars, readings, discussions, and research will be used to deliver this course. A written report (see assessment below) will be required at the end of the semester with a formative submission of the report during the mid-semester period.

**ASSESSMENT**

Project feasibility study through secondary research (2,000 words)	50%
Project feasibility study through primary research (1,500 words)	50%

**YEAR: I****SEMESTER: 2****COURSE CODE: CDEN 6004****COURSE TITLE: BUSINESS PLANNING FOR THE CREATIVE ENTREPRENEUR****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** The manoeuvring of a creative concept to market using business and financial skills is crucial to the success of the Design Entrepreneur. Confident handling of commercial and creative theoretical and practical tools forms a major part of the activities of the entrepreneur.

This course will enable students to consolidate skills from Semester I and develop a range of activities (creative, technical, legislative and financial) required to bring a design idea into business reality. The intention is to allow students to contextualise their learning in as realistic a business environment as possible. The aim is to develop entrepreneurial abilities; such skills should prove an invaluable part of their portfolio for future academic and commercial success.

Students will apply knowledge and skills to identify potential for a new product/service/experience and mobilise the necessary business resources in order to realise their ideas. This knowledge will be presented in the form of a business proposal and business plan produced to a professional standard.

**Objectives**

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

1. Analyse open-ended problems related to business planning and provide solutions;
2. Break down complex issues into key components for systematic analysis;
3. Articulate a programme of business strategies in response to effective planning and research;
4. Demonstrate initiative and personal responsibility in relation to identifiable components of the academic agenda.

**Content***The Entrepreneur and enterprise*

- Theory-focused planning
- The innovation imperative
- Strategic experiments
- Trend prediction
- Collaborative partnerships
- Creativity, experimentation, and innovation
- Leadership, the entrepreneurial team, and competition
- Environmental scanning for business
- Intellectual property and design innovation

*Business set-up*

- Research sources for business
- Creating the business plan
- Financial planning and control for business; P&L, cash flow forecasts
- Characteristics of different business organisations; Ltd, LLP, PLC etc.
- Buying services, supplier relationships
- Business administration
- Creating the marketing strategy
- Business and financial legislation
- Employing staff and relevant legislation
- Information presentation skills

**Delivery**

Lectures, seminars, readings, discussions, team activities and research will be used to deliver this course. A business plan and an oral presentation (see assessment below) will be required at the end of the semester with a submission of the business plan outline during the mid-semester period.

**ASSESSMENT**

Business proposal and plan (4,000 words)	60%
Potential Market presentation	40%



**YEAR: I**

**SEMESTER: 2**

**COURSE CODE: CDEN 6005**

**COURSE TITLE: DESIGN AS A STRATEGIC BUSINESS TOOL**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This module considers the application of design as a driver for the strategic management and development of businesses. The emphasis is placed on the use of design as a tool to influence organisational change with both an internal and external business focus: the mind-set of individuals within an organisation is critical for design-led success in the marketplace.

In respect of the product/service/experience, students will critically appraise the development of design in its role of communicating corporate identity and as an external business interface.

Using amongst other sources, key case studies, students will explore the influence of design on international culture and business methodologies. They will focus on the use of design as a tool for change management and as a facilitator for behavioural change within complex product or service industries.

As an outcome of this process, students will be required to make predictions concerning the future application of design within the strategic business environment.

### **Objectives**

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

1. Evaluate critically the role of design as a strategic management tool within an organisation;
2. Handle open-ended and complex issues with confidence and be able to establish own academic agenda;
3. Present in the form of a case study a critical evaluation of the use of design as a strategic management tool within one organisation with discussion and suggestions for its predicted use in the future;
4. Apply Design Management tools and thinking to a situation to develop reasoned arguments and conclusions;
5. Present thinking and conclusions in a lucid academic style.

### **Content**

*Strategic analysis*

*Corporate culture*

- Management systems and control
- Perception and definition of design in the organisation
- Identifying design activity within the organisation
- Innovation: nurturing and managing a culture of creativity

*Design and corporate identity*

- Influence of design on international culture: the creation of a national style within an international vocabulary
- The rise and fall of the brand: the use of design as a vehicle
- Design as a strategic tool in business-to-business and business-to-consumer environments
- Corporate communication: strategy, implementation, feedback

*Design and strategic management*

- Environmental assessment: identifying the position and use of design by competitors
- The role of design in organisational change
- Measuring the success of design activities within the organisation
- Change management
- Linking strategic and operational change: operational issues
- Design leadership

### **Delivery**

Lectures, seminars, readings, discussions, workshops and research will be used to deliver this course. A case study (see assessment below) will be required at the end of the semester with a formative submission of the case study profile during the mid-semester period. A Design Audit and Analysis will be presented by students (approx. 15 minutes long).

### **ASSESSMENT**

Case Study (4,000 words) 60%

Design Audit and Analysis 40%

**YEAR: I****SEMESTER: 2****COURSE CODE: CDEN 6006****COURSE TITLE: STRATEGIC MARKETS FOR DESIGN IN A GLOBAL ECONOMY****NUMBER OF CREDITS: 6**

**COURSE OVERVIEW:** Businesses need to utilise specialist skills to complement their technical and design abilities if they are to compete effectively within the Global Economy and this course will examine the role of the Design Entrepreneur in such an environment. The complex nature of customer needs together with global manufacturing processes, technological systems and the continuing internationalisation of markets are all factors that impact on the level of innovation within an organisation/business. Innovation is the lifeblood of every design-led business; however, developing and delivering new products/services to global markets is becoming increasingly complex. Constant production innovation, short life cycles and high cannibalisation rates are becoming typical for many industries in today's global economy. Companies need to collaborate effectively, both within their own organisations and across their extended enterprise in order to compete at a level that will sustain them for the future.

Students will be encouraged to appreciate that the future of successful business innovations depend on delivering benefits better than competitors and learn how to identify what customers want in a global environment.

**Objectives**

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

1. Articulate a global marketing plan for an organisation/business;
2. Demonstrate an ability to address open-ended problems related to design an strategic marketing in a creative and mature way;
3. Use initiative in order to evaluate and apply effective theoretical and practical tools in answer to complex problems;
4. Handle information from a variety of academic, business and practical sources with confidence;
5. Demonstrate innovation and creativity in terms of thinking and processes and to provide solutions;
6. Present their thinking, verbally and visually, to a professional standard.

**Content***Design Management issues within the global environment*

- Case studies of design management and innovation in the global environment
- Historical development of design management in the global environment
- Strategic design management
- Local and cultural issues affecting the application of design management theory in a global environment
- Globalisation and business agility
- Collaborative relationships
- Collaborative tools
- The future of design management within the international market Innovation in the global environment
- Building competitive advantage
- Globalisation and the innovation imperative
- Innovation and experimentation
- Supply chains
- Suppliers: geographical pros and cons
- Global logistics: the case for global and local suppliers, cost, energy
- Creating sustainable innovation: the effect of globalisation on the environment

*Marketing innovation within the global environment*

- Development of the global marketplace: a history
- Understanding the consumer in a global environment: variations in demography, psychography, geography of the end-user

**Delivery**

Lectures, seminars, readings, discussions, team activities and research will be used to deliver this course. A written report and an oral presentation (see assessment below) will be required at the end of the semester with a formative submission of the assignments during the mid-semester period.

**ASSESSMENT**

Written Report for global marketing plan (3,000 words)	60%
Presentation of global marketing plan	40%

# DEPARTMENT OF HISTORY

## History

**YEAR: I**

**SEMESTERS: 1 & 2 & 3**

**COURSE CODE: HIST 6099**

**COURSE TITLE: THE DEVELOPMENT OF SOCIETY IN THE ENGLISH-SPEAKING CARIBBEAN AFTER EMANCIPATION: SOCIAFORMATION AND RACE RELATIONS, 1838-1938**

**NUMBER OF CREDITS: 9**

**COURSE DESCRIPTION:** This course considers in some detail how post-emancipation Caribbean societies developed between the 1830s and the 1930s. The focus is on social and cultural history, on race relations and class formation, and on the development of material and expressive culture among the different classes and ethnic segments.

**YEAR: I**

**SEMESTERS: 1 & 2 & 3**

**COURSE CODE: HIST 6599**

**COURSE TITLE: THEORY AND METHODS OF HISTORY**

**NUMBER OF CREDITS: 9**

**COURSE DESCRIPTION:** This course considers some of the major theoretical issues with which historians grapple (philosophy of history, causation and analysis, Marxism and other theories of historical change). It then deals with methods and sources, considering (among other topics) written primary sources, work in archives, oral history, oral traditions, quantification in history and archaeology.

**YEAR: II**

**SEMESTERS: 1 & 2 & 3**

**COURSE CODE: HIST 6899** (*\*Not offered 2023/2024*)

**COURSE TITLE: HISTORIOGRAPHY (WITH SPECIAL REFERENCE TO THE CARIBBEAN)**

**NUMBER OF CREDITS: 9**

**COURSE DESCRIPTION:** This course is divided into two parts. Part One traces the evolution of Western historiography from the Renaissance to the 20<sup>th</sup> century. Part Two considers the development of the historiography of the Caribbean region from the 16<sup>th</sup> to the 20<sup>th</sup> centuries. In Part Two, particular themes (which have been the focus of historiographical debate) are discussed.

**ASSESSMENT:** Each course is examined by means of coursework assignments and a three-hour examination in July, and candidates are required to pass in each segment.

The coursework assessment counts for 50% of the final mark for each course. The pass mark for MA candidates is 50% which must be obtained in BOTH the coursework AND the examination.

To qualify for the award of the degree, candidates must pass all three courses and the Research Paper.

**YEAR: II**

**SEMESTER:**

**COURSE CODE: HIST 6199**

**COURSE TITLE: MA RESEARCH PAPER - HISTORY**

**NUMBER OF CREDITS: 9**

**COURSE DESCRIPTION:** The Research Paper carries 25% of the total credits for the programme. i.e. 9 credits MA students choose their Research Paper topic in May-June of their first year, and are assigned a Supervisor. They are required to submit their paper (10,000-15,000 words) by August of their second year. The pass mark for Research Papers is 50%.

**ASSESSMENT:** Each course is examined by means of coursework assignments and a three-hour examination in July, and candidates are required to pass in each segment.

The coursework assessment counts for 50% of the final mark for each course. The pass mark for MA candidates is 50% which must be obtained in BOTH the coursework AND the examination.

To qualify for the award of the degree, candidates must pass all three courses and the Research Paper.

# DEPARTMENT OF LITERARY, CULTURAL AND COMMUNICATION STUDIES

## Human Communication Studies

**YEAR: I**

**SEMESTER: 1 (1 SEMESTER)**

**COURSE CODE: COMS 6000**

**COURSE TITLE: HUMAN COMMUNICATION THEORY (MA) 1 SEMESTER**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This course provides advanced study and exploration of human communication concepts in professional settings and research contexts. It is a postgraduate level course suitable for persons preparing for careers requiring expertise and training in the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate communications. Participants are encouraged to use systematic research procedures for analysing, investigating and resolving human communication issues in theoretical and applied settings.

**ASSESSMENT:**

Coursework 50%

Examination 50%

**YEAR: I**

**SEMESTER: 1 & 2 (2 Semesters)**

**COURSE CODE: COMS 6001**

**COURSE TITLE: TOPICS IN LANGUAGE AND COMMUNICATION RESEARCH (MPHIL/PHD) 2 SEMESTERS**

**NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** This year-long course for MPhil/PhD candidates surveys a range of human communication topics and concepts that have been the source of inquiry in the discipline. This postgraduate level course emphasises critical reading and discussion of selected topics and concepts related to research in the various sub-fields of communication studies, including but not limited to health communication, communication education, mass communication, and corporate communications. Participants are encouraged to use systematic research procedures for analysing, investigating and resolving human communication topics and concepts in theoretical and applied settings.

**ASSESSMENT:**

Coursework 50%

Examination 50%

**YEAR: I**

**SEMESTER: 2 (1 SEMESTER)**

**COURSE CODE: COMS 6002**

**COURSE TITLE: HEALTH COMMUNICATION THEORY (MA, MPHIL/PHD ELECTIVE) 1 SEMESTER**

**NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This one-semester course for MA candidates explores a range of health communication research topics based on concepts that have been the source of inquiry in the discipline. This postgraduate level course emphasises critical reading and discussion of selected topics and concepts related to research in health communication. Participants are encouraged to use systematic research procedures for investigating and describing issues in health communication research topics and studies in theoretical and applied settings.

**ASSESSMENT:**

Coursework 50%

Examination 50%

**YEAR: I****SEMESTER: 2 (1 SEMESTER)****COURSE CODE: COMS 6003****COURSE TITLE: MEDIA, CULTURE AND SOCIETY THEORY (MA, MPHIL/PHD ELECTIVE)****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This one-semester course for MA students critically explores a broad range of theories and approaches to communication that attempt to define media and their social and cultural roles. This survey is part historical, tracing out some of the major schools and paradigms in media studies since the 1940s. Theories examined are divided into selected topics and concepts related to research in media theory. Students relate themselves and their lives to the contemporary media-saturated environment and its developments that identify tensions as well as complementarities of concepts and topics. They critically engage with the connections between media and power through epistemological and ontological approaches. This postgraduate level course emphasises critical readings and discussions of topics. Students engage with a particular set of questions within methodology and theory of media studies by focusing on contemporary international discussions in the field. Participants are encouraged to use systematic research procedures for investigating and describing issues in media studies in theoretical and applied settings.

**ASSESSMENT:**

Coursework 100%

**YEAR: I****SEMESTER: 2 (1 SEMESTER)****COURSE CODE: COMS 6004****COURSE TITLE: ORGANISATIONAL AND CORPORATE COMMUNICATIONS THEORY (MA, MPHIL/PHD ELECTIVE)****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This course is an advanced modular study of central organisational communication theories followed by corporate communication theories. It examines the process of theory construction to explain issues of power, participation, culture, and critical theory in organisations. It also explores how organisations assist in shaping human relationships and social structures, and are shaped by these factors. The second part of the course surveys theories and praxis of how corporations communicate and influence consumers, investors, employees and lobby governments.

**ASSESSMENT:**

Coursework 100%

**YEAR: I****SEMESTERS: 1 AND 2 (YEARLONG)****COURSE CODE: COMS 6009****COURSE TITLE: COMMUNICATION RESEARCH METHODS 1 & 2 (MA /MPHIL/PHD) 2 SEMESTERS (YEAR LONG)****NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** This year-long course for MA, MPhil, PhD candidates explores a range of human communication research topics leading to the development of a research proposal topics based on concepts that have been the source of inquiry in the discipline. This postgraduate level course emphasises critical reading and discussion of selected topics and concepts related to research in the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications. Participants are encouraged to use systematic research procedures for developing human communication research topics and proposals in theoretical and applied settings.

**ASSESSMENT:**

Coursework 50%

Examination 50%

**YEAR: II****SEMESTERS: 1 AND 2 (2 SEMESTERS)****COURSE CODE: COMS 7009****COURSE TITLE: COMMUNICATION PROJECT RESEARCH METHODS 1 AND 2 (MA) 2 SEMESTERS****NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** This year-long course for MA candidates explores a range of human communication project method based on an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications. Participants are encouraged to use systematic research procedures for developing and reporting on the method employed in investigating a human communication project in theoretical and applied settings. In the first semester the focus is on the research project's data collection and analysis; ethics and approval. In the second semester the focus is on the research project data collection and analysis and presentation of findings, oral and written presentations: Abstract, introduction, discussion and conclusion, appendices; update/refine literature, methodology and findings.

**ASSESSMENT:**

Coursework 50%

Examination 50%

**YEAR: II****SEMESTERS: 1 AND 2 (2 SEMESTERS)****COURSE CODE: COMS 7099****COURSE TITLE: COMMUNICATION PROJECT (MA)****NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** This is a written project report of 15-20,000 words based on the investigation of an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications.

**ASSESSMENT:**

Coursework 100%

**YEAR: III****SEMESTERS: 1 AND 2 (2 SEMESTERS)****COURSE CODE: COMS 8009****COURSE TITLE: COMMUNICATION THESIS (MPHIL)****NUMBER OF CREDITS:**

**COURSE DESCRIPTION:** This is a thesis of 40-50,000 words based on the investigation of an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications.

**ASSESSMENT:**

Coursework 100%

**YEAR: III****SEMESTERS: 1 AND 2 (2 SEMESTERS)****COURSE CODE: COMS 8099****COURSE TITLE: COMMUNICATION DISSERTATION (PHD)****NUMBER OF CREDITS:**

**COURSE DESCRIPTION:** This is a dissertation of 50-80,000 words based on the investigation of an approved research project proposal from one of the various sub-fields of communication studies, including but not limited to health communication, communication education, mass-mediated communication and media studies, and corporate and organisational communications.

**ASSESSMENT:**

Coursework 100%

**YEAR: III**  
**SEMESTERS: 1 AND 2 (2 SEMESTERS)**  
**COURSE CODE: GRSM 7000/8000**  
**COURSE TITLE: COMMUNICATION RESEARCH SEMINARS 1 AND 2 (MPHIL)**  
**ASSESSMENT:**  
 PASS/FAIL

**YEAR: III**  
**SEMESTERS: 1 AND 2 (2 SEMESTERS)**  
**COURSE CODE: GRSM 7000/8000**  
**COURSE TITLE: COMMUNICATION RESEARCH SEMINARS 1, 2, 3 (PHD)**  
**ASSESSMENT:**  
 PASS/FAIL

## Cultural Studies

**YEAR: I**  
**SEMESTERS: 1 & 2 (YEARLONG)**  
**COURSE CODE: CLTR 6030**  
**COURSE TITLE: DYNAMICS OF CARIBBEAN CULTURE**  
**NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** Dynamics of Caribbean Culture introduces postgraduate students to the study of cultural change and reproduction in Caribbean societies and diasporas. During the course, we investigate some aspects of Caribbean culture under six thematic modules such as, Performance, Religion, Kinship, Music, Literature and Language, and Visual Arts. We hear from practitioners, ritual specialists, artists and other collaborators in the lectures in order to acquaint the students with the rich diversity of Caribbean culture. Along with ethnographic methods, students are introduced to ways of studying culture that are specific to musicology, literature, and visual arts. The lectures and course readings will help students to locate the cultural practices and practitioners they encounter within larger historical and theoretical contexts. Course activities will include lectures, seminars, films and visual presentations, along with site visits and field trips.

**ASSESSMENT:**  
 Coursework 100%

**YEAR: I**  
**SEMESTER: 1**  
**COURSE CODE: CLTR 6000**  
**COURSE TITLE: THEORY AND CONCEPTUALISATION OF CULTURE**  
**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course invites students to follow the development of the culture concept and the academic study of culture. Caribbean debates and research on Caribbean culture are linked to these more general trajectories of thought and scholarly practice. The discipline of Cultural Studies is outlined against the background of longer research traditions focusing on culture. The course also explores some of the main areas of interest and theoretical debates in Cultural Studies and investigates how the various theories and concepts of culture can be applied to the study of everyday life.

**ASSESSMENT:**  
 Coursework 100%

**YEAR: I****SEMESTER: 2****COURSE CODE: CLTR 6100****COURSE TITLE: METHODS OF INQUIRY IN CULTURE****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This methodology course is one of the core courses in all Cultural Studies degrees at the Department of Literary, Cultural, and Communication Studies. It introduces students to research design and methodology in Cultural Studies and related disciplines. We look into the relationship between theory, methodology and epistemology and discuss approaches and perspectives that are characteristic of Cultural Studies research. The course increases students' competency in working on secondary sources at the graduate level and reviewing literature analytically and critically. It also familiarises students with primary research material, focusing on selected methods of data collection and introducing the students to ethnography, interviews, oral history, participatory research, visual research methods, performance as a research method, and research as part of the creative writing process. We discuss methods for analysing qualitative data and questions of representation and reflection in academic prose. The course supports Cultural Studies students in writing their research proposals and provides them with tools to continue their research beyond the proposal stage. MFA Creative Writing Students are taught to employ methods of cultural research in their writing process.

**ASSESSMENT:**

Coursework 100%

**YEAR: II****SEMESTER: 1****COURSE CODE: CLTR 6010****COURSE TITLE: DEBATES IN CARIBBEAN CULTURAL IDENTITY****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** In this course, we examine important discussions on identity, belonging, and power in the Caribbean. Looking into a range of perspectives on issues like colonialism, citizenship, nationalism, creolisation, race, class, and gender, we analyse how "Caribbean" has been defined and contested at different points in history. The course seeks to contextualise such definitions and discussions in their historical, political and economic circumstances. Our focus is regional and the course readings cover various Anglophone, Francophone and Hispanophone Caribbean societies.

**ASSESSMENT**

Coursework 100%

**YEAR: I OR II****SEMESTERS: 1 & 2****COURSE CODE: CLTR 7002 (MPHIL) OR 8002 (PHD)****COURSE TITLE: READINGS IN CONTEMPORARY CULTURAL THEORY****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** Readings in Contemporary Cultural Theory is a weekly reading seminar that explores contemporary discussions on cultural and social theory in cultural studies and related disciplines. It expands on themes introduced in first-year courses in the Cultural Studies program, Theory and Conceptualisation of Culture (CLTR 6000) and Debates in Caribbean Cultural Identity (CLTR 6010), offering students a deeper understanding of central theories and debates introduced in the core courses. The seminar also widens the students' scope of readings by bringing in new discussions and perspectives. Like all the courses in the program, the content of this seminar is reviewed annually and the set readings are revised to reflect new developments in the field as well as the varying research interests of our student intakes. While the course is aimed at PhD students, MPhil students are welcome to audit it. Students without a Master's degree in Cultural Studies are expected to have completed all the first-year courses in the PhD program before registering for this second-year seminar. The year-long course consists of 7-8 thematic units. The readings are articles, book chapters and monographs that allow students to form an understanding of central questions, concepts, models and arguments in cultural studies and to locate these in historically relevant research traditions within related disciplines, such as anthropology, sociology, and philosophy.



**YEAR: II OR III****SEMESTERS: 1 & 2 (ONGOING)****COURSE CODE: CLTR 6281 (MA) OR 7003 (MPHIL) OR 8003 (PHD)****COURSE TITLE: CULTURAL STUDIES RESEARCH WORKSHOP****NUMBER OF CREDITS: 2-4**

**COURSE DESCRIPTION:** The Research Workshop is a weekly meeting for MA, MPhil and PhD students who have completed their coursework and are at different stages of their individual research projects: compiling literature reviews, collecting or analysing data, writing draft chapters. It provides an informal and friendly forum in which students can discuss unfinished ideas, problem areas in their research, and theoretical or methodological issues that have proven difficult. Each week 1-3 students present their work-in-progress at the workshop. They can discuss a methodological problem they have encountered "in the field" while collecting data, a theoretical dilemma, a difficult concept or text, their process of data analysis, or present their own discussion and analysis in light of relevant literature. At times, the lecturer leads a discussion on a pre-circulated text that speaks to questions relevant to all participants, such as structuring a literature review or intertwining qualitative data with theoretical concepts and analysis. Discussions can also address central questions and themes in cultural theory. In addition to MA, MPhil and PhD theses, the Workshop assists students in preparing seminar presentations and conference papers. MA and MPhil students are required to attend the workshop for one semester and PhD students, for two semesters. The workshop can be attended concurrently with the course Contemporary Readings in Cultural Theory.

*In addition to these core courses, the programme offers the following electives for MA students:*

**YEAR: II****SEMESTER: 1****COURSE CODE: CLTR 6050****COURSE TITLE: CARIBBEAN CULTURAL DIASPORAS****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course invites students to investigate the socio-historical background and cultural logics of Caribbean migrations. Looking into key moments of Caribbean mobility, we explore the social and historical contexts of migration and analyse cultural phenomena like performances, literature, music, kinship, and religious practices in these contexts. In addition to questions pertaining to migrants' position in receiving states, such as identity politics, the students are guided to view migration through a transnational optic by bringing into focus cross-border connections within migrant families, congregations, and politics. Although the course readings are in English, the course approaches the Caribbean as a region, drawing on studies from the Anglophone, Hispanophone as well as Francophone Caribbean and covers main destinations of Caribbean migrations.

**ASSESSMENT:**

Coursework 100%

**YEAR: II****SEMESTER: 2****COURSE CODE: CLTR 6230****COURSE TITLE: CARIBBEAN POPULAR AND CREATIVE CULTURE****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course explores central themes in popular culture studies specifically as these relate to the Caribbean region. It anchors itself in the realm of cultural studies and as such explores how issues such as power, gender, representation, and political economy affect the popular. The course will employ a wide array of theoretical frameworks to analyse the meanings of popular expression in seven critical areas including TV and film, advertising and branding, music, fashion, fandom and youth culture, language, and sport. The importance of technology in promoting the popular cuts across all these areas and as such will be integrated throughout the various course topics. Finally, the course will address the role of Caribbean states in promoting and policing the popular.

**ASSESSMENT:**

Coursework 100%

## MFA Creative Writing

**YEAR: I**

**SEMESTERS: 1 & 2 (YEARLONG)**

**COURSE CODE: LITS 6005**

**COURSE TITLE: THE WRITER AND SOCIETY**

**NUMBER OF CREDITS: 8**

**CONTACT HOURS: 3 HOURS PER WEEK**

**DURATION: 1 YEAR**

**PREREQUISITES: NONE**

**COURSE DESCRIPTION:**

**Aim:** This course focuses on the craft of creative writing with a view to promoting a better understanding of the creative process.

**Objectives:**

1. To analyse various elements of style
2. To use these elements effectively
3. To evaluate the place and role of the writer in a society.

**Content:**

Students will undertake writing exercises that promote a deeper connection with the writing process.

They will be required to familiarise themselves with, and react to, the views of writers on writing, criticism, culture, and society. Students will be called upon to be both creators of literature and reflective practitioners.

**Method of instruction:**

1 three-hour workshop per week. Students will have organised interactions with a Writer-in-Residence. They will receive hands-on experience through participation in graduate academic and literary seminars and the organisation of Campus Literature Week and voluntary work at BOCAS Literary Festival.

**ASSESSMENT:**

Students will receive a Pass or Fail for this element of the MFA. Results will depend on submission of up to four completed short stories or ten (10) poems, participation in weekly workshops, Campus Literature Week and BOCAS.

**SEMESTER: 1**

**COURSE CODE: LITS 6691**

**COURSE TITLE: READING FOR WRITING: CREATIVE ANALYSIS**

**NUMBER OF CREDITS: 4**

**PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course is designed for students to consider a range of genres, theories and styles of writing through short fiction and poetry. The course will engage with criticism and analysis of existing published works from a writers' perspective. Students will read and discuss relevant short stories and poetry and explore the way in which they work as creative pieces and the narratological techniques used in them.

**Method of instruction:** 1 three-hour workshop per week. Students will read texts and poetry in preparation for the seminar each week. Discussion, analysis and critique will be undertaken with a view to students understanding the creative process in the chosen works.

**ASSESSMENT:**

Coursework	100%
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**YEAR: I****SEMESTER: 2****COURSE CODE: CLTR 6100****COURSE TITLE: METHODS OF INQUIRY IN CULTURE****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This methodology course is one of the core courses in all Cultural Studies degrees at the Department of Literary, Cultural, and Communication Studies. It introduces students to research design and methodology in Cultural Studies and related disciplines. We look into the relationship between theory, methodology and epistemology and discuss approaches and perspectives that are characteristic of Cultural Studies research. The course increases students' competency in working on secondary sources at the graduate level and reviewing literature analytically and critically. It also familiarises students with primary research material, focusing on selected methods of data collection and introducing the students to ethnography, interviews, oral history, participatory research, visual research methods, performance as a research method, and research as part of the creative writing process. We discuss methods for analysing qualitative data and questions of representation and reflection in academic prose. The course supports Cultural Studies students in writing their research proposals and provides them with tools to continue their research beyond the proposal stage. MFA Creative Writing Students are taught to employ methods of cultural research in their writing process.

**ASSESSMENT**

Coursework 100%

Students will also undertake ETHI 6000 (2 Credits), which is an online ethics course through graduate studies and can be completed at any time during the MFA programme.

**YEAR: II****SEMESTER:****COURSE CODE: LITS 6006****COURSE TITLE: MANUSCRIPT****NUMBER OF CREDITS: 18**

**COURSE DESCRIPTION:** Following successful completion of courses in year I, students will progress to completing their manuscript. This will be undertaken independently with supervisions every two weeks (full time) or four weeks (part time). Part of this course will be two seminar presentations of the work being written with reflection on process, research, writing, etc. There will also be a 5,000-word reflective piece included in the final manuscript.

**ASSESSMENT**

Creative writing manuscript and reflective essay 100%

## Literatures in English

**YEAR: I****SEMESTER: 2****COURSE CODE: LITS 6004****COURSE TITLE: CARIBBEAN POETICS****NUMBER OF CREDITS: 4****PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course explores selected writings by Caribbean intellectuals, which represent the development of theoretical and critical strategies rooted in the historical, social, and cultural dynamics of the region. Students will be introduced to Caribbean models of postcolonial discourse and their relationship to broader post-colonial and post-modernist discourse. The course will focus on related concepts of creolisation, hybridity, and syncretism as the central paradigms of Caribbean theories that seek to address the implications of race, language, nation, diaspora, exile, empire, colonial, and post-colonial identities.

**ASSESSMENT:**

Coursework 100%

**YEAR: I****SEMESTER: 1****COURSE CODE: LITS 6007****COURSE TITLE: MODERN CULTURAL AND CRITICAL THEORY****NUMBER OF CREDITS: 4****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course examines the major developments in contemporary literary and cultural theory. It will focus on at least five of the following topics: Modernism, Post-structuralism, Post-colonialism, Post-modernism, Gender theories, New Historicism, Marxism/Neo-Marxism, and Ecocriticism. These will be discussed in relation to their implications for reading culture and their applicability in the discussion of literary texts. The course will also address the current challenge to "theory".

**ASSESSMENT:**

Coursework 100%

**YEAR: II****SEMESTER: 1****COURSE CODE: LITS 6013****COURSE TITLE: POSTMODERN LITERATURES AND THEORIES****NUMBER OF CREDITS: 4****PREREQUISITE: NONE**

**COURSE DESCRIPTION:** The course examines a selection of contemporary/postmodern prose fiction from the United States, Canada, and the Caribbean. Students will critically engage the various theoretical statements towards an understanding of the "postmodern condition" as a cultural phenomenon and the implications for creative and aesthetic choices, human experiences and critical reading procedures. Particular attention will be given to the intersections of postmodernism with post-colonialism and its relevance to theorising and reading Caribbean/New World cultures and literatures. The aim of this course is to analyse the socio-cultural manifestations of late capitalism in literary representations and to provide a broad exposure to the postmodern ethos.

Several core features that typify postmodern aesthetics and times will be explored through analyses of literary and other texts. These may include:

- Decolonisation and History the Technological Imagination
- Liminal Identities; New Ethnicities and artificial Subjectivities
- Sexualities, the new woman, and Gender Performativity
- Technology, Simulated Reality and the Loss of the Real/Origins
- Globalisation and the crisis of the local

**YEAR: I & II (NOT OFFERED 2023/2024)****SEMESTERS: 1 & 2****COURSE CODE: LITS 6019****PREREQUITES: NONE****COURSE TITLE: DEREK WALCOTT: SELECTED TEXTS FROM POETRY, DRAMA, ESSAYS AND INTERVIEWS****NUMBER OF CREDITS: 4****COURSE DESCRIPTION:****Aim**

This course aims to foster an appreciation of Derek Walcott's artistic achievement in both a Caribbean and a global context, as represented in his (a) poetry, (b) drama, and (c) essays and interviews.

**Objectives**

At the end of the course students are expected to be able to:

1. Analyse and evaluate Derek Walcott's artistic achievement in both a Caribbean and a global context;
2. Articulate the ways in which his definitions of the Caribbean inform his global outreach;
3. Explain how his (a) poetry, (b) drama, and (c) essays and interviews, together, effect this achievement.

**ASSESSMENT:**

Coursework 100%

**YEAR: II****SEMESTER: 1****COURSE CODE: LITS 6105****COURSE TITLE: POSTCOLONIAL LITERATURES AND THEORIES****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course will read a range of selected post-colonial authors and theorists, to explore the principal concerns of postcolonial studies: the representation of race, ethnicity, empire, migration, hybridity, language, counter discourse, sex, sexuality, and gender. Texts may be selected from any of the following regions: Africa, India, the Caribbean, Canada, Australia, New Zealand, and the South Pacific.

**ASSESSMENT:**

Coursework 100%

**YEAR: I****SEMESTER: 1****COURSE CODE: LITS 6201****COURSE TITLE: WOMEN'S WRITING AND FEMINIST THEORIES****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course examines a selection of woman-authored texts across a range of historical periods, ethnic backgrounds and geo-political locations. This cross-cultural approach seeks to facilitate the exploration of common or global concerns with the equality and the social status of women. It also pays attention to the specificities of experiences and histories that impact gender and sexuality politics, thereby challenging notions of a homogeneous category called "woman". Literary strategies employed by women to tell their stories and those of their communities are brought into focus. The course will trace the key developments in thinking about gender and sexuality from its modern foundations to current positions in Feminist Theory.

**ASSESSMENT:**

Coursework 100%

**YEAR: II****SEMESTER: 2****COURSE CODE: LITS 6501****COURSE TITLE: SPECIAL TOPICS IN WEST INDIAN LITERATURE****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course allows students to focus on specific topics in West Indian Literature and Literatures of the broader Caribbean. It may include modules on:

- The Role of Literature in the Digital Humanities
- Gender and Genre
- Landscape and the environment in Caribbean Literature
- Rhetoric(s) of Caribbean Fiction

**ASSESSMENT:**

Coursework 100%

**YEAR: I****SEMESTER: 2****COURSE CODE: LITS 6690****COURSE TITLE: RESEARCH METHODS IN LITERARY DISCOURSE\*****NUMBER OF CREDITS: 4****PREREQUISITE: NONE**

**COURSE DESCRIPTION:** This course offers a guide for graduate students to the research process and to the practical and appropriate application of relevant theories. It provides information and enables practice in a range of research methods applicable to Literature and Language. The course takes students through the research process, introduces them to a range of methods for gathering data, guides them in the choice and application of suitable theoretical frameworks within which to conduct their studies, and familiarises them with relevant procedures for analysis. Workshop sessions are included to ensure practical application and experience in each phase of the course.

**ASSESSMENT**

Coursework 100%

**YEAR: II****SEMESTER: 1****COURSE CODE: LITS 6920****COURSE TITLE: WORDS ON THE PAGE: LITERARY DISCOURSE****NUMBER OF CREDITS: 4**

**PRE-REQUISITE:** A double major in the BA Literatures In English and Linguistics, *or* a major in one and a minor in the other, *or* a BA in Language and Literature with Education or prescribed qualifying courses.

**COURSE DESCRIPTION:** This course supports analysis of the language of Literature's in English, and in Caribbean literary discourse in particular. It facilitates the analysis of intersecting codes and varieties, of intertextual relationships between discourses, and of comparative perspectives on interfacing cultures as conveyed in literary verse and prose. Whether directed at Caribbean or other discourses, the Caribbean context of the course itself enables these emphases.

This course provides students with the skills to analyse inscriptions of national and regional literary voices, including the complex Caribbean voice, as well as the mechanisms through which discourse represents, mediates, and constructs culture.

**ASSESSMENT:**

Coursework 100%

**YEAR: II****SEMESTER: 2****COURSE CODE: LITS 6921****COURSE TITLE: INTERROGATING SOCIETY THROUGH LITERATURE, PHILOSOPHY AND FILM****NUMBER OF CREDITS: 4****PREREQUISITE: NONE****CONTACT HOURS: 3 HOURS PER WEEK, PLUS SCREENING TIME****ELECTIVE: FOR ALL GRADUATE STUDENTS, BUT ESPECIALLY STUDENTS OF LITERATURE AND/OR GENDER STUDIES**

**COURSE DESCRIPTION:** This course interprets literature and film as powerful and related arts that enable societies to imagine themselves, to create counter discourses, and to map their identities. It seeks to further the project of literary and film studies by extending the study of narration and image/idea to include a particular focus on how both literature and film use techniques that affect how we perceive the world. "Perception" in this course is inherently philosophical and sees cinema as a way of thinking.

**ASSESSMENT:**

Coursework 100%

**YEAR: II (NOT OFFERED 2023/2024)****SEMESTER: 2****COURSE CODE: LITS 6922****COURSE TITLE: INTERSECTING FORMS: LITERATURE AND FILM****NUMBER OF CREDITS: 4****CONTACT HOURS: 3 HOURS PER WEEK, PLUS SCREENING TIME****PREREQUISITES: LITS 6007 OR EQUIVALENT GRADUATE COURSE**

**COURSE DESCRIPTION:** This course has been structured around the idea that film has shaped modern literary discourse, texts, drama and painting in very fundamental ways. The course thus interrogates the potency of film forms, language and technique in literature in particular. It focuses on film's capacity to mirror Interior and exterior reality, as well as film's capacity to create vehicles of affect and the seductive nature of such imaging. It is designed to provide students in different disciplines with the tools to conduct critical analyses of the processes through which cinema manipulates and shapes human senses and perceptions and thus shapes artistic responses.

Students are also introduced to critical discourses that have been constructed around the idea of film and its effect on society. Students will also enhance their understanding of film as being itself a vehicle for ideas and debate. Graduate students will benefit from an understanding of how film works, as film is studied within the context of advanced reading of contemporary cultural and critical theories.

**Content**

- Theories of perception (sound and visual perception; perception as a movement to consciousness)
- Debates about the image
- Theories of narration
- Point of view in literature and film: intersections.
- Sound-image relations as purveyors of ideology in literature and film

**ASSESSMENT**

Students will be assessed solely by coursework:

**Project work: 50%**

- Two projects: one individual, and one group project. Students will be assigned readings and films.  
Minor project #1: Individual reading and analysis for one response paper of 1500 words. (10%)  
Minor individual project # 2: Analysis of film or film script and demonstration of relevance to Literature. (10%)  
Minor group project #1: Class presentations of twenty minutes each (total one hour for group). (30%)

**Major Assignment: 50%**

- Essay of 5000 to 6000 words

***MPhil/PhD students only read LITS 6801 and LITS 6802.***

**SEMESTER 1****COURSE CODE: LITS 6801****COURSE TITLE: INDEPENDENT READING COURSE 1****NUMBER OF CREDITS: 5****PRE/CO-REQUISITES:** Students should complete at least 12 credits of graduate course or equivalent. Students must submit for approval by the Course Leader and Postgraduate Coordinator a proposal for Independent Study.**COURSE DESCRIPTION:** This course promotes independent scholarly enquiry and critical reading. Students are required to research a topic specifically related to their graduate study. The course is student-driven, which means students may select their topic area and methodology that aligns with their proposed area(s) of study. Although a mode of assessment is suggested, students will be expected to do the following: (i) demonstrate a thorough understanding of the proposed topic; (ii) articulate the direct applicability of their reading to their proposed research; and (iii) present the outcome(s) of their reading in an appropriate medium, to be approved by the Course Leader.**ASSESSMENT:**

Coursework 100%

**SEMESTER 2****COURSE CODE: LITS 6802****COURSE TITLE: INDEPENDENT READING COURSE 2****NUMBER OF CREDITS: 5****PRE/CO-REQUISITES:** Students should complete at least 12 credits of graduate course or equivalent. Students must submit for approval by the Course Leader and Postgraduate Coordinator a proposal for Independent Study.**COURSE DESCRIPTION:** This course promotes independent scholarly enquiry and critical reading. Students are required to research a topic specifically related to their graduate study. The course is student-driven, which means students may select their topic area and methodology that aligns with their proposed area(s) of study. Although a mode of assessment is suggested, students will be expected to do the following: (i) demonstrate a thorough understanding of the proposed topic; (ii) articulate the direct applicability of their reading to their proposed research; and (iii) present the outcome(s) of their reading in an appropriate medium, to be approved by the Course Leader.**ASSESSMENT:**

# DEPARTMENT OF MODERN LANGUAGES AND LINGUISTICS

## Diploma in Interpreting Techniques

**SEMESTER: 1****COURSE CODE: INTE 5000****COURSE TITLE: COMPUTER AND INTERNET TOOLS FOR THE INTERPRETER****NUMBER OF CREDITS: 2**

**COURSE DESCRIPTION:** ICTs are powerful tools, once language professionals know how to use them rationally in order to prepare for meetings. Interpreters will also become familiar with specific terms and set phrases used in the running of international conferences.

**ASSESSMENT:**

Coursework 100%

**SEMESTER: YEAR LONG****COURSE CODE: INTE 5001****COURSE TITLE: CONSECUTIVE INTERPRETATION****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** In a formal configuration, interpreters need to be able to perform their task without the help of interpretation equipment, intervening in-between the respective speakers using coded notes to organise ideas on 30-minute long speeches performing interpretation into target language.

**ASSESSMENT:**

Coursework 100%

**SEMESTER: YEAR LONG****COURSE CODE: INTE 5002****COURSE TITLE: SIMULTANEOUS INTERPRETATION****NUMBER OF CREDITS: 12**

**COURSE DESCRIPTION:** In a conference setting with professional equipment, interpreters must be familiar with microphones and consoles as well as with vocal techniques (booth). In an outdoor or roving configuration, Interpreters need to be able to perform their task without the help of interpretation equipment (whispering). All these exercises will be practiced on a range of themes that will cover areas relevant to the Caribbean (trade, transportation, tourism, AIDS, natural disasters, human rights, environmental issues, energy, international relations, etc.).

**ASSESSMENT:**

Coursework 100%

**SEMESTER: 2****COURSE CODE: INTE 5004****COURSE TITLE: PRACTICUM****NUMBER OF CREDITS: PASS/FAIL**

**COURSE DESCRIPTION:** Since this is a professional course that intends to prepare students to be functional once they graduate, it is important that they get the opportunity to work in one or more events organised in Trinidad and Tobago by the CITB (Caribbean Interpreting and Translation Bureau) of the UWI or at other events in real-life situations. Students will be paired off for a minimum of 14 hours (or two working days) at multilingual events with seasoned interpreters who will be asked to assess their performance in conjunction with a staff member.

**ASSESSMENT:**

Pass/Fail



## MA in Spanish

### SPANISH COURSES

**COURSE CODE: SPAN 6007**

**COURSE TITLE: NARCOTRAFFICKING IN CONTEMPORARY COLOMBIAN NARRATIVE**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course will expose students to a selected body of contemporary Colombian fiction which features key aspects of the drug trade in the country. Narcopolitics, narcoguerrilla activity, money laundering, and narcoterrorism are some of the themes treated by mainstream writers with admirable literary skills and verisimilitude. The texts focus on the violence of the 1990s and analyse the complex system of cultivation, processing, transportation, commercialisation, control, and eradication of illicit drugs. The student will be able to analyse particular aspects of literary techniques that reflect the latest trends in Colombian literature.

**Objectives**

By the end of the course students should be equipped to:

1. define the terminology and style of the language of narcotrafficking;
2. identify the sociocultural problems that characterise the world of narcotrafficking in the literature;
3. analyse the subculture of narcotrafficking through characterisation, analysis of the discourse, intertextuality, and other literary devices;
4. apply a critical approach to the literary works with a sociocultural perspective.

**Content**

Students will be introduced to some of the most outstanding narratives on narcotrafficking in Colombia. They will also learn to analyse and appreciate literature as an important tool in presenting social issues within an aesthetic framework.

**Method of Instruction:**

- Lectures
- Oral and audio-visual presentation
- Textual analysis

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6039**

**COURSE TITLE: FROM AUTOBIOGRAPHY TO TESTIMONIAL: NARRATIVES OF AUTHORITY, SELF AND COMMUNITY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course will introduce students to the history and criticism of autobiography and testimonial writings in Spanish America with particular attention on how these genres present and represent the voice of the 'I' in relation to self and community. Texts from colonial Spanish America to the present will be examined in order to analyse how truth is established through memory and nostalgia in self-conscious writing, and whether such strategies contribute to textual veracity or to textual fictionalisation. In addition to more traditional forms of autobiography and testimonial writing, the course will also explore diaries, memoirs, documentary writings, and semi-fictional accounts as bases of comparison.

**Method of Instruction**

Seminars and Lectures

**ASSESSMENT**

Coursework	40%
Final 3-hour exam	60%

**COURSE CODE: SPAN 6499**

**COURSE TITLE: THE SPANISH AMERICAN SHORT STORY**

**NUMBER OF CREDITS: 4**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** After contextualising short story production in Latin America, this course will explore issues pertaining to genre try to establish how short stories mean.' Students will carry out close readings of selected stories from various critical perspectives, paying special attention to questions of gender, alterity, and intertextuality (Conrad, Faulkner, Plath, Poe, Whitman). The course will further examine the specific use of language form, which adequately defines the multifaceted reality of Latin America. Students will make an in-depth analysis of a range of themes including but not limited to social authority, political thought, religion, and belief systems.

**Method of Instruction**

- Lectures
- Seminars
- Oral presentations
- Guest lecturers

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6599****COURSE TITLE: SOCIAL AND POLITICAL THOUGHT IN THE SPANISH AMERICAN ESSAY****NUMBER OF CREDITS: 4****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** The Essay as a literary genre occupies a prominent place in the history of ideas and in the development of political thought and ideology in Spanish America. It has been the preferred medium of many outstanding writers and intellectuals of that region to address issues of urgency and for the promotion of social and political change. The Essay is admirably suited to the individualistic and creative genius of the Spanish American temperament and has flourished and proliferated as a literary genre. Spanish American essayists are widely read both in Spanish and in translation.

The themes treated centre consistently around the unrelenting search for a national identity. Other themes intimately linked to national identity include freedom, dependence, neocolonialism, imperialism, underdevelopment, civilisation vs barbarism, spirituality vs materialism, *mestizaje*, 'caudillismo,' military dictatorship, capitalism, socialism, and class struggle.

**Method of Instruction**

One three (3) hour seminar per week

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6899****COURSE TITLE: URBANISATION, ECOLOGY AND QUALITY OF LIFE IN SPANISH AMERICAN NARRATIVE****NUMBER OF CREDITS: 4****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course provides reading on selected works of major Spanish American novelists concerned with projecting the dilemma of the city in the late 20th century and the new millennium through apocalyptic images, a megalopolis plagued by demographic explosion, spiritual misery, ecological degeneration, a culture of violence, and the trauma of globalisation and human despair. The programme will explore innovative stylistic elements that characterise these works.

**Method of Instruction**

Seminars and lectures (one 3-hour session per week)

**ASSESSMENT**

Coursework	40%
Final 3-hour examination	60%

**COURSE CODE: SPAN 6999****COURSE TITLE: AFRICAN-CARIBBEAN LITERATURE IN SPANISH****NUMBER OF CREDITS: 4****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course will explore theoretical approaches relevant in the field of Afrocentric studies, which have radically altered Western academy. Students will cover a careful analysis of Afrocentred theories from Fanon's essentially polarised view through Amílcar Cabral's Dialectical Theory of Identification, to the writings of Fernando Ortiz. The students will proceed to a close reading of several texts from biography through testimonials to poetry, short stories, and including two novels.

The readings, which adequately define the multifaceted reality of Latin America, will centre students on the specific language form used, and, in addition, will require that students make an in-depth analysis of the themes that recur, including political thought, religious belief systems, and racial and other social aspects.

**Method of Instruction**

- Lectures
- Seminars
- Oral presentations
- Guest lecturers

**ASSESSMENT**

Coursework	40%
Final examination	60%

**OTHER REQUIRED COURSES****YEAR: 1****SEMESTERS: 1 & 2****COURSE CODE: HUMN 6699****COURSE TITLE: METHODS OF RESEARCH AND LITERARY SCHOLARSHIP****NUMBER OF CREDITS: 6****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed to help persons undertaking research degrees in the Humanities to develop the basic tools and understanding for graduate research.

**Objectives**

At the completion of this course, students should be able to:

1. demonstrate an understanding of the nature of research;
2. specify the distinctions between research and other ways of knowing;
3. identify various research paradigms;
4. identify the appropriate areas of application for such paradigms;
5. demonstrate an understanding of the roles of research in academic settings;
6. provide a satisfactory exploration of the Humanities;
7. identify various stages in the research process and their particular characteristics.

**Method of Instruction**

One 2-hour lecture/seminar per week.

**ASSESSMENT**

Coursework 100%

(A Reading Field Oral Examination in Spanish is required as part of this course)

**YEAR: I****SEMESTER: 1****COURSE CODE: SPAN 6008****COURSE TITLE: ADVANCED LITERARY THEORY AND CRITICISM****NUMBER OF CREDITS: 4****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course aims to demystify some key ideas and debates in modern literary theory for students of Spanish. The course is taught in Spanish although required readings will be both in Spanish and English. Specifically, the course will centre on reader-response theory, structuralism, post-structuralism, deconstruction, Marxism, postcolonialism and ends with feminism. In the course, students engage some of the most influential theory at the centre of urgent debates in contemporary literary studies and at the same time, they explore the relationships between history, politics, philosophy, and literature.

**ASSESSMENT:**

Coursework 100%

**YEAR: I****SEMESTER: 2****COURSE CODE: SPAN 6009****COURSE TITLE: ISSUES IN CONTEMPORARY LITERARY THEORY****NUMBER OF CREDITS: 4****PREREQUISITE: NONE**

**COURSE DESCRIPTION:** In this course we engage issues relating to more recent critical and literary theories as well as some of the key problems or questions that animate theoretical discussion among literary scholars today. The course studies some recent critical texts in new historicism, post modernism, translation theory, queer theory, critical race theories and Intersectionality.

**ASSESSMENT:**

Coursework 100%

## Postgraduate Diploma in TESOL

### SEMESTER: 2

**COURSE CODE:** LING 5101

**COURSE TITLE:** LANGUAGE ACQUISITION AND LEARNING: THEORY AND PRACTICE

**NUMBER OF CREDITS:** 4

**PRE-REQUISITES:** LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** This course prepares students to teach English to speakers of other languages by ensuring that they are fully cognisant with the nature of language as communication, and with a range of information—both theoretical and practical—on how languages are acquired in natural settings as well as learnt in formal classroom settings. They also need to be acquainted with the essential differences between early and later language acquisition processes, and to have some awareness and understanding of psycholinguistic and neurolinguistic information, which explain these processes.

### SEMESTER: 1

**COURSE CODE:** LING 5102

**COURSE TITLE:** STRUCTURE OF THE ENGLISH LANGUAGE: ISSUES FOR TESOL

**NUMBER OF CREDITS:** 4

**PRE-REQUISITES:** LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** English language teachers need to have a solid grasp of the structure of the grammar and sound system of modern English. They also need to comprehend its range of usage in relation to other language varieties—both locally and globally—and to come to terms with the notion of International English. In addition, they must be able to equip their students with the same knowledge. This course not only gives them the knowledge base necessary but also discusses approaches to classroom handling of key areas.

### SEMESTER: 2

**COURSE CODE:** LING 5103

**COURSE TITLE:** CURRICULUM DESIGN AND RESOURCES IN ELT

**NUMBER OF CREDITS:** 4

**PRE-REQUISITES:** LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** This course prepares teachers to design curricula appropriate to the goals of their diverse student groups, and to modify existing curricula in concern for the range of needs perceived and existing resource bases. Without such competencies, they will only be able to reproduce what others have created instead of responding creatively themselves to changing needs, constraints, and concerns.

### SEMESTER: SUMMER

**COURSE CODE:** LING 5104

**COURSE TITLE:** TEACHING PRACTICUM (TESOL)

**NUMBER OF CREDITS:** 4

**PRE-REQUISITES:** LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** This semester-long course gives teachers the opportunity to develop, via practical use, the skills, attitudes, and behaviours that are useful in teaching English to speakers of other languages. Without such a programme allowing for real teaching practice, the TESOL programme might remain a theoretical exercise. In addition, it allows for professional development by encouraging individual and group reflection on the teaching/learning exercise.

### SEMESTER: 2

**COURSE CODE:** LING 5106

**COURSE TITLE:** PRINCIPLES OF ASSESSMENT AND EVALUATION IN TESOL

**NUMBER OF CREDITS:** 4

**PRE-REQUISITES:** LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** This course provides an overview of current theories and practices in language testing and helps students construct a range of instruments used to assess proficiency in English as a Foreign/Second Language in the skill areas of listening, speaking, reading, writing and grammar. It reviews the functions and purposes of assessment, different assessment formats and ways of analysing, interpreting and communicating test results. The course also examines the theory and application of assessment as these impact on students' affective and cognitive abilities, evaluation of materials and courses, and innovative teaching practices for TESOL.

### SEMESTER: 1

**COURSE CODE:** LING 6105

**COURSE TITLE:** PRINCIPLES AND APPROACHES IN TESOL

**PRE-REQUISITES:** LING 1001, LING 1002, LING 1005

**COURSE DESCRIPTION:** This course addresses the issue of teacher development, with a focus on helping teachers to reflect on and assess their pedagogical practices and assumptions about teaching and learning. Participants explore methods and approaches in language teaching from the historical 'methods' perspective to the current 'postmethod' perspective. Although this course is intended for those interested in teaching English, the concepts presented are applicable to foreign/second language teaching in general.

## MA in Speech-Language Pathology

(NOT OFFERED FOR NEW INTAKE 2023/2024)

**YEAR:**

**SEMESTER: 1**

**COURSE CODE: LING 6804**

**COURSE TITLE: LANGUAGE ACQUISITION IN CREOLE CONTEXTS**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** The course acquaints students in depth with the nature of creologenic environments and the contexts in which language acquisition occurs within them. In doing this it considers different phases in the development of creoles in themselves and in relation to juxtaposed standard varieties. Following from this the course of language acquisition is charted within these environments and the structure of creoles and their emergent characteristics in young children are detailed. The next phase of the course distinguishes clearly between language as used by creole-speaking children and that used by children with language disabilities and considers assessment measures which allow for discrimination between the two. It also considers critically the terms 'language disadvantage', 'semilingualism' and 'disadvantageous bilingualism' what these entail and how any real language disadvantage can be mediated.

**YEAR:**

**SEMESTER: 1**

**COURSE CODE: LING 6808**

**COURSE TITLE: RESEARCHING CARIBBEAN LANGUAGE STRUCTURE**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course involves a research component aimed at examining the language behaviour of individuals within a speech community affected by communication disorders. The course requires student to plan and implement a research project in language acquisition or impaired speech, language or hearing and complete a report on this research.

**YEAR:**

**SEMESTER:**

**COURSE CODE: SPLP 6001**

**COURSE TITLE: CLINICAL PRACTICUM I**

**NUMBER OF CREDITS: 2**

**PRE-REQUISITES: MDSC 2003**

**CONTACT HOURS: 10 HOURS/WEEK**

**COURSE DESCRIPTION:** This course is intended as a beginning supervised clinical practice in speech-language pathology. Through clinical assignments with children with speech and language disorders students will begin to develop professional skills to provide Intervention in an efficient and effective manner.

**YEAR:**

**SEMESTER: 2**

**COURSE CODE: SPLP 6002**

**COURSE TITLE: CLINICAL PRACTICUM II**

**NUMBER OF CREDITS: 2**

**PRE-REQUISITES: SPLP 6001, SPLP 6005**

**CONTACT HOURS: 10 HOURS/WEEK**

**COURSE DESCRIPTION:** This course is intended as a beginning supervised clinical practice in speech-language pathology. Through clinical assignments with adults with speech, language, and cognitive-communicative disorders from various acquired conditions students will begin to develop professional skills to provide intervention in an efficient and effective manner.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6003****COURSE TITLE: CLINICAL PRACTICUM III****NUMBER OF CREDITS: 2****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course is intended as a continuing supervised clinical practice in speech-language pathology in a full-time paediatric setting, such as a school and/or child development agency, with an on-site supervisor. This course provides the advanced student of speech-language pathology with a varied clinical experience aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements, and generally increasing clinical independence and clinical competency.

**ASHA Standards:**

- Standard IV E - Ethical Conduct
- Standard IV F - Evidence Based Clinical Practice
- Standard V B - Evaluation and Intervention--Children
- Standard V B - Interaction and Personality Qualities

**SLAATT Scope of Practice:**

- Speech-Language Screening - Children
- Consultation
- Comprehensive Speech-Language Assessment—Children
- Counselling
- Follow-up Procedures
- Prevention Services

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6004****COURSE TITLE: CLINICAL PRACTICUM IV****NUMBER OF CREDITS: 2****PRE-REQUISITES: SPLP 6003****CONTACT HOURS: 40 HOURS/WEEK**

**COURSE DESCRIPTION:** This course is intended as a continuing supervised clinical practice in speech-language pathology in a full-time adult setting, such as a hospital, rehabilitation centre, and/or private practice, with an on-site supervisor. This course provides the advanced student of speech-language pathology with a varied clinical experience aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements, and generally increasing clinical independence and clinical competency.

**YEAR:****SEMESTER: 2****COURSE CODE: SPLP 6005****COURSE TITLE: DIAGNOSTIC METHODS IN SPEECH-LANGUAGE PATHOLOGY****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** Assessment and diagnosis of speech and language disorders is an integral part of the scope of practice of the Speech-Language Pathologist. This includes multicultural considerations, evaluations of persons with multiple disabilities and differential diagnosis in more complex cases. . The Speech-Language Pathologist must be cognisant of the evaluation tools required for each individual case and be flexible in the use of both formal and informal procedures. The information gained by assessment must also be correctly interpreted in the formulation of prognostic profiles and the development of treatment goals.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6006****COURSE TITLE: NEUROLOGICAL BASES OF COMMUNICATION DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** Neurological trauma or disease commonly affects speech, language, and/or cognitive ability to varying degrees. This course is designed to help students appreciate the complexity and plasticity of the nervous system including structural and functional features and the mechanisms underlying certain pathological conditions. Students will be introduced to the theoretical neurological constructs governing speech, language, and cognitive abilities, as well as the clinical features associated with neurogenic pathologies. Differences in behavioural and communicative disturbances resulting from disease, defect, or injury in children and adults are discussed with a special emphasis on assessment.

**YEAR:****SEMESTER: 3****COURSE CODE: SPLP 6007****COURSE TITLE: RESEARCH METHODS IN SPEECH-LANGUAGE PATHOLOGY****NUMBER OF CREDITS: 3****PRE-REQUISITES: SPLP 6001; SPLP 6005****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** A commitment to continuing theoretical and clinical education and evidence-based practice is part of the professional requirements of the Speech-Language Pathologist. The focus of this course will be on critically evaluating current research and understanding research methodology for clinical application. The relationships between research designs, strategies, clinical problem solving, and the assessment of clinical effectiveness in speech-language pathology will be explored. Students will be guided through the process of critically reading and abstracting pertinent literature pertaining to theoretical and/or practice issues in service delivery and designing a workable research prospectus to contribute to the field of communication disorders, especially as it applies to the Caribbean social and linguistic situation.

**YEAR:****SEMESTER: 2****COURSE CODE: SPLP 6008****COURSE TITLE: AUTISM SPECTRUM DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course is designed to present the characteristics and learning needs of children on the autistic spectrum. Communication, cognitive, behavioural, and social issues of children with Asperger's Syndrome, Autism, and Pervasive Development Disorder will be discussed. Students will be familiarised with the role of the speech-language pathologist in assisting educators with strategies for managing these students in their classrooms as well as for helping students on the autism spectrum navigate the social world of peers. Instruction will include ideas on providing visual structure and strategies for dealing with behavioural/social issues that are common to students on the autistic spectrum. The importance of supporting parents when faced with their children's communicative and behavioural challenges as well as early and effective "wrap around" services will be discussed. This course will be appropriate for all levels of educators.

**YEAR:****SEMESTER: 2****COURSE CODE: SPLP 6009****COURSE TITLE: FLUENCY DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course will focus on the nature and treatment of stuttering, cluttering, and acquired neurogenic dysfluency. Patterns of normal and disordered fluency in adults and children, as well as long term psychosocial implications will be discussed. Emphasis will be placed on critical assessment of historic and current literature and trends in stuttering research and treatment, and on the integration of students' existing clinical knowledge and skills with dysfluency specific remediation techniques.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6010****COURSE TITLE: APHASIA AND RELATED DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: LANGUAGE DISORDERS; NEUROLOGICAL BASES OF COMMUNICATION****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course familiarises students with the nature of cerebral injury from cerebrovascular accidents and stroke-related illnesses, traumatic brain injury, and dementia in the adult population. Students will develop necessary skills to analyse, synthesise, and evaluate scholarship about the nature, prevention, assessment and intervention of aphasia and related disorders in adults. It includes consideration of cognitive and social aspects of communication, and examines the psychological, neurological, linguistic, and cultural correlates of the disorder. Identifying, evaluating, and treating constellation symptomatology of speech, language (receptive and expressive), communicative function, and cognition are emphasised.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6011****COURSE TITLE: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: LANGUAGE DISORDERS; NEUROLOGICAL BASES OF COMMUNICATION****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course introduces augmentative and alternative communication and the strategies used to improve the communication skills of individuals with limited, non-functional speech, or complex communication needs. Topics include terminology and application of AAC, assessment of potential AAC users, selection of an AAC device, evidenced-based practice and performance measurement, and intervention strategies. This course emphasises aided communication systems and students will have the opportunity to have hands-on experience with non-electronic and low-tech AAC systems and will be provided with information on high tech systems.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6012****COURSE TITLE: AURAL REHABILITATION****NUMBER OF CREDITS: 3****PRE-REQUISITES: MDSC 1003****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** Hearing loss has communicative, emotional, social, educational, and economic impact on children, younger adults, and older adults in varying degrees, depending on severity of loss, age of onset and family and social support networks. This course will familiarise students with the principles and practices of teaching language and speech to individuals who are Deaf or hard of hearing. Current issues in hearing will be explored relative to the interfacing of Deaf and hearing culture, special education services, the law, and technology. The course will also expose students to the practical, physical, psychosocial, and instructional aspects of hearing loss, audiologic habilitation and rehabilitation.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6013****COURSE TITLE: VOICE AND RESONANCE DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NEUROLOGICAL BASES OF COMMUNICATION DISORDERS; DIAGNOSTIC METHODS IN SPEECH-LANGUAGE PATHOLOGY; AND SPEECH AND HEARING SCIENCE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course examines the histology and physiology of the vocal mechanism and tract, as well as the organic, neurogenic, psychogenic, iatrogenic, and idiopathic etiologies of dysphonia. Pre- and post-surgical management of cleft palate, laryngeal carcinoma, and respiratory etiologies is discussed. Hands-on training with acoustic and instrumental diagnostic and treatment techniques is provided. The role of the therapeutic relationship is explored.



**YEAR:****SEMESTER: 3****COURSE CODE: SPLP 6014****COURSE TITLE: NEUROGENIC SPEECH DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course is designed to help students gain knowledge of various motor speech disorders and their etiologies, their neurobiological underpinnings and the effects these disorders have on communication abilities and other aspects of clients' lives. It will examine methods for initial and ongoing assessment, treatment approaches available, and the research evidence supporting them.

**YEAR****SEMESTER: 1****COURSE CODE: SPLP 6015****COURSE TITLE: DYSPHAGIA****NUMBER OF CREDITS: 3****PRE-REQUISITES: NEUROLOGICAL BASES OF COMMUNICATION DISORDERS****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course is intended to provide students with the necessary skills to analyse, synthesise, and evaluate scholarship about the nature, prevention, assessment and intervention of swallowing disorders in adults. It includes consideration of normal and abnormal developmental physiology of the swallowing mechanism, including the structural, behavioural, neurological, and mechanical components of various swallowing etiologies. Instrumental evaluation in dysphagia diagnosis is discussed. Treatment planning and goal setting for nutrition/hydration status, feeding/swallowing techniques, and risk management are presented in light of various ethical issues.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6016****COURSE TITLE: ARTICULATION AND PHONOLOGICAL DISORDERS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** Articulation and phonological disorders are the most common and most easily identified childhood communication disorder. This course will examine patterns of normal articulatory and phonological development, especially with regard to sociolinguistics variation. Students will develop knowledge of and competency in the clinical methods used in the evaluation and treatment of children with speech sound disorders.

**YEAR:****SEMESTER: 1****COURSE CODE: SPLP 6017****COURSE TITLE: LANGUAGE DISORDERS IN CHILDREN****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****CONTACT HOURS: 39 HOURS**

**COURSE DESCRIPTION:** This course is intended to provide students with the basic principles of language assessment and language intervention in school-age children and to develop an understanding of language disorders in children from diverse cognitive, social, cultural and linguistic backgrounds, using curriculum-based assessment and intervention methods.

# SCHOOL OF EDUCATION

## Pre-Service Postgraduate Diploma in Education (PG DipEd)\*

(\*NOT OFFERED 2023/2024)

**SEMESTER: 1**

**YEAR: I**

**COURSE CODE: EDFA 5211**

**COURSE TITLE: FUNDAMENTAL CONCEPTS FOR THE BEGINNING TEACHER**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course introduces participants to fundamental concepts in education, which will help them to understand and reflect on the functions, goals, and purposes of education; the influences that have shaped education and schooling over time; and the world of the adolescent learner. Knowledge of these concepts will also help them to interrogate their own decisions to become teachers. The course places special emphasis on the varieties of contexts and problematic issues in education that teachers face, encouraging the participants to apply this theoretical knowledge in analysing their experiences of schools and the wider education environment.

This theoretical knowledge is developed through an introduction to relevant concepts in the foundation disciplines of education—philosophy of education, psychology of education, sociology of education, and language in education. Both disciplinary and interdisciplinary approaches are used in this course, applying concepts and theories from the foundation disciplines to topical or controversial issues in education. The integration of the foundation disciplines in education is achieved through (a) an issues-based approach to the organisation of the course; (b) tutorials where discussion of issues is encouraged across disciplines; and (c) lectures in the separate disciplines. Assessment focuses on students' ability to synthesise theoretical and conceptual knowledge and apply such knowledge to the school context.

### ASSESSMENT

- 100% coursework
- The assignments offer students the opportunity to examine how theories and concepts from the foundation areas in education can be used as a platform to construct a better understanding of their own development as teachers, as well as of issues in education.
- The method of assessment is through written reports, which blend practical experience (discussions, observations, interviews during the practicum periods) with theoretical knowledge (gleaned through tutorials and lectures).
- Sessions will be scheduled in which tutors will help students to prepare for the assignments and will give them feedback.
- The first two assignments are submitted and marked and feedback given to students before the third assignment is due.

**SEMESTER: 1**

**YEAR: I**

**COURSE CODE: EDFA 5212**

**COURSE TITLE: THE EDUCATIONAL MILIEU**

**NUMBER OF CREDITS: 3**

**PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed to introduce pre-service secondary level school teachers to the educational environment in which they will have to function as classroom teachers. The course will expose students to the various dimensions of the school environment in Trinidad and Tobago. This reality consists of a macro, a micro, and a meso level and can be seen through various frames: political, legal, institutional, historical, and cultural. The educational milieu will be approached as a complex reality, difficult to deconstruct. It is one that requires interpretation and one that is continually unfolding as a historical flow to be understood. The course will therefore cover the global context shaping education policy today, as well as the macro forces in the society and the micro forces at the level of the individual school. It will cover the institutional, systemic, intellectual and legal, and cultural and technological contexts of the school system. It is multidisciplinary, and will involve research and reflection on the part of teachers. While the delivery of the course will be classroom based, the course content will focus on the reality of the schools of Trinidad and Tobago. Different sessions will address the field experiences which students will be having during the programme, and much discussion and debate will centre on the realities on the ground.

### ASSESSMENT

This course will be assessed entirely by coursework. Because of the field-based nature of the programme, the assignments will involve research in the field. By researching an individual school in terms of its culture, ethos, and change over time, participants will contribute to, and apply, the knowledge derived from the different sessions. The presentations will allow participants to share findings about different types of schools in the education system. The assignments shall consist of a school study (80%) and an oral presentation (20%).

**SEMESTER: 2****YEAR: I****COURSE CODE: EDFA 5213****COURSE TITLE: ADDRESSING THE NEEDS OF THE WHOLE CHILD****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** The course will build on the foundational theories and concepts of education. Participants will first examine the range of challenges faced by adolescents (educational, psychological, social, and health) and explore the underlying causes. They will then be introduced to the construct of the “whole child,” an approach that promotes the development of children and adolescents who are healthy, safe, engaged, supported, and challenged to achieve their full potential. Such development ideally occurs in a whole-school context where healthy lifestyle practices are taught and modelled; where learners are intellectually challenged in physically and emotionally safe environments; where learning is supported by caring and qualified adults; and where learners can experience a level of engagement that is conducive to success.

Traditionally in Trinidad and Tobago and, by extension, the English-speaking Caribbean, more focus has been placed on the educational achievement of young persons (external examinations, scholarships) than on other components of their development. Participants themselves are products of this educational approach. A re-focusing on holistic development is particularly important in the societal contexts in which adolescents now live. While they have mastered the new e-technologies, including the social networks, their intrapersonal and social functioning may be impaired, and so too may be their health. The outcome has been that many young persons and adults have not been able to maximise their potential, and contribute as fully adjusted citizens to society. The course therefore places special emphasis on the links between health and general well-being, and the holistic development of children and adolescents.

The course builds naturally on the foundational concepts and theories to which participants would have been exposed in the courses Fundamental Concepts for the Beginning Teacher and The Educational Milieu in Semester 1. It generally supports those courses dealing with specific knowledge such as Educational Assessment, Designing Instruction for the Adolescent Learner, Leading Professional Enquiry and The Practice of Education.

**ASSESSMENT**

These include a blend of traditional as well as online activities, enabling the participants to use and become familiar with some of the available technologies. These include class presentations using a variety of media, and an electronic portfolio.

**Assignments**

100% coursework. Assignments over the duration of the course will contribute to a cumulative mark.

**YEAR: I****SEMESTERS: 1 AND 2****COURSE CODE: EDLA 5241****COURSE TITLE: DESIGNING INSTRUCTION FOR ADOLESCENT LEARNERS: THE TEACHING OF ENGLISH****NUMBER OF CREDITS: 6****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed to take into consideration research into training of English teachers. Specifically, its aims and objectives are drawn from the seminal work on growth of pedagogical content knowledge in in-service English teachers undertaken by Grossman (1990), and what constitutes effective English teaching (Applebee, 1989; Applebee, Langer, Nystrand, & Gamoran, 2003; Carbonaro & Gamoran, 2002; Gamoran & Carbonaro, 2003).

This body of research guides this course in English teacher preparation since it defines what declarative and procedural knowledge trainee teachers need to acquire, as well as what dispositions to teaching English they should have at the end of the period of study. The primary focus of the course is developing trainees' proficiency in representing their formal content knowledge of English (gained through undergraduate and graduate degrees) in ways that are understandable to adolescent learners of English. Moreover, it prepares trainees to represent that content through interesting and enjoyable lessons, to deploy research-based instructional approaches that are responsive to adolescents' language developmental needs, and to infuse teaching-learning events with perceptible love for English, whilst demonstrating a caring attitude towards students.

This is particularly important given the diversity of school cultures into which course participants may eventually be placed, and the challenges they may experience in designing instruction for, and teaching, adolescents. In instructional settings, the latter can range from the highly motivated and self-directed on the one hand to the unmotivated and reluctant on the other. The course equips students with the core competencies required for negotiating these teaching-learning contexts, and guides them to reflect upon their learning in socially collaborative spaces, such as wikis, and personal spaces, such as journals.

**ASSESSMENT**

Coursework 100%

**YEAR: I****SEMESTERS: 1 & 2 (YEARLONG)****COURSE CODE: EDSC 5271****COURSE TITLE: DESIGNING INSTRUCTION FOR THE ADOLESCENT LEARNERS – THE TEACHING OF SCIENCE****NUMBER OF CREDITS: 6****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed on the assumption that teacher inputs, such as mastery of subject matter content, the ability to convert that knowledge into interesting and enjoyable lessons, and deployment of instructional approaches that are responsive to adolescents' developmental needs, are key to successful high school science teaching. This is particularly important given the diversity of school cultures into which course participants may eventually be placed, and the challenges they may experience in designing instruction for, and teaching, adolescents. In instructional settings, the adolescent student can range from the highly motivated and self-directed on the one hand to the unmotivated and reluctant on the other. The course equips participants with the core competencies required for negotiating these teaching/learning contexts, and guides them to reflect upon their learning in socially collaborative spaces, such as wikis, and personal spaces, such as journals.

**ASSESSMENT**

Coursework (100%)

*Assessment methods*

This course uses both formative and summative assessment methods. Each student will be required to create individual projects (75%) and submit samples of their reflective journal entries (25%).

**YEAR: I****SEMESTERS: 1 AND 2 (YEARLONG)****COURSE CODE: EDSS 5281****COURSE TITLE: DESIGNING INSTRUCTION FOR THE ADOLESCENT LEARNERS – THE TEACHING OF SOCIAL SCIENCES****NUMBER OF CREDITS: 6****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course explores the knowledge, skills, attitudes and sensitivities required for the teaching of subject matter content that comprises the disciplines collectively referred to as Social Sciences namely: Geography, History, Social Studies, Caribbean Studies, Sociology, Business Studies and Economics.

**ASSESSMENT**

Coursework (100%)

*Assessment methods*

This course uses both formative and summative assessment methods. Each student will be required to create individual projects (75%) and submit a sample of their reflective journal entries (25%).

**YEAR: I****SEMESTER: 1****COURSE CODE: EDME 5005****COURSE TITLE: EDUCATIONAL ASSESSMENT****NUMBER OF CREDITS: 3****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This component of the pre-service Dip Ed programme is an integral part of the curriculum process and provides learning experiences that focus on the assessment of students' learning outcomes. An important role of schools is to assess students, and their life chances are greatly influenced by their performance as measured by various instruments such as tests and examinations. This course sensitises participants to the distinctions between testing and assessment—the latter being a comprehensive, multifaceted analysis of student performance, which traditionally has not played as significant a role in schools as testing.

The course will be delivered primarily by plenary lectures on core issues that are common to all curriculum areas. This delivery will be supplemented by activities conducted in curriculum groups that are organised by specific disciplines and by field experiences. The main approach to teaching/learning and assessment will be through a blended learning format utilising face-to-face lectures, student presentations, small group work, case studies, problem-based learning, in-house quizzes, and online teaching/learning episodes.

**YEAR: 1****SEMESTERS: 1 & 2 (YEARLONG)****COURSE CODE: ECTL 5231****COURSE TITLE: PRACTICE IN EDUCATION****NUMBER OF CREDITS: 9****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This course is the practical component of the programme. It gives participants the opportunity to apply their theoretical knowledge, gained from all other courses of the programme, to the real- world contexts of schools. They will be given the opportunity to practise the specific skills needed to plan, teach, and evaluate lessons, and to adapt their planning and delivery to the needs of diverse learners and to those in different types of school settings. Over two semesters, participants will gradually be immersed in specific school environments, so that they can better make the transition from being observers in the classroom to independent teachers. This transition is an ongoing process of “becoming teacher” and entails the development of teachers as critical and reflective practitioners.

During specified periods in Semesters 1 and 2, participants will be assigned to schools where they will constantly be supervised and given developmental feedback about their teaching. Faculty members and cooperating teachers in schools will work together to ensure that the participants have a guided teaching/learning experience. This course is organised so that there are (a) face-to-face sessions on the university campus for all participants, and (b) sessions in schools where individual participants interact with the cooperating teacher and visiting faculty.

**ASSESSMENT**

The assessment for this course focuses on evidence of: (a) the continuous development of the participants through a portfolio that documents emerging skills and reflections, and (b) the growing level of competence displayed by participants in the delivery of instruction in the classroom on two separate occasions, constituting the final teaching practice.

**The Portfolio (25%)****Teaching Practice (75%)****YEAR: 1****SEMESTER: 2****COURSE CODE: EDRS 5221****COURSE TITLE: LEADING PROFESSIONAL ENQUIRY****NUMBER OF CREDITS: 3****PREREQUISITES: NONE**

**COURSE DESCRIPTION:** This is a preliminary course in school-based enquiry, which provides participants with initial training to conduct practice-based enquires by taking them through the process of action research. The course introduces the participants to the discourse and debates around action research and associated concepts through engagement with relevant action research literature and research. It provides them with opportunities to work collaboratively with colleagues in secondary schools to develop a plan of action for conducting an enquiry in an aspect of school life. The intention is to provide the participants with the opportunity to develop a plan that is reflective of their specific beginning point as novice teachers, identified needs, experiences, and operating contexts.

Participants will be required to write a reflective research journal and complete a 1,500-word assignment, which is the development of a plan for action.

**ASSESSMENT**

Coursework Assignments – 100 %

## In-Service Postgraduate Diploma in Education Programme

**SEMESTER: 1**

**COURSE CODE: EDFA 5500**

**COURSE TITLE: EDUCATIONAL FOUNDATIONS AND ISSUES IN EDUCATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course attempts to induct teachers into the set of key issues and concepts required to make sense of the complexities of teaching and learning and the complex world of the school. It is divided into three modules. In Module 1 the participant is introduced to concepts in sociology, psychology, philosophy, language, HFLE and academic writing. In Module 2 some key issues in education are dealt with. In Module 3 students advance key issues of their own choice that they consider critical to their practice. Assessments are designed to reflect the skills and content presented in the course. As such, participants would be required to respond in writing to case studies, make a group presentation focused on an issue of choice, and present a written analytical discussion on an issue in education.

***Philosophy:***

Discussion of philosophical questions will: illustrate how philosophising about teaching and education has practical importance in larger decisions about education; develop in teachers a flexible and analytical way of thinking of issues and problems in teaching; help teachers to be able to analyse questions in education with comprehensiveness and penetration; help to clarify and formulate a clear and coherent set of values to which teachers could commit themselves, and strive to promote at all times.

***Psychology:***

This unit is intended to provide a framework for looking at the learner, the learning process, and the learning situation. It will present systematic information and concepts which will assist the classroom teacher in developing and implementing effective classroom strategies for bringing about desired changes in learners as well as in developing action plans for personal and professional growth.

***Sociology:***

This unit is intended to provide the student with the concepts and tools of analysis to understand the relationship between the school and society and how this relationship affects individuals and groups within the educational system. Teachers will develop an understanding of the relationship between the school and the society in which it operates; the influence of the family on educational achievement; the effects of peer groups on the development of the individual; the ways in which the school as a social organisation can influence academic performance and learning of norms.

***Language in Education:***

Language is a means of human communication and, at the same time, a mode of thought and learning through which reality is constructed and presented. Students will understand (a) how discourses shape the education system; constrain and promote particular kinds of action and identities, and (b) assess the role that metaphors play in helping humans construct meaning in education.

***Health and Family Life Education (HFLE):***

The secondary school teacher confronts a range of complex issues related to adolescence and family life. This unit is designed to give teachers an understanding of these issues and the ability to provide instructional experiences for their students, which would enable them to make appropriate lifestyle choices and to form satisfying interpersonal relationships. This unit enables teachers to explore issues which include the following: schools as health promoting environments; the role the family plays in society; the impact of socio-cultural and economic factors on family patterns, family relationships, health practices, and lifestyles; human sexuality and sexual health and communicating effectively with adolescents on these topics; conception/contraception technologies and the ethical implications of these; the role of morals and values in adolescent decision-making about ethical issues; family crises; the counselling process.

**SEMESTER: YEAR LONG****COURSE CODE: EDRS 5450****COURSE TITLE: THE REFLECTIVE PRACTITIONER****NUMBER OF CREDITS: 5**

**COURSE DESCRIPTION:** This course focuses on conducting action research in the classroom or in the wider school and reporting on it. It introduces participants to the concept 'the reflective practitioner' and provides the framework for teachers and administrators to interrogate their evolving professional identity, that is, "what it means to be a teacher/administrator" and what constitutes their work. It lays the ground work and provides the platform for the conceptualisation and enactment of an action research project in relation to the teaching of disciplinary content by facilitating teachers'/administrators' critical reflection on self- their personal and professional identities and values, the general educational context and that specific to their current experience- the school in which they function.

This is a preliminary course in school/classroom-based enquiry, which provides participants with initial training to conduct practice-based enquiries. It does so by affording opportunities and contexts leading to development of the reflective habit and by taking participants through the process of action research which combines reflection with action. The course introduces the participants to the discourse on action research and associated concepts through engagement with relevant action research literature and research. It provides them with opportunities to work collaboratively with colleagues in secondary schools to develop a plan of action to conduct an enquiry into an aspect of school. The intention is to provide the participants with the opportunity to develop and implement a plan that is reflective of their specific position as teachers/administrators, identified needs, experiences and operating contexts.

**ASSESSMENT**

The course will be assessed through 100% coursework comprising an action research report and an action research reflective journal.

**SEMESTER: YEAR LONG****COURSE CODE: EDVA 5300****COURSE TITLE: TEACHING OF THE VISUAL AND PERFORMING ARTS****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This course addresses classroom instruction, curriculum and assessment as elements that are critical to classroom practice. Through the examination of the theoretical issues relevant to curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. Teachers will be exposed to knowledge, skills and attitudes necessary for the effective delivery of creative arts education in the contemporary Caribbean classroom. The programme seeks to: deepen teachers' understanding of the nature and role of the arts in education; develop skills to function effectively in delivering the arts curriculum; extend teachers' appreciation of the role of the arts in Caribbean culture and society; and develop strategies for the integration of the arts and other core curriculum subjects in a cross-curricular perspective at the secondary school level. Teachers will also be exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of the subject specialisation. The course encourages teachers to examine current practices in the teaching and assessment of the Visual and Performing Arts and the relevance of such practices to the peculiar circumstances of Trinidad and Tobago. The course comprises 4 modules: Instructional Planning, Curriculum, Technology Integration, and Assessment. It is delivered largely in a blended mode and includes lecturer presentations, group work, online tutorials, group discussions, online activities and exercises, role play and simulations, and student presentations.

**ASSESSMENT**

An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

***PEDAGOGY AS PROCESS COURSES*****SEMESTER: YEAR LONG****COURSE CODE: EDED 5200****COURSE TITLE: EDUCATIONAL ADMINISTRATION FOR SECONDARY SCHOOLS****NUMBER OF CREDITS: 6****COURSE DESCRIPTION:**

The course focuses on core educational administration issues and processes as they impact the quality of teaching, learning and assessment. The course also attempts to develop participants' understandings of the nature, purpose and impact of school administration in relation to improving schools and educational institutions from theoretical, research and practical perspectives. This requires an approach to leadership training that is practice-based and research oriented. This course facilitates the development of leadership and management capacity, building knowledge and skills using a context-based approach that enables participants to develop plans to improve the teaching and learning and organisational conditions in their schools. The course also seeks to assist participants in developing their leadership and management skills and practices and applying their learning to the specific contexts in schools and the educational system in Trinidad and Tobago.

This course will be delivered using a combination of face-to-face and online lectures and tutorials, discussions/workshops sessions, school visits, theme directed readings and mini case studies, panel discussion and student presentations.

The course is assessed based on coursework in the form of a portfolio comprising specific tasks assigned based on the course content, 3 written group assignments and 1 oral group presentation.

**SEMESTER: YEAR LONG****COURSE CODE: EDFL 5400****COURSE TITLE: TEACHING OF MODERN FOREIGN LANGUAGES****NUMBER OF CREDITS: 6****COURSE DESCRIPTION:**

Through the examination of the theoretical issues relevant to instruction, curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course helps teachers to develop a greater awareness of the nature of Modern Foreign Languages including what it means to be a foreign language learner and the value of learning a foreign language from the perspective of the adolescent learner. Teachers are also exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of Modern Foreign Languages curriculum area. This course is based on an integrated approach to the teaching of the discrete linguistic skills in conjunction with culture as a key component of language learning. It engages teachers in developing understandings about Modern Foreign Languages as a discipline and in acquiring insights about the role of contextualisation in making the Foreign Language relevant and meaningful to the learner in the classroom. It explores the variety of intellectual abilities which may be of use in becoming proficient in a Modern Foreign Language and which could be regarded as possible sources of objectives in Modern Foreign Languages lessons. It examines the notion of Modern Foreign Languages as a life skill with an emphasis on making the discipline relevant and accessible to the learner especially in the context of Trinidad and Tobago.

The course encourages teachers to examine and critique current practices in the teaching and assessment of Modern Foreign Languages especially within the context of national curricular demands while enabling participants to tailor their practice to suit the peculiar circumstances of Trinidad and Tobago.



**SEMESTER: YEAR LONG****COURSE CODE: EDIT 5002****COURSE TITLE: TEACHING OF INFORMATION TECHNOLOGY****NUMBER OF CREDITS: 6****COURSE DESCRIPTION:**

This course is designed for graduates who have earned a non-education Bachelor of Science degree in Computer Science, Computer Studies, or Computing and who have been teaching Information Technology at the CSEC level and/or Computer Science at the CAPE level.

Through the examination of the theoretical issues relevant to instruction, curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. Teachers will be invited to become critical of their pedagogical approaches and to explore dynamic and effective ways of adopting technology in the teaching/learning process.

This course addresses issues related to the teaching of algorithmic thinking, programming and programming languages. It demands that teachers understand themselves as learners and encourages the exploration of personal learning styles and approaches as they reflect on their practice. The course also highlights the need for teachers' expertise in common proficiency tools such as word-processing, spreadsheets and desktop publishing, and the application of these tools to daily practice. It examines the notion of Information Technology as a life skill with an emphasis on making it relevant and accessible to the learner especially in the context of Trinidad and Tobago.

Teachers will explore problem-solving and project-based learning approaches to teaching and how to respond to national curricular demands while addressing the diverse needs of twenty-first century learners. The course encourages teachers to examine current practices in the teaching and assessment of the Information Technology and the relevance of such practices to the peculiar circumstances of Trinidad and Tobago.

**SEMESTER: YEAR LONG****COURSE CODE EDLG 5100****COURSE TITLE: TEACHING OF ENGLISH LANGUAGE ARTS****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** This course addresses classroom instruction, curriculum and assessment as elements that are critical to classroom practice. Through the examination of the theoretical issues relevant to curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course demands that teachers understand themselves as learners and encourages the exploration of personal learning styles and approaches as they reflect on their practice. It helps teachers to develop a greater awareness of the nature of English Language Arts, while providing opportunities for mastering the relevant content. The importance of the linguistic skills as well as Literature is given special focus. Teachers are also exposed to those methodologies that would provide effective and efficient instruction and assessment as well as those that promote learning in the teaching of English Language Arts. The course encourages teachers to examine and critique current practices in the teaching and assessment of English Language Arts and the relevance of such practices to the peculiar circumstances of Trinidad and Tobago, including the concept of Standard English as a second language and the place of Creole in the local classroom.

The course is comprised of 4 modules: Instructional Planning, Curriculum, Technology Integration and Assessment. Through these modules, teachers will respond to National curricular demands while addressing the diverse needs of twenty-first century learners. It is delivered in a blended mode and includes lecturer presentations, group work, online tutorials, group discussions, online activities and exercises, role play and simulations and student presentations. An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

**SEMESTER: YEAR LONG****COURSE CODE: EDMA 5700****COURSE TITLE: TEACHING OF MATHEMATICS****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** All teaching and learning activities can be crafted around instruction, curriculum and assessment. Through the examination of the theoretical issues relevant to instruction, curriculum and assessment in Mathematics, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course, therefore, helps teachers to develop a greater awareness of the nature of Mathematics, while providing opportunities for mastering the relevant content for teaching at the secondary level.

Teachers are also exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of the Math curriculum area. The study of mathematics is believed to require memorisation of facts and proficient use of algorithms. Many teachers teach Mathematics in this way, which relies heavily on traditional methods of teaching that treat the content of Mathematics as discrete units. This course exposes teachers to alternative approaches to teaching and assessing mathematics that provide learners with greater opportunities to appreciate the connected nature of mathematics, and its beauty, and empowers them to apply mathematical concepts in day-to-day problem solving.

Through the experience of understanding themselves as learners and through in-depth reflection of their practice, participants are encouraged to critically examine current practices in the teaching and assessment of Mathematics. They will also explore how to respond to the national curricular demands as they address the needs of secondary school students in a 21st Century setting within the peculiar circumstances of Trinidad and Tobago.

**SEMESTER: YEAR LONG****COURSE CODE: EDSC 5800****COURSE TITLE: TEACHING OF SCIENCE****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** Teachers' understandings of instruction, curriculum and assessment are critical to classroom practice. Through the examination of the theoretical issues relevant to instruction, curriculum and assessment, teachers will explore the fundamental theoretical bases of the teaching and learning of science. This course addresses the four common places of Science education—the teacher, the learner, the subject matter and the context (Schwab, 1970). Accordingly, it provides opportunities for teachers to develop knowledge of self (personal and professional), their students, the science curriculum, and the educational context. The course helps teachers to develop a greater awareness of the nature of Science, while providing opportunities for mastering the relevant content. Teachers develop understandings about science as a discipline and acquire insights about the distinction between science and other “ways of knowing”, the variety of intellectual abilities which may be of use in solving scientific problems and which could be regarded as possible sources of objectives in science lessons. Teachers examine the notions of science as a body of knowledge, science as process and science in its social context with particular reference to Trinidad and Tobago and are exposed to methods for teaching science and assessing science learning that have been researched and which are reported to provide effective and efficient instruction, thereby promoting learning in science for 21st Century learners. An integrated approach to the teaching of the discrete areas of science taught at the secondary level in Trinidad and Tobago is encouraged and the course invites teachers to examine their current practices in the teaching and assessment of science in relation to educational literature and the relevance of their practices to the peculiar circumstances of Trinidad and Tobago, thereby enhancing their technological, pedagogical, and content knowledge (TPACK).

An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

**SEMESTER: YEAR LONG****COURSE CODE: EDSS 5710****COURSE TITLE: TEACHING OF SOCIAL STUDIES****NUMBER OF CREDITS: 6**

**COURSE DESCRIPTION:** Through the examination of the theoretical issues relevant to curriculum, instruction and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. This course helps teachers to develop a greater awareness of the nature of Social Sciences comprising Geography, History, Social Studies, Caribbean Studies, Sociology, Business Studies and Economics, while providing opportunities for mastering the relevant content. Teachers also examine and critique methodologies in order to provide effective and efficient instruction and assessment within the Social Sciences discipline. This course is based on an integrated approach to the teaching of the discrete areas of Social Sciences taught at the secondary level in Trinidad and Tobago. It engages teachers in developing understandings about Social Sciences as a discipline and in acquiring insights about the relevance of its study to everyday life. It explores the variety of intellectual abilities which may be of use in examining social problems and which could be regarded as possible sources of objectives in Social Sciences lessons. It examines the notion of Social Sciences as a body of knowledge, and of understanding it as a source of problem solving within the social context with particular reference to Trinidad and Tobago. Through the experience of understanding themselves as learners and through in-depth reflection of their practice, participants are encouraged to critically examine current practices in the teaching and assessment of the Social Sciences. They will also explore how to respond to the national curricular demands as they address the needs of secondary school students in a 21st century setting within the peculiar circumstances of Trinidad and Tobago.

An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

**SEMESTER: YEAR LONG****COURSE CODE: EDVA 5300****COURSE TITLE: TEACHING OF THE VISUAL AND PERFORMING ARTS****NUMBER OF CREDITS: 6****COURSE DESCRIPTION:**

This course addresses classroom instruction, curriculum and assessment as elements that are critical to classroom practice. Through the examination of the theoretical issues relevant to curriculum and assessment, teachers will derive an understanding of the theoretical underpinnings of teaching and learning. Teachers will be exposed to knowledge, skills and attitudes necessary for the effective delivery of creative arts education in the contemporary Caribbean classroom. The programme seeks to: deepen teachers' understanding of the nature and role of the arts in education; develop skills to function effectively in delivering the arts curriculum; extend teachers' appreciation of the role of the arts in Caribbean culture and society; and develop strategies for the integration of the arts and other core curriculum subjects in a cross-curricular perspective at the secondary school level. Teachers will also be exposed to those methodologies that would provide effective and efficient instruction and assessment, as well as those that promote learning in the teaching of the subject specialisation. The course encourages teachers to examine current practices in the teaching and assessment of the Visual and Performing Arts and the relevance of such practices to the peculiar circumstances of Trinidad and Tobago. The course comprises 4 modules: Instructional Planning, Curriculum, Technology Integration, and Assessment. It is delivered largely in a blended mode and includes lecturer presentations, group work, online tutorials, group discussions, online activities and exercises, role play and simulations, and student presentations.

**ASSESSMENT**

An assessment portfolio worth 100% measures participants' understanding of educational theories and principles as they apply to teaching and learning within the discipline area, and well as their ability to apply such understandings.

## **MEd - Concentration in Youth Guidance**

### **MEd - Concentration in Curriculum**

**YEAR:**

**SEMESTER: 1**

**COURSE CODE: EDFA 6207**

**COURSE TITLE: EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course will employ a problem-based approach to introduce participants to some of the critical dilemmas, conflicts, and prominent controversies arising from social development. It therefore takes into consideration the dilemmas that often arise in the nature of the relationship between education and 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 seeks to help students to identify, characterise, 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 insights that can guide actors and agencies in education towards the formulation of practical solutions.

**ASSESSMENT**

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

**YEAR:**

**SEMESTER: 1**

**COURSE CODE: EDRS 6208**

**COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH I**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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.

**ASSESSMENT**

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

**YEAR:**

**SEMESTER: 1**

**COURSE CODE: EDPS 6209**

**COURSE TITLE: YOUTH DEVELOPMENT**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course is a study of human growth and development through childhood and adolescence. An essential portion of the course will expose participants to the opinions, beliefs, and voice of youth contemplating their own daily challenges and dilemmas.

Fieldwork and practical enquiry will be balanced with lecture and small-group presentations, in an integration of theory with actual experience.

**YEAR:****SEMESTER: II****COURSE CODE: EDRS 6210****COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH II****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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.

**ASSESSMENT**

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

**YEAR:****SEMESTER: 2****COURSE CODE: EDGC 6211****COURSE TITLE: HEALTH AND FAMILY LIFE EDUCATION (HFLE)****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** HFLE is a life skills-based programme that promotes psychosocial competence, that is, the ability to deal effectively with the challenges of everyday life. Its aim is to encourage a critical analysis of values, behaviours, social conditions, and lifestyles as they impact on health and relationships, while strengthening skills that promote positive behaviours. This course is designed to help participants develop competence in using life skills as counselling techniques, as well as in the construction of HFLE programmes that use the life skills approach.

Interactive methodologies will be used such as lecture/discussion, situation analysis, student presentations/debates, and role-play.

**ASSESSMENT**

This course will be assessed through coursework (100%). This will consist of a practicum to be conducted in a school. The nature of the course, with its focus on the acquisition and practice of life skills, demands that a clinical approach be emphasised.

**YEAR:****SEMESTER: 2****COURSE CODE: EDGC 6212****COURSE TITLE: DIAGNOSIS AND COUNSELLING: FIRST STEPS****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course provides a general introduction to elements of counselling within the school environment. It is aimed at teachers who wish to be able to make an informed response to the academic and non-academic needs of students. The course will identify various student problems that the average classroom teacher may encounter regularly and outline ways to identify and work with students who need help. A major concern is the referral process and how participants can collaborate with colleagues in their school and other professionals in order to assist students.

Case studies will be a major focus of the course.

**ASSESSMENT**

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

**YEAR:****SEMESTER:****COURSE CODE: EDSE 6001****COURSE TITLE: NATURE AND NEEDS OF EXCEPTIONALITIES****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** "Nature and Needs of Exceptionality" offers an overview of the various exceptionalities that are a part of the field of special needs education. Emphasis will be placed on developing leadership in inclusive/special education, promoting high professional expectations, curricula planning and strategies for engaging in outreach activities.

Consistent with the knowledge base of the field of special education, a cross-categorical approach will be employed when critical basic notions such as historical and legal foundations, and work with parents, families, and the community are examined. An analysis of current trends will include a focus on high-stakes testing, inclusivity, universal design for learning and representation (over/under) in special needs education. Additionally, throughout the course issues of diversity, democracy, and social justice will be emphasised.

**ASSESSMENT**

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

**YEAR:****SEMESTER:****COURSE CODE: EDGC 6214****COURSE TITLE: CAREER DEVELOPMENT****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** At both the primary and secondary level, little attention is given to helping students to think seriously about career development or to make sound decisions on career choice. The general practice is to take students on infrequent field trips to unsystematically chosen industrial plants and invite (also infrequently and unsystematically) officials from different industries to give lectures/talks on careers in those industries or on career options in general. A more rational and systematic approach is needed, which this course seeks to provide. It provides a general overview of career development theories and their possible applications in the classrooms of Trinidad and Tobago.

Systematic career planning and professional exploration based on the theories introduced will form the basis of class activities.

**ASSESSMENT**

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

**YEAR:****SEMESTERS: 1 AND 2 (YEARLONG)****COURSE CODE: EDRS 6203****COURSE TITLE: GRADUATE RESEARCH SEMINARS****NUMBER OF CREDITS: PASS/FAIL**

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

Students are expected to attend at least 75% of the seminars over the two-year period during which the Master Programme is offered.

**YEAR:****SEMESTER: 2****COURSE CODE: EDRS 6900****COURSE TITLE: RESEARCH PROJECT****NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** To be eligible for the award of the MEd, students will be required to complete a research project. Preparation for this project is provided in the research methodology courses (EDRS 6208 and EDRS 6210). Each student must also present his/her research plan in the Graduate Research Seminar series (EDRS 6203).

The research project will test the ability of programme participants to:

1. conceptualise a research issue or problem;
2. develop a clearly stated, detailed proposal and plan of procedures and techniques through which the research activity is to be implemented;
3. implement an aspect, some aspects, or all aspects of the proposal plan.

In other words, while students may choose to implement the entire plan, they may also decide, in consultation with their supervisors/advisors, 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 all 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/advising committee.

**ASSESSMENT**

Each student must produce a research project report, which should not exceed 15,000 words.

**YEAR:****SEMESTER: 1****COURSE CODE: EDCU 6309****COURSE TITLE: CURRICULUM THEORY AS PROCESS****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Curriculum practitioners need to make decisions that are informed not only by policy decisions and personal experiences, but also by shared understandings of curriculum, and of theories that 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.

**ASSESSMENT**

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

**YEAR:****SEMESTER: 2****COURSE CODE: EDCU 6310****COURSE TITLE: CURRICULUM POLICY AND PLANNING****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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 that 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.

**ASSESSMENT**

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

**YEAR:**

**SEMESTER: 2**

**COURSE CODE: EDCU 6311**

**COURSE TITLE: CURRICULUM IMPLEMENTATION AND ADAPTATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course introduces practitioners at all levels of the system to the theory and practice that 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.

**ASSESSMENT**

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

**YEAR:**

**SEMESTER: 1**

**COURSE CODE: EDCU 6312**

**COURSE TITLE: CURRICULUM ENACTMENT AND COMMUNICATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** 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.

**ASSESSMENT**

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



## MEd in Reading\*

### THE COURSES IN 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.

#### YEAR:

#### SEMESTER:

#### COURSE CODE: EDRS 6208

#### COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH 1

#### NUMBER OF CREDITS: 4

#### 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 analyse issues and dilemmas in educational research
7. develop competence in the interpretation and evaluation of educational research findings

#### COURSE DESCRIPTION:

- 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 utilisation. 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 will be assessed through coursework (40%) and a final examination (60%).

**YEAR:****SEMESTER:****COURSE CODE: EDRS 6210****COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH II****NUMBER OF CREDITS: 4****OBJECTIVES****COURSE DESCRIPTION:** 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 analyse qualitative data
5. develop competence in evaluating the varied forms of qualitative research in education

**ASSESSMENT**

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

*The remaining six courses are described below.*

**YEAR:****SEMESTER:****COURSE CODE: EDRL6001****COURSE TITLE: THEORETICAL FOUNDATIONS OF READING INSTRUCTION****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Theoretical Foundations of Reading Instruction*, is essentially about the psychological, sociological and linguistic foundations of reading and writing acquisition processes and how these link with instructional models, theories, and best practices. It is also about varied critical instructional approaches and materials, as well as ways of creating in-school and out-of-school environments in which struggling readers can thrive. It presents Content through a melding of interactive lectures, vignette-driven tutorials, professional dialogue, hands-on workshop activities, and independent scrutiny of seminal research. Its purpose is to equip participants with the foundational knowledge and insights necessary to make informed instructional choices and to create environments in which struggling adolescent readers can grow in their love and appreciation of reading as a life skill and worthwhile pastime.

The course addresses Standards 1, 2 and 4 of the International Reading Association (IRA) Standards for Reading Professionals (2003).

**ASSESSMENT**

Coursework will be worth 40% and will comprise:

- |  |       |
|--|-------|
| 1. A discussion forum (on aspects of reading instruction or the reading process) | (10%) |
| 2. Two article reviews   | (10%) |
| 3. In-class assessment addressing the basic tenets of theories and models        | (20%) |

The final examination will be of 3 hours' duration and be worth 60% of the total marks. The questions will address links between theory and best practice and the contributions to the development of best practices in particular areas of reading.

**YEAR:****SEMESTER:****COURSE CODE: EDRL 6002****COURSE TITLE: READING DIAGNOSIS, INTERVENTION AND ASSESSMENT****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Reading Diagnosis, Intervention and assessment*, is essentially about the guiding perspectives/principles of, and perspectives on, the diagnosis, intervention, and, monitoring of reading, and of procedures and tools for prosecuting these processes. Topics such as the following will be explored: perspectives on reading difficulties, models of reading in diagnostic procedures, targeting instructional plans and intervention, and issues in reading assessment. The purpose of the course is to equip students with the knowledge, tools, techniques, insights, and attitude necessary to effectively and efficiently gauge students' reading developmental status and needs, to design differentiated instructional plans to cater to identified needs, and to monitor progress toward the acquisition of appropriate levels of competence.

**YEAR:****SEMESTER:****COURSE CODE: EDRL 6003****COURSE TITLE: TEACHING READING IN THE CONTENT AREAS****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Teaching Reading in the content Areas*, is essentially about models and strategies for delivering reading instruction to students at the secondary level. It is also about ways of judging the match between students, texts and contexts, as well as about methods of guiding content area teachers toward fostering environments in which both struggling and non-struggling adolescent readers can thrive. It is delivered partly through lectures supported by online delivery components and partly through workshops supported by online delivery components. Its purpose is to equip participants with the knowledge and skills necessary for using diagnostic information in planning and implementing instructional strategies, assessing the outcome, and providing feedback to students to facilitate the improvement of content-area reading competence.

Prior to taking this course, participants must complete two (Semester 1) courses in reading: *Theoretical Foundations of Reading* and *Reading Diagnosis, Intervention, and assessment*, both of which provide the content basis for the application of the technologies in the current course.

**ASSESSMENT**

Coursework will be worth 40% and will comprise:

- A discussion forum (on aspects of reading instruction or the reading process) (5%)
- Displays of creations that support different aspects of reading development (10%)
- Three article reviews (15%)
- Group presentations on a unit of 5 lessons in a content area. (10%).

The final examination will be of 3 hours' duration and be worth 60% of the total marks. The questions will address links between theory and best practice and will also address contributions to the development of best practices in particular areas of reading.

**YEAR:****SEMESTER:****COURSE CODE: EDRL 6004****COURSE TITLE: INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) FOR READING****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Information and Communication Technology (ICT) for Reading*, is essentially about the selection and use of a variety of technologies to support reading instruction and assessment. Such technologies include word processors, reading software, blogs, podcasts, and e-books. They will be explored through various strategies, including interactive lectures, professional dialogue, hands-on laboratory activities, and demonstrations. The purpose of the course is to equip students with the technical and pedagogical background needed to integrate technology that they can then apply and extend as they undertake the other courses in the Programme and assume their role as reading professionals.

The course addresses Standards 2, 3, and 4 of the International Reading Association (IRA) Standards for Reading Professionals (2003).

Prior to taking this course, participants must complete two (Semester 1) courses in reading: *Theoretical Foundations of Reading* and *Reading Diagnosis, Intervention, and assessment*, both of which provide the content basis for the application of the technologies in the current course.

**ASSESSMENT**

The participants will be assessed on 100% coursework as outlined below:

**Assessment 1 – Electronic Portfolio – 60%**

In order to determine whether or not the course objectives are met, the participants will each submit an electronic portfolio with seven (7) lesson plans that demonstrate the integration of: word processors, concept mapping software, reading software, the internet, e-books, blogs, podcasts, and wikis. The lesson plans need to be developed using sound instructional design principles and should follow the template provided.

**Assessment 2 – Web 2.0 in Reading Instruction Paper – 20%**

There is a dearth of research on how Web 2.0 technologies (blogs, wikis, and podcasts) can be used to support reading instruction. Although many authors have described their potential, it is often in broad terms that may not be useful to Reading Specialists. In order to fill this gap, each participant will write a thought-paper exploring how a Web 2.0 technology can be used to support one of the key reading components (decoding, morphology, fluency, vocabulary, or text comprehension) or reading development (reading assessment, writing, or motivation). The paper should take account of the foundational areas and provide detailed examples of instructional strategies.

**Assessment 3 – Reading Specialist Blog – 20%**

In order to get the participants accustomed to their responsibilities, over the course of the semester they will post their reflections and insights, as well as any news, research, and instructional strategies sent from listservs and RSS feeds, to their own Reading Specialist Blog.

**YEAR:****SEMESTER:****COURSE CODE: EDRL 6005****COURSE TITLE: SETTING UP SCHOOL-BASED READING PROGRAMMES****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Setting up School-based Reading Programmes*, is, as its name suggests, essentially about the establishment of reading programmes in the schools of Trinidad and Tobago, using conditions in the latter as a critical basis in addition to insights gleaned from relevant research in other jurisdictions. It will explore topics such as reviewing reading programmes; targeting and profiling students; differentiating instruction; formulating a school-based reading policy; evaluating, selecting, and designing instructional materials; communicating with parents/guardians; and mentoring non-specialist teachers. These topics will be addressed through various strategies, including interactive lectures, demonstration workshops, online discussion forums, webcasts, podcasts, and individual and group presentations. The course aims to equip the participants with the knowledge, skills, and attitude necessary for establishing and overseeing reading programmes.

Prior to taking this course, participants must complete the following four (4) courses: *Theoretical Foundations of Reading Instruction*, *Reading Diagnosis, Intervention, and Assessment*, *ICT for Reading*, and *Teaching Reading in the content Areas*, all of which are Year 1 courses that provide the content basis for exploration of the foci mentioned above.

**ASSESSMENT**

The assessment for this course comprises coursework only (100%), broken down as follows: programme planning (60%) and programme evaluation (40%).

**YEAR:****SEMESTER:****COURSE CODE: EDRL 6006****COURSE TITLE: SUPERVISION AND LEADERSHIP IN READING****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course, *Supervision and leadership in reading*, is essentially about producing leaders in the field of reading instruction. It has two principal foci: 1) supervision of school staff responsible for implementing national and school-based reading policies, and 2) provision of context-appropriate leadership in issues related to reading for school communities. These foci will be elaborated through exploration of major issues such as below-grade-level reading performance, reading motivation, and reader identity, as well as theories and approaches to reading leadership, especially as they relate to motivating staff who may not view themselves as reading teachers. The exploration will be effected mainly through face-to-face lectures, e-tutoring, webcasts, podcasts, and individual and group presentations. The course aims to prepare the participants to assume leadership and supervisory roles in schools with respect to the teaching of reading.

Prior to taking this course, participants must complete the following four (4) courses: *Theoretical Foundations of Reading*, *Reading Diagnosis, Intervention, and Assessment*, *ICT for Reading*, and *Teaching Reading in the content Areas*, all of which are Year 1 courses that provide the content basis for exploration of the foci mentioned above.

**ASSESSMENT**

The assessment comprises coursework and a final examination.

Coursework (40%) will comprise

- (a) A school-based research project (20%)
- (b) A digital portfolio (20%).

The final examination will be of 3 hours' duration and be worth 60% of the total marks.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6203**

**COURSE TITLE: GRADUATE RESEARCH SEMINARS**

**NUMBER OF CREDITS: PASS/FAIL**

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

Students are expected to attend at least 75% of the seminars over the two-year period during which the Master Programme is offered.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6900**

**COURSE TITLE: RESEARCH PROJECT**

**NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** To be eligible for the award of the MEd, all students will be required to complete a Research Project. The paper is the culmination of the Quantitative and Qualitative Research Methods courses and Graduate Research Seminar sequence (EDRS 6208; EDRS 6210; EDRS 6203).

The Research Project will test the ability of Programme participants to:

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

In other words, while students may choose to implement the entire project, they may also decide, in consultation with their supervisors/advisors, 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 all 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 students' supervisor/advising committee. The Research Project Report should not exceed 15,000 words.

## MEd in Health Promotion

**YEAR:**

**SEMESTER:**

**COURSE CODE:** HEPR 6001

**COURSE TITLE:** THE HEALTH AND HUMAN RELATIONSHIPS KNOWLEDGE BASE

**NUMBER OF CREDITS:** 4

**COURSE OVERVIEW:**

***Part 1: Nature and nurture – the social construction of health***

Just as the literature review is the indispensable basis for sound research, a sound evidence-base is an essential foundation for any discipline. In the case of programmes to work with controversial and highly stigmatised conditions (such as HIV and Sexually Transmitted Infections STIs) and for working with marginalised populations, starting with a sound knowledge base is obligatory. This unit, like the entire Master degree programme, is based on the premise that all knowledge is socially constructed and that it is never possible to separate nurture from nature without creating a false binary. This course will therefore cover both. Recognising that knowledge is socially constructed lays the groundwork for reflexive evaluation of the students' own values and attitudes, which will be encouraged throughout the course.

***Part 2: Sexual and reproductive health***

Within this unit there will be a special focus on sexual and reproductive health. This sub-theme builds on the earlier material in the unit and develops it to a much greater level of detail. The basis for this theme is to explore sensitive and taboo issues of sexuality, gender, and health more deeply. There are several reasons for highlighting sexual health in this course: (1) there is an urgent need to strengthen the Caribbean response to the AIDS epidemic; (2) sexual health has been the most difficult element of HFLE to implement in the Caribbean to date; and (3) because of the complexities of this area, strong skills in sexual health promotion will be extremely useful in other areas of health promotion.

**ASSESSMENT**

Coursework Assignment	40%
Examination	60%

**YEAR:**

**SEMESTER:**

**COURSE CODE:** HEPR 6002

**COURSE TITLE:** RISK IN THE CONTEXT OF MODERN SOCIAL LIVES

**NUMBER OF CREDITS:** 4

**COURSE OVERVIEW:** Human behaviours are embedded in social relations and cultural forms. In early health promotion programmes, too little attention was paid to the role this “embeddedness” plays in entrenching risk and generating resistance to protective change. The present course is built on assumptions that knowledge is socially constructed and that behaviours (safe and otherwise) are socially embedded. In order to deepen participants' understanding of the influence of embeddedness, this course will focus on the role of relationships, relationship dynamics and networks in health promotion. The focus will also be on analysing, and understanding risk as it relates to these relationships and networks, and on the impact of these risks on health and well-being.

**ASSESSMENT**

Coursework Assignment	100%
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**YEAR:****SEMESTER:****COURSE CODE: HEPR 6003****COURSE TITLE: STRATEGIES, SKILLS, AND INTERVENTIONS FOR PROMOTING HEALTH****NUMBER OF CREDITS: 8**

**COURSE OVERVIEW:** This course introduces students to the concept and operationalisation of Health Promotion as a new approach to addressing the determinants of health. The course is aimed at enhancing participants' understanding, analysis and theoretical application of the behaviour change models and theories that have influenced the development of Health Promotion. Participants should gain an understanding of the development of Health Promotion in relation to changing health patterns; and their role in the operationalisation of the strategies of the Caribbean Charter for Health Promotion in addressing identified health issues impacting on individuals, families and communities. Participants will also have the opportunity to critically examine and evaluate the impact of, and potential for sustainability, of health promotion interventions through on-site visits.

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

- Critically examine the determinants of health and their potential impact on health and quality of life.
- Critically examine the development of Health Promotion in the Caribbean within historical, economic and theoretical contexts.
- Apply Health Behaviour Change and Health Promotion models and theories when addressing health issues of individuals, families and communities.
- Assess health beliefs and health behaviours.
- Utilise the Health Promotion approach in different settings – Healthy Communities, Healthy Schools, Healthy Workplaces.
- Demonstrate an understanding of the steps involved in developing macro-level responses including policy, strategy, and large scale campaigns.
- Utilise methods for advocacy, lobbying, community consultation, and creation of supportive public opinion to ensure programme viability and sustainability.
- Develop, Implement and evaluate Health Promotion interventions to address a current health issue.
- Work confidently from a social justice and human rights framework with issues that attract stigma, prejudice, and discrimination.

**ASSESSMENT**

Project that involves developing a health promotion plan to address a contemporary health issue 40%

Examination 60%

**YEAR:****SEMESTER:****COURSE CODE: EDRS 6208 & 6210****COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH I & II****NUMBER OF CREDITS: 8 (4 EACH)****PRE-REQUISITE FOR EDRS 6210: EDRS 6208 - FUNDAMENTALS OF EDUCATIONAL RESEARCH I**

**OVERVIEW OF COURSES:** The two educational research courses 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.

**Objectives**

Participants 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) analyse 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:**

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

**YEAR:****SEMESTER:****COURSE CODE: HEPR 6005****COURSE TITLE: PROFESSIONAL DEVELOPMENT ELECTIVES AND FIELD WORK****NUMBER OF CREDITS: 6**

**COURSE OVERVIEW:** Academic skills benefit from exposure to real world practices. Moreover, professional disciplines benefit from exposure to the practice of other professions. This course aims to expose participants to the problems of health promotion in applied settings, especially as they relate to the application of the strategies of the Caribbean Charter for Health Promotion. It also aims to encourage cross-fertilisation of ideas by exposing participants to the everyday activities of disciplines other than their own. The practical aspects of the course will take place outside of formal teaching blocks and most activities can be undertaken at the participant's home base, although a wider perspective will be encouraged. The course requires a compulsory 40-hour attachment to a health promoting institution.

**ASSESSMENT:** -100% coursework as follows:

Oral presentation of field report	20%
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Submission of a fieldwork report consisting of field notes/journal, analysis of the observations, analysis of the professional development benefits for the participant	80%
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**YEAR:****SEMESTER:****COURSE CODE: EDRS 6900****COURSE TITLE: RESEARCH PROJECT****NUMBER OF CREDITS: 10**

**COURSE OVERVIEW:** The field of health and human relationships in education in the Caribbean has many aspects that are largely unexplored. The importance of deepening research in this field has become increasingly apparent in view of the relentless expansion of the HIV epidemic, and the increase in chronic diseases. For students gaining academic and research competencies, the research component of the MEd (Health Promotion) degree will add substantially to the Caribbean evidence-base.

Participants will be expected to participate in graduate research seminars. These seminars are zero-rated, but attendance is compulsory, and each participant will be expected to present his/her research proposal in one of the seminars.

**ASSESSMENT**

Seminar Presentation (Compulsory) - Zero rated

Research Project Report (15,000 words) - 100%



**SCHEDULE** **TOTAL: 300 hours****1st Residential Block - Year 1**

(135 hrs – 20 working days)

Course Code	Activity	Hours
HEPR 6001		36
HEPR 6002		36
EDRS 6208		36
HEPR 6003		20
HEPR 6005		4
	Library Research Skills	3

**Interim Activities****September**

HEPR 6001	Assignment Due
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**October**

HEPR 6002	Assignment Due
HEPR 6005	Identify site, negotiate attachment & prepare proposal

**November**

EDRS 6208	Assignment Due
HEPR 6005	Submit Proposal

**2nd Residential Block - Year 1**

(30 hrs – 5 working days)

Course Code	Activity	Hours
EDRS 6208	Examination	
HEPR 6001	Examination	20
EDRS 6210	-	
HEPR 6005	Meet with Supervisors / Revise proposals / Library	10

**1st Residential Block - Year 2**

(120 hours - 20 working days)

Course Code	Activity	Hours
HEPR 600		36
HEPR 6003	(Field Visits)	24
EDRS 6210		20
HEPR 6005	Oral Reports	10
	Presentation/feedback	
	Research	20
EDRS 6900	Proposals (concurrent sessions)	
	Library	10
	Meet with Supervisors	Flexible
HEPR 6005	Submit written Report	

**Interim Activities****September**

EDRS 6210	Assignment Due
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**October**

HEPR 6003	Project Assignment Due
EDRS 6900	Begin implementation of Research Project

**Final Residential Block - Year 2***(15 hours - 5 working days)*

<b>Course Code</b>	<b>Activity</b>	<b>Hours</b>
HEPR 6003	Examination	
HEPR 6210	Examination	
EDRS 6900	Meet with Supervisors revise	Flexible
	Research Project	10
	Tutorials (re-submissions)	
	Library	5

**Remaining Time**

EDRS 6900	Complete Write-up of Research Project	<i>Due: June</i>
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A minimum of 36 hours is allotted for face-to-face contact for each of the taught 4-credit courses, and at least 72 hours for the taught 8 credit course. In addition, there would be a minimum of 9 and 18 hours respectively of add-on time through on-line learning/discussion forums, and peer teaching through group work.

## MEd in Educational Leadership

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDFA 6207**

**COURSE TITLE: EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course will employ a problem-based approach to introduce participants to some of the critical dilemmas, conflicts and prominent controversies arising from social development. It therefore takes into consideration the dilemmas relevant to education that often arise in the promotion of equity, the enhancement of productivity and competitiveness, the empowerment of agents and actors in the education system, and the development of sustainable models of socio-economic and political development. It helps students to identify, characterise 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.

### **ASSESSMENT**

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

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6208**

**COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH 1**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course provides postgraduate education students with an introduction to the quantitative research process and facilitates the development of the analytical thinking skills using basic and advanced techniques and tools in education research. Students will be equipped with the knowledge and competencies in quantitative methods they require to conduct research in education. They will be exposed to a variety of quantitative research designs; descriptive and inferential statistical techniques; statistical software; and quantitative research articles that utilise the quantitative paradigm.

### **ASSESSMENT**

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

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDEA 6204**

**COURSE TITLE: ORGANISATION AND ADMINISTRATIVE THEORIES**

**NUMBER OF CREDITS: 4**

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

The course is delivered in semester 1 through face to face lectures and tutorials, online group discussions, mini-case studies and non-supervised theme directed readings.

### **ASSESSMENT**

The course will be assessed entirely on course work. The assessment will consist of two written papers; one mid-term (40%) and the other at the end of the semester (60%).

**YEAR:****SEMESTER:****COURSE CODE: EDRS 6210****COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH II****NUMBER OF CREDITS: 4**

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

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

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

**ASSESSMENT**

The course is assessed through coursework (40%) and examination (60%).

**YEAR:****SEMESTER:****COURSE CODE: EDEA 6200****COURSE TITLE: ACTION RESEARCH FOR SCHOOL IMPROVEMENT****NUMBER OF CREDITS: 4**

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

**ASSESSMENT**

Assessment will be done on the basis of 100 % coursework.

**YEAR:****SEMESTER:****COURSE CODE: EDEA 6118****COURSE TITLE: EDUCATIONAL LEADERSHIP****NUMBER OF CREDITS: 8**

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

This course will be delivered using a combination of face to face and online lectures, discussions/workshops sessions, theme directed readings and mini case studies.

**ASSESSMENT**

The assessment consists of in-course short assignments accounting for 40% and a final assignment accounting for 60%.

**YEAR:****SEMESTER:****COURSE CODE: EDEA 6201****COURSE TITLE: SYSTEM AND SCHOOL IMPROVEMENT****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course is built upon four core areas that are intimately connected: school effectiveness history and theory, school improvement practice as a discipline, documented school improvement practice at school and system level, and education reform in developing countries. The four themes are explored by considering examples of best practice and exploration of case studies in developed and developing countries. Some attention is also paid to the methodological issues involved in the study of educational effectiveness research and evaluation. An attempt is made to connect school improvement practice with the large scale system reform practiced in developing countries. Lessons learnt are extracted and applied to the Caribbean context where much reform is directed by external agencies. Educational benchmarking is a promoted as a tool for comparison and determination of best practice.

This course will be delivered through a mix of face to face and online lectures, discussions/workshops sessions, theme directed readings and mini case studies.

**ASSESSMENT**

The course will be assessed through 100% course work embedded throughout the course.

**YEAR:****SEMESTER:****COURSE CODE: EDEA 6202****COURSE TITLE: EDUCATIONAL IMPROVEMENT PROJECT****NUMBER OF CREDITS: 4**

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

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

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

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

**ASSESSMENT**

Assessment involves the preparation of a project proposal, a project report, and submission of a project binder.

**YEAR:****SEMESTER:****COURSE CODE: EDEA 6203****COURSE TITLE: ORGANISATION DEVELOPMENT AND SCHOOL CHANGE****NUMBER OF CREDITS: 4**

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

The course will be delivered in six modules over one semester through face to face lectures, tutorials, face to face and online group discussions, and oral presentations. The particular organisational or school context will provide overarching platforms.

**ASSESSMENT**

Assessment will involve a mix of group (60%) and individual (40%) reports.

## Postgraduate Diploma and Master of Tertiary Education in Leadership and Institutional Effectiveness

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE 5110/EDLE 6110**

**COURSE TITLE: TERTIARY EDUCATION SYSTEMS, GOVERNANCE AND ORGANISATIONS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course covers concepts, principles, theories, structures, roles and functions concerning tertiary education systems and organisations and the corresponding issues, challenges and possibilities in the Caribbean and beyond. It will be delivered through interactive teaching/learning strategies in the face-to-face and online formats. **ASSESSMENT:** Assessment will be through a mix of individual and group formats.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE 5111**

**COURSE TITLE: LEADERSHIP IN TERTIARY EDUCATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course addresses the concepts, theories, principles and practices of leadership that are pertinent to tertiary education settings. It explores tertiary education leadership from a personal and organisational perspective, and more broadly at the local, regional and global levels. The course examines leadership acts, activities, skills, attitudes and behaviours necessary for building an effective and sustainable leadership culture. Students will be engaged in reflection, case-studies and problem-based learning as they interact with practitioners in authentic settings.

### **ASSESSMENT**

Assessment of student learning will be done entirely through coursework which will include tasks to be executed in the workplace.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE 6111**

**COURSE TITLE: TERTIARY EDUCATION POLICY**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course covers concepts, principles and theories associated with the impact of government, legislature, economics, funding and capacity development on tertiary education policies in the Caribbean and beyond. Students explore these roles and functions through lectures, online blogs, case studies, webinars, and the like.

### **ASSESSMENT**

Assessment will be through a mix of individual and group formats.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE 5112/EDLE 6112**

**COURSE TITLE: MANAGING INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course deals with the models, functions, processes and systems designed to manage efficiency and effectiveness at tertiary institutions in a rapidly changing and increasingly complex global context. This course will provide opportunities for rich discussion and critical analysis of the issues affecting the efficiency and effectiveness of tertiary education institutions. Participants will be encouraged to conduct research and offer solutions and strategies to improve institutional performance and quality in various areas. The course provides an opportunity for students to re-examine, discern and propose solutions to some of these complex issues and challenges affecting the management of tertiary education institutions. Course participants will engage in online discussion blogs, group presentations and webinars, as well as seminars and teacher-led discussions.

### **ASSESSMENT**

Assessment will be by coursework only.

**YEAR:****SEMESTER:****COURSE CODE: EDLE 5113/EDLE 6113****COURSE TITLE: INSTITUTIONAL STRATEGY, CHANGE AND IMPROVEMENT****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course exposes students to the foundational concepts, principles and theories pertaining to the strategic directions of tertiary education institutions and ways in which such institutions can be improved by the appropriate management of change through improvement initiatives. The course will be delivered in a blended format to take advantage of the affordances of each environment. *myeLearning* will be used as the primary learning platform supplemented by other resources on the internet.

**ASSESSMENT**

Assessments are primarily online and some are group-based.

**YEAR:****SEMESTER:****COURSE CODE: EDLE 5114/EDLE 6114****COURSE TITLE: DEVELOPING ENTERPRISING TERTIARY EDUCATION INSTITUTIONS****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course is designed to expose students to the emerging principles, practices, and research for enabling the college/university to develop as an enterprise centre in offering “work-ready” programmes and pursuing entrepreneurial initiatives for economic sustainability. Although face-to-face sessions will predominate, students will engage in different asynchronous online learning activities in applying the knowledge and skills learnt throughout the duration of the course.

**ASSESSMENT**

Assessment is fully by coursework and includes the design of an entrepreneurial initiative.

**YEAR:****SEMESTER:****COURSE CODE: EDLE 6115****COURSE TITLE: UNIVERSITY AND COLLEGE EXCELLENCE****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course deals with the theoretical underpinnings and discourse associated with the management of quality in tertiary education settings. It also explores the use of tools provided by quality management systems and institutional effectiveness frameworks to ensure that quality teaching and learning, research and service emanate from tertiary level institutions. Teaching strategies will be interactive and will include debates and an online blog that will run for the duration of the course.

**ASSESSMENT**

Assessment will be entirely by coursework and a detailed study of global recognition in tertiary education will be a major component of the assessment plan

**YEAR:****SEMESTER:****COURSE CODE: EDLE 6116****COURSE TITLE: RESEARCH METHODS IN TERTIARY EDUCATION DEVELOPMENT****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course addresses the concepts and principles of institutional research in tertiary education. It includes discussion on the purposes served by the various forms of research in tertiary education institutions, the ethics of institutional educational research, theoretical foundations of tertiary education research, the conduct of institutional research in tertiary education and the critique of such research.

**ASSESSMENT**

Assessment of learning is by coursework only and includes the assessment of the student’s ability to work as part of a team to plan a small-scale institutional research project using guidelines developed in the course.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE6117**

**COURSE TITLE: LEADING INNOVATION IN TERTIARY EDUCATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course explores the thinking, processes, tools, principles and practices necessary for tertiary education leaders to drive innovation at both the micro (organisational) and macro (system) levels of tertiary education. A problem-based/experiential learning approach is used to develop a myriad of skills including, but not limited to, information and communication skills, critical and creative thinking, negotiating and other technical skills to lead innovation in tertiary education. Teaching strategies include a panel discussion, guest presentations, simulations and small group work.

**ASSESSMENT**

Assessment is fully by coursework with the major assignment being the development of an innovative intervention for a tertiary education institution

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE6118**

**COURSE TITLE: SUSTAINABLE AND GLOBAL PARTNERSHIPS IN TERTIARY EDUCATION**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** The course covers critical discourses on varied topical conventional issues, theories, concepts and practices in sustainability in tertiary education, global outreach, partnership development and alliance project development and engagement within tertiary education systems, organisations and contexts. Among the strategies used in its execution are small group work, online discussion fora, webinars and case studies.

**ASSESSMENT**

Assessment is fully by coursework.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDLE6210**

**COURSE TITLE: CAPSTONE PROJECT**

**NUMBER OF CREDITS: 8**

**COURSE DESCRIPTION:** This project requires students to design, perform and report on a work-based project in one of the two areas of focus provided in the second year of the programme, i.e., *Policy, Planning and Improvement or Leadership and Sustainable Development*. The student is expected to engage in the following in the execution of the project:

- Design a work-based research project on a topic that is related to his/her workplace practice and in which he/she has some interest
- Use quantitative, qualitative or mixed methods research approaches to investigate the issue/problem that he/she has identified within his/her workplace
- Analyse and discuss the findings through a comprehensive capstone project report
- Discuss how his/her project report can benefit the discipline and professional context within tertiary education organisations



## MEd in Science Education\*

(\*NOT OFFERED 2023/2024)

**YEAR: 1**

**SEMESTER: 1**

**COURSE CODE: EDSC 6000**

**COURSE TITLE: SCIENCE AND SCIENCE EDUCATION: NATURE, HISTORY, NEXUS**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Beliefs about the nature of science - what science is and how it works - underpin curriculum documents, textbooks, and teachers' efforts at implementing the science curriculum in the classroom. However, since the emergence of science as a discipline in the 17th century, there have been disputes about what counts as science. This course is designed to offer participants an exploration of the ideas about the nature of science and its philosophical and epistemological underpinnings within an historical context. The aim is to provide participants with the conceptual framework necessary to understand the discipline of science better and to be able to interrogate school science curricula, documents and textbooks, and their own science education pedagogy.

### ASSESSMENT

- Examination (3 hours) 60%
- Coursework 40%
  - Development of a module that addresses the nature and/or history of science
  - Analysis of selected science curricula/documents/textbooks to determine the nature of science embedded

**YEAR: 1**

**SEMESTER: 1**

**COURSE CODE: EDSC 6001**

**COURSE TITLE: SCIENCE EDUCATION AND CULTURE**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTIONS:** Science as taught in the formal education system, from primary to tertiary levels, is projected as an objective, universal body of knowledge that is value-free. This is the view of science to which Caribbean teachers are exposed as students and as student teachers. It is not surprising, therefore, that this is the image of science that they present to their students. This view of science has been challenged, and the counter claim has been made that science as taught in schools is a product of western thought and thus may be viewed as a sub-culture of western culture (Aikenhead, 2001). Furthermore, over the years, scientific activity has occurred in non-western contexts such as Africa, India, and China, but such activity is hardly ever recognised in school science.

Caribbean people and people from other non-western settings can lay claim to a non-western cultural heritage, in addition to those aspects of western culture that they have adopted. Consequently, the norms, values, attitudes and beliefs existing in these settings are likely to have also been influenced by non-western cultural traditions. In the Caribbean, it has been found that the principles which underpin traditional beliefs and practices that govern how people conduct their daily lives sometimes overlap with those of western science, but sometimes they are at odds with the tenets of western science (George & Glasgow, 1988, 1999). In the formal education system, this tension is often not addressed, nor is the fact that there is sometimes some overlap between the two ways of knowing. This omission from the school science curriculum can lead to the marginalisation of indigenous literacies and/or the rejection of school science by some students.

This course seeks to expose participants to a more holistic view of science, and to provide participants with the tools necessary to deal with the interface between the cultural background of the Caribbean learner and school science. It seeks to equip participants to utilise to the fullest those aspects of the cultural background of the learner that can be built upon in science classes, and also to use appropriate classroom strategies to engage students in a critical examination of those differences between school science and the traditional practices and beliefs to which they adhere.

### ASSESSMENT

- Written examination (3 hours) 60%
- Project 40%
- Development of a database on Caribbean indigenous practices and beliefs that can impact on the teaching/learning of science
- Categorising these practices and beliefs to show their relationship to conventional science
- Outline of sample science lessons with a Caribbean cultural studies focus

**YEAR: 1****SEMESTER: 2****COURSE CODE: EDSC 6002****COURSE TITLE: SCIENCE AND SOCIETY****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Science is a constantly evolving area of human endeavour that impacts significantly on the individual, the community, and the society at large. Citizens of the Caribbean in all walks of life experience the impact of scientific developments on a daily basis in varying degrees. Citizens must have a good understanding of these scientific developments if human living is to be enhanced significantly by them.

This course has been designed to permit participants to assess critically this growing impact of science on society. Participants will explore the benefits and risks associated with some of the advances in science, some of the ethical issues that arise, as well as issues related to personal and social responsibility as ordinary citizens and practising scientists in a developing society. The course will also provide participants with the opportunity to examine how aspects of the societal impact of science, as well as issues related to values and ethical conflict, could be appropriately treated in the school science curriculum.

**ASSESSMENT**

- Written examination (3 hours) - 60%
- Fieldwork research report on a project that examines science/society issues in a defined local setting - 30%
- Oral presentation on fieldwork - 10%

**YEAR:****SEMESTER: 2****COURSE CODE: EDSC 6003****COURSE TITLE: ASSESSMENT IN SCIENCE****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course provides the opportunity for science educators to become familiar with the cognitive theories that underpin learning and, by extension, the processes and purposes of assessment in science; to plan, design, implement, and evaluate a range of assessment strategies that measure all aspects of science achievement; and to make assessment decisions that support quality science instruction, while providing meaningful feedback that can guide their own professional development and enhance students' understanding of science.

**Rationale**

Contemporary educational reform initiatives are forcing us to take a second look at what constitutes 'good' science education. Research from cognitive psychology has influenced the way we look at teaching and learning of science, and recognition of the importance of assessment has resulted in an increased interest in research, development, and implementation of new methods of assessment in science.

There has been a shift in focus to include not only measurement of science content knowledge, but the processes of science and attitudes to science. In addition, greater emphasis is placed on formative assessment and its role in providing feedback to improve science teaching and learning.

**ASSESSMENT**

Coursework Assignments -100%

The nature of the course demands that participants actively engage in the various assessment practices/procedures over the entire period of the course and, thus, assessment by coursework only would be most appropriate.

Participants will complete the following pieces of coursework:

- A number of small assignments (6-8) to develop competencies related to purposes and formats of assessment in science, that draw on theoretical underpinnings, as well as cultural and contextual issues.
- A major assignment to plan, design, and implement an assessment strategy for a specified science instruction endeavour. This is intended to be developmental, so feedback is required at each stage to ensure that all criteria are met.
- An assignment to demonstrate developing competence in the collection, analysis and use of assessment data in science with the aid of computer programs
- A reflective journal in which participants will critique their learning experiences and document significant growth points.

Participants will submit a portfolio at the end of the course. The portfolio will contribute 100% of the course marks. It will include the following compulsory components:

- The completed coursework assignments (as detailed above), properly captioned to indicate growth and development as practitioners in the relevant skills/competencies, including drafts, written feedback, action taken, and supporting materials (70%)
- The reflective journal (15%)
- A scholarly reflective analysis of growth and development in the area of assessment in science over the period of the course (with reference to the portfolio components), including plans for continued improvement in assessment practices, as well as for further professional growth (15%).

**YEAR:****SEMESTER: 1****COURSE CODE: EDSC 6004****COURSE TITLE: INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE SCIENCE CLASSROOM****NUMBER OF CREDITS: 4****COURSE DESCRIPTION:****Rationale**

Today, teaching and learning are heavily influenced by the technological world in which we live. The industrial age has evolved into the information age, and thus there is the need to use information and communication technologies (ICT) effectively, and to understand the implications of their use. This course provides students with current theory and technological skills needed to integrate ICT effectively into the science curriculum. Students will be introduced to the use of both hardware (such as the computer, multi-media devices, computer interface devices, etc.) and software applications. They will examine the many issues surrounding the integration of ICT into the science curriculum, and will engage in the development of curriculum material that incorporates ICT in meaningful ways.

**ASSESSMENT**

Coursework assignments – 100%

This is a practically oriented course that will be examined entirely through coursework assignments.

Participants will be assessed on:

- A 2,000 word summary of research on the integration of ICT in science teaching/learning (20%)
- Sample lessons indicating how ICT can be incorporated in the teaching of science (20%)
- A product portfolio depicting the student's best practice with respect to word processing, database construction and management, spreadsheet construction and manipulation, all related to the teaching of science (30%)
- One multi-media product illustrating how the media could be used in the teaching/learning of science (30%)

**YEAR:****SEMESTER: 1****COURSE CODE: EDSC 6005****COURSE TITLE: LEADERSHIP IN SCIENCE EDUCATION****NUMBER OF CREDITS: 4****COURSE DESCRIPTION:****Rationale**

Modern approaches to the development of school science curricula put students at the centre of the teaching/learning process, and they emphasise the learning of science through methods such as inquiry-based and problem-based learning. These new trends require a new thinking and the development of new skills on the part of many science teachers. There is a clear need, then, for science teachers to be equipped to function as change agents and instructional leaders and to coordinate the curricular activities of science departments in schools. This course seeks to empower science teachers to take leadership roles in designing and/or modifying curricula in line with current perspectives in science education. Science teachers will also learn to develop plans for supporting and mentoring beginning science teachers in an environment that is collaborative and collegial.

**ASSESSMENT**

Examination (3 hours) 60%

Course work 40%

**YEAR:****SEMESTERS: 1 AND 2****COURSE CODE: EDRS 6203****COURSE TITLE: GRADUATE RESEARCH SEMINARS****NUMBER OF CREDITS: PASS/FAIL**

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

Students are expected to attend at least 75% of the seminars over the two-year period during which the Master Programme is offered.

**YEAR:****SEMESTER: 2****COURSE CODE: EDRS 6900****COURSE TITLE: SCIENCE EDUCATION RESEARCH PROJECT****NUMBER OF CREDITS: 10****PRE-REQUISITES:**

**COURSE DESCRIPTION:** This is an action research project, in which the participant explores an area related to one (or more) of the courses taken, for example:

- Design, trial and evaluation of a series of lessons integrating ICTs into the science curriculum
- Design, trial and evaluation of a series of lessons integrating specific interventions that focus on the cultural background of the learner (beliefs and practices, language, community resources, etc.)
- Design, trial and evaluation of a set of specially designed assessment strategies in science teaching and learning for a section of the science curriculum etc.

The research project report should be about 75 pages in length (approximately 18,000 words).

## **MA in Leadership in Technical and Vocational Education and Training (TVET) and Workforce Development (WFD)**

**YEAR:****SEMESTER:****COURSE CODE: EDTV 6000****COURSE TITLE: PHILOSOPHICAL FOUNDATIONS OF TVET AND WORKFORCE DEVELOPMENT****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** Over the past 30 years, attempts have been made to integrate technical and vocational education into the formal education system. As society recognises that individuals must be educated either to face the world of work after public schooling or proceed to acquire higher levels of education, the importance of TVET is being heralded as a necessary component of the education process. It is now recognised that TVET can play a vital role in improving the performance in general education while at the same time provide worthwhile competencies that will benefit both the individual and the workplace. However, with concerns about the purpose of technical education coming from various constituents, it becomes necessary to provide the historical, philosophical and conceptual underpinnings for Technical Vocational Educational and Training (TVET) in preparing the workforce. This course will provide participants with a clear grounding in the philosophy of TVET and workforce development from a local, regional and international perspective.

### **ASSESSMENT**

	<i>Online</i>	<i>Face to Face</i>
Contributions to conferences/forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2500 words)	25%	25%
Major assignment/portfolio (3500 words)	45%	45%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**YEAR:****SEMESTER:****COURSE CODE: EDEA 6309****COURSE TITLE: LEADERSHIP IN EDUCATIONAL ADMINISTRATION AND TRAINING****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****COURSE DESCRIPTION:**

In an effort to transform and mainstream the Technical and Vocational Education and Training (TVET) system in a sustainable manner, leaders and practitioners alike must be fully prepared to take on added responsibilities which are more demanding, complex and fluid in nature. However, there can be no success unless TVET systems have the capacity and capabilities to respond to the new demands that will be made on them. Primary among the capacity requirements is leadership which is transformational. Leaders at all levels of the TVET and WFD systems must be cognisant of the leadership styles, behaviours and practices which will either advance or retard their efforts.

This course is intended to introduce TVET & WFD administrators and practitioners to the theories and principles of educational leadership. The emphasis of the course will be on providing the skills and knowledge to operate as leaders in a collegial, cooperative and mentoring model. The knowledge of the TVET & WFD leaders in the age of change, transformation and uncertainties includes a complex array of theories, ideologies, skills, ethical principles, paradigms and practices which are applied to a diverse set of issues in educational leadership. Administrators and teachers/instructors are expected to understand these theories and principles and then use them to inform practice so as to enhance the effectiveness and productivity of their school or training organisations.

**ASSESSMENT**

	<i>Online</i>	<i>Face to Face</i>
Contributions to conferences/forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	20%	20%
Major assignment/portfolio on leadership (3500 words)	50%	50%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**YEAR:****SEMESTER:****COURSE CODE: EDTV 6002****COURSE TITLE: WORKFORCE OCCUPATIONAL ANALYSIS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE****COURSE DESCRIPTION:**

Effective occupational analysis is the foundation for the building of reliable TVET and WFD programmes. Familiarisation with the data and information provided by such an analysis is central for planning, curriculum development and the overall implementation of TVET and WFD programmes. In particular, those who manage the TVET functions along with trainers and instructors should be knowledgeable about the type of information that is produced by occupational analysis. Further, the changing nature of the workforce means that the skills requirements are always changing; therefore, TVET practitioners should always avail themselves with relevant information on which to make adjustment in programme design, development and delivery. They need to carry out aspects of this type of analysis as one of the responsibilities of the training system. TVET & WFD practitioners should not only be able to access the data but acquire the skills to generate reliable data. This course will provide the training and skills to carry out occupational analysis or apply the data provided in a variety of context.

**ASSESSMENT**

	<i>Online</i>	<i>Face to Face</i>
Contributions to conferences/forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	25%	25%
Major assignment/investigation and report (3000 words)	45%	45%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**YEAR:****SEMESTER:****COURSE CODE: EDTV 6004****COURSE TITLE: DESIGNING TVET & WFD SYSTEMS****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** The goal of instructional design is to improve human performance in education and training. Designing instructional and performance systems is based on the premise that learning and human performance improvement is best facilitated through systematic and practical designs of instructional and performance systems. Consistent with the nature and challenges of TVET and WFD systems, the course will focus on design competencies and strategies critical to the development of effective instructional and performance systems across a variety of contexts and occupations.

**OBJECTIVES**

Upon completion of the course participants should be able to:

- Demonstrate a comprehensive understanding of design principles, tools and strategies for developing quality instructional and performance systems.
- Use a variety of approaches, tools and techniques to analyse, design and evaluate TVET and Workforce systems (e.g. instructional delivery, performance management, incentive, motivational, monitoring, appraisal, evaluation, and improvement systems).
- Explore and apply design tools and strategies to resolving teaching learning problems and challenges in existing instructional and performance systems.
- Design and develop support systems to strengthen or enhance the quality and effectiveness of instructional and performance systems.
- Demonstrate the requisite skills/competencies to conduct formative (pilot-testing)/in-process evaluations, and impact assessments of instructional and performance systems.

**ASSESSMENT**

Performance assessment (scores/grades) in this course will be determined as follows:

Participation	Contributing to in-class discussions, or online conferences	15%
Assignment #1	Review of three instructional or performance systems articles	15%
Assignment #2	Paper on trends, issues, and challenges of instructional or performance management systems	25%
Assignment #3	Evaluation of an existing instructional or performance system	45%

**YEAR:****SEMESTER:****COURSE CODE: EDTV 6005****COURSE TITLE: COMPARATIVE STUDIES OF TVET & WFD IN DEVELOPED AND DEVELOPING COUNTRIES****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** Comparative study of TVET in both developed and developing countries will provide the learner with a broad perspective of its impact on the training, education and the production of goods and services. Countries implement their version of TVET based on the contextual factors (a) support of TVET by key stakeholders in society, (b) the policy framework driving its implementation, (c) the benefits derived from TVET, and (d) approach that is taken to the delivery of TVET. Students will be required to examine the factors which are the drivers of TVET in different types of countries and the different approaches being used in its implementation. Attention will be given to the direction being taken to the implementation of TVET in countries such as Australia, England, Germany, South Africa, among others. However, a special focus will be placed on examining the implementation of TVET in the countries and regions of Americas which are increasingly giving more attention to this aspect of workplace preparation.

**ASSESSMENT**

	<i>Online</i>	<i>Face to Face</i>
Contributions to conferences/forum	15%	
Leading conferences/forum	15%	
Group case studies – reports (3) (1500 words)		15%
Individual presentation(s)		15%
Minor assignment (2000 words)	20%	20%
Major assignment/portfolio (3500 words)	50%	50%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

The **portfolio** will consist of three pieces:

- A reflection on TVET systems
- An analytical comparison of TVET systems – developed vs. developing
- Evaluation of TVET systems

Both developed and developing countries will be studied for example: Germany, Japan, the USA, Malaysia, Netherland, New Zealand, South Africa, and Caribbean Countries. All students will be assigned at least one developed and one developing country for investigation.

## APPLIED SCIENCE COURSES

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDPS 6013/EDPS 6005**

**COURSE TITLE: MEASUREMENT OF EDUCATIONAL AND PSYCHOLOGICAL CONSTRUCTS (EXISTING COURSE)**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed to provide skills essential for measurement in educational activities conducted on a small scale, for example, those of the classroom, the school and the school community. Participants will develop the theoretical foundations and skills to design measurement instruments, analyse the data collected from them and use the results to inform or advise on decision in sustainable educational settings.

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDRS 6115/EDRS 6002**

**COURSE TITLE: RESEARCH METHODS (EXISTING COURSE)**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course will provide participants with 'hands-on' exposure to knowledge, skills and insights for conducting relevant research. Participants will be required to use research tools, and strategies to resolve human performance problems. Participants will develop competencies to generate, interpret and use research data.

## OPTIONAL COURSES (ELECTIVES)

COURSE CODE	COURSE TITLE
EDTK6903	Technology in Higher Education
EDTV6024	Curriculum Development in TVET & WFD
OR any other course at this level approved by the School of Education (only one allowed)	

**YEAR:**

**SEMESTER:**

**COURSE CODE: EDTK 6903**

**COURSE TITLE: TECHNOLOGY IN HIGHER EDUCATION (EXISTING COURSE)**

**NUMBER OF CREDITS: 3**

**PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** This course is designed to expose participants to critical strategies and processes for effective infusion of technologies in higher education, with emphasis on utility and implications for users. This exposure will focus on: i) principles, practices and the potentials of technology; ii) technology productivity tools and integration strategies; iii) trends & issues of technology in higher education; iv) evaluation of technology resources for use in education; and v) the design and support systems for technology-based projects, programmes, or interventions. While this course will involve some technical aspects of available technologies, it will not directly provide hands-on practice in developing related skills, or competencies in the use of these technologies. In fact, it is assumed that participants will come to this course with at least basic skills in the use of modern information and communication technologies.

**YEAR:****SEMESTER:****COURSE CODE: EDTV6024****COURSE TITLE: CURRICULUM DEVELOPMENT FOR TVET & WFD****NUMBER OF CREDITS: 3****PRE-REQUISITES: NONE**

**COURSE DESCRIPTION:** The effective implementation of any educational programme must be guided by a curriculum which is in keeping the needs of the learners and those who will benefit from skills, knowledge and attitudes which are imparted. Thus, the training of persons in TVET & WFD that must be guided by a curriculum will increase the chances of them achieving consistent or similar standards. It is incumbent on TVET and WFD leaders and practitioners, therefore, to acquire the skills and competencies to evaluate the relevance, responsiveness and appropriateness of the curriculum.

Further, the implementation of the curriculum and the established goals and objectives must also receive close guidance from programme administrators. This is necessary because the extent to which programme goals and objectives are realised will depend significantly on instructors' or teachers' interpretations of the curriculum and the extent to which they understand and use principles which guide curriculum decision-making. This course is designed to (a) enhance the knowledge of TVET & WFD administrators in curriculum theory and planning, and (b) improve their skills in curriculum development. Further, administrators of these programmes will be prepared to provide the quality of leadership in curriculum needed to give their instructors and teachers a greater sense of empowerment and a more rational approach to teaching.

**ASSESSMENT**

	<i>Online</i>	<i>Face to Face</i>
Contributions to conferences/forum	15%	
Leading conferences/forum	15%	
Group work		15%
Individual presentations		15%
Minor assignment (2000 words)	25%	25%
Major assignment/portfolio (3000 words)	45%	45%
<b>Total</b>	<b>100%</b>	<b>100%</b>

The **portfolio** will consist of four pieces:

1. A reflection on my role as a curriculum leader;
2. An example of guidance given to a teacher on lesson planning;
3. Example of a unit of teaching adapted to suit a particular context; or a new unit developed to treat a sensitive curriculum issue;
4. Feedback to a teacher after observing his/her lesson.

**RESEARCH & DEVELOPMENT**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
EDRS 6801	Research Project	9
EDTV 6033	Structured Field Experience in TVET	3

**YEAR:****SEMESTER:****COURSE CODE: EDRS 6801****COURSE TITLE: RESEARCH PROJECT****NUMBER OF CREDITS: 9****PRE-REQUISITES: EDRS 6115/EDRS 6002**

**COURSE DESCRIPTION:** The student is required to produce a thesis or project at the Master's level. (Note that all students must follow the guidelines provided by the Office of Graduate Studies and Research in preparation of the project report.) The students will be provided with an opportunity to conduct research that is pertinent to the education, school or training system in relation to Technical Vocational Educational and Training (TVET) and Workforce Development (WFD). The students will be able to combine the techniques and methodology learned in research courses with their own experience as educators in TVET to conduct investigation into problems faced by the training and education system as well as the workforce.



**YEAR:****SEMESTER:****COURSE CODE: EDTV 6033****COURSE TITLE: STRUCTURED FIELD EXPERIENCE IN TVET****NUMBER OF CREDITS: 3****PRE-REQUISITES:**

**COURSE DESCRIPTION:** A structured field experience is critical to providing students with experiential learning through practical/hands-on activities in an organisation involved with workforce development. This is also a good way of providing the learner/student with first-hand knowledge of leadership in action; and exposure to real life challenges of leadership and the strategies they employ in workforce development solutions. It is believed that if students are involved as participant-observers in these structured field experiences they are likely to increase significantly their understanding and appreciation of the dynamics of TVET and Workforce Development. It is also expected that the process of documenting these first-hand practical experiences will serve to strengthen the student's own strategies for working in other TVET and Workforce development situations.

**ASSESSMENT**

Development of a personal log and/or portfolio 40%

Presentation of report of the field experience 60%

**SEMINARS****YEAR:****SEMESTER:****COURSE CODE: EDTV 6040****COURSE TITLE: TVET & WFD SEMINAR SERIES****NUMBER OF CREDITS: 3****PRE-REQUISITES:**

**COURSE DESCRIPTION:** Technical Vocational Educational and Training (TVET) & Workforce Development (WFD) has been consistently in a state of change and transformation as it seeks to adjust to meet the needs of the learner and industry alike. For example, competency-based training has been a dominant approach to the delivery of TVET, but there continues to be a healthy debate regarding its effectiveness in dynamic and complex work environment. While there are no clear indications that there will be a single 'best' approach to the delivery of TVET and to develop the workforce, it is important that these issues are fully discussed so that TVET policy development and implementation can be adequately informed. The discussion of these issues has become even more urgent at this time, when countries are seeking to mainstream TVET, not just in the public education system, but also at the tertiary and higher education level. Students will be given the opportunity to research these issues and topics in order to deepen their knowledge and understanding of the crucial concerns impacting TVET & WFD. Prior to attending each seminar, students will be required to carry out approximately 10 hours of independent study.

**ASSESSMENT**

Participation in seminars 40%

Seminar assignments (3 x 20%) 60%

## MEd in Inclusive and Special Education

**SEMESTER:**

**YEAR:**

**COURSE CODE: EDSE 6001**

**COURSE TITLE: NATURE AND NEEDS OF EXCEPTIONALITIES**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Nature and Needs of Exceptionalities offers an overview of the various exceptionalities that are a part of the field of special needs education. Emphasis will be placed on developing leadership in inclusive/special education, promoting high professional expectations, curricula planning and strategies for engaging in outreach activities.

Consistent with the knowledge base of the field of special education, a cross-categorical approach will be employed when critical basic notions such as historical and legal foundations, and work with parents, families, and the community are examined. An analysis of current trends will include a focus on high-stakes testing, inclusivity, universal design for learning and representation (over/under) in special needs education. Additionally, throughout the course issues of diversity, democracy, and social justice will be emphasised.

### **Purpose of the Course**

This course provides an overview of the field of Special Education and the study of exceptionality. The trend in current educational practice is towards including students with special needs in classrooms, where teaching should be guided by universal design for learning, differentiated instruction, and other best practice techniques. Currently, it is quite common for the regular education classroom teachers to have students with exceptionalities in their classes. Therefore, teachers need to be aware of and be sensitive to the characteristics and needs of students with exceptionalities in order to appropriately and adequately meet the needs of students with exceptionalities.

### **ASSESSMENT**

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

### **Evaluation**

#### *Formative evaluation*

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organisation of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

#### *Summative evaluation*

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

#### *Teaching Strategies*

- Lectures
- Discussions (both online and face-to face)
- Student presentations
- Case studies

**SEMESTER:**

**YEAR:**

**COURSE CODE: EDSE 6002**

**COURSE TITLE: INCLUSIVE CLASSROOMS: POLICY AND PRACTICE**

**NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Inclusive Classrooms: Policy and Practice exposes participants to current inclusive policy within the Caribbean and globally. Participants will gain an understanding of how cognitive science, learning theory, and instructional technologies can guide practice in the inclusive classroom. In this course students will be exposed to the skills required to implement effective teaching strategies and assistive technologies to support learning in the inclusive classroom. This course will cover a range of techniques suitable for including students with special learning needs.

#### **Purpose of the Course**

The purpose of this course is to facilitate evaluation of current policy on inclusive practices in the Caribbean and other regions. Students who learn differently because of differences in intellectual, physical, social, or behavioural characteristics are entitled to equal opportunities to learn and develop. Teachers therefore must be equipped with the necessary skills to ensure that students who learn differently can still access the curriculum in a range of placement options. The goal of educating most students with special needs in inclusive classrooms remains challenging. This course has been designed to meet this challenge. Exposure to course content will give participants the opportunity to rely on their professional knowledge, instructional data, and research to build the capacity to organise, develop, and adapt programmes that are suitable for inclusive classrooms.

#### **ASSESSMENT**

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

#### **Evaluation**

##### *Formative evaluation*

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organisation of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

##### *Summative evaluation*

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

##### *Teaching Strategies*

- Lectures
- Discussions (both online and face-to face)
- Student presentations
- Case studies

**SEMESTER:****YEAR:****COURSE CODE: EDSE 6003****COURSE TITLE: ASSESSMENT IN INCLUSIVE AND SPECIAL EDUCATION****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Assessment in Inclusive and Special Education exposes the participants to systems and theories of educational assessment and evaluation in special education. There will be a focus on non-biased assessment procedures in the selection of assessment instruments, methods, and procedures for programmes and individuals. Participants will be exposed to a range of skills needed to implement evidence-based practice in assessment and evaluation. This course is underpinned by the following key components: measurement concepts, formal and informal assessment, stages of evaluation, and unbiased assessment and evaluation.

**ASSESSMENT**

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

**Evaluation***Formative evaluation*

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organisation of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

*Summative evaluation*

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

*Teaching Strategies*

- Lectures
- Discussions (both online and face-to face)
- Student presentations
- Case studies

**SEMESTER:****YEAR:****COURSE CODE: EDSE 6004****COURSE TITLE: COLLABORATION, CONSULTATION AND INCLUSIVITY****PRE-REQUISITE: EDSE 6002****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course examines consultation as a process designed to assist stakeholders who must collaborate for the benefit of students with special educational needs. The focus is on presenting consultation in inclusive contexts as a collaborative and solution-oriented multi-dimensional task. A range of concepts, models, techniques, issues, and cases that are critical to a thorough understanding of the collaborative consultation process will be examined. An emphasis on collaborative consultation in the Caribbean context will be maintained throughout the course.

**ASSESSMENT**

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

**Evaluation***Formative evaluation*

- Students' reflective comments will provide informal feedback during the course.
- All matters pertaining to the organisation of the programme and students' experiences of the course will be tabled and discussed at staff meetings.

*Summative evaluation*

- Course evaluation questionnaires and follow-up studies will be used to assess course effectiveness.

*Teaching Strategies*

- Lectures
- Discussions (both online and face-to face)
- Student presentations
- Case studies

**CORE Med COURSES REVISED****SEMESTER:****YEAR:****COURSE CODE: EDFA 6207****COURSE TITLE: EDUCATION AND THE DEVELOPMENT OF SOCIAL COMPETENCIES****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course will employ a problem-based approach to introduce participants to some of the critical dilemmas, conflicts and prominent controversies arising from social development. It therefore takes into consideration the dilemmas relevant to education that often arise in the promotion of equity, the enhancement of productivity and competitiveness, the empowerment of agents and actors in the education system, and the development of sustainable models of socio-economic and political development. It helps students to identify, characterise 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.

**ASSESSMENT**

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

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

**SEMESTER:****YEAR:****COURSE CODE: EDRS 6208****COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH 1****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course provides postgraduate education students with an introduction to the quantitative research process and facilitates the development of the analytical thinking skills using basic and advanced techniques and tools in education research. Students will be equipped with the knowledge and competencies in quantitative methods they require to conduct research in education. They will be exposed to a variety of quantitative research designs; descriptive and inferential statistical techniques; statistical software; and quantitative research articles that utilise the quantitative paradigm.

**ASSESSMENT**

Formative or Continuous Assessment: Students will be given a series of developmental tasks that build towards the mini-research project. Students will be required to complete the tasks and discuss them in the tutorial groups or online. After they receive feedback on the tasks they are required to improve on them.

**SEMESTER:****YEAR:****COURSE CODE: EDRS 6210****COURSE TITLE: FUNDAMENTALS OF EDUCATIONAL RESEARCH II****NUMBER OF CREDITS: 4**

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

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

**ASSESSMENT**

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

**Course Evaluation**

**Formative:** The course will be evaluated formatively through analysis of feedback from students on their learning experiences in the various activities and assignments.

**Summative:**

In addition to the informal evaluation as the course progresses, a summative evaluation will be conducted at the end of the course through reflective statements from the students.

**SEMESTER:****YEAR:****COURSE CODE: EDRS 6203****COURSE TITLE: GRADUATE RESEARCH SEMINARS****NUMBER OF CREDITS: PASS/FAIL**

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

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

**SEMESTER:****YEAR:****COURSE CODE: EDRS6900****COURSE TITLE: RESEARCH PROJECT****NUMBER OF CREDITS: 10**

**COURSE DESCRIPTION:** To be eligible for the award of the MEd, all students will be required to complete a Research Project. The paper is the culmination of the Quantitative and Qualitative Research Methods courses and Graduate Research Seminar sequence (EDRS 6208; EDRS 6210; EDRS 6203).

The Research Project will test the ability of Programme participants to:

- a. conceptualise 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 project, they may also decide, in consultation with their supervisors/advisors, 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 all 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 students' supervisor/advising committee.

The Research Project Report should not exceed 15,000 words.

**INDEPENDENT COURSES****YEAR:****SEMESTER: 1****COURSE CODE: EDME 6006****COURSE TITLE: PRINCIPLES OF ASSESSMENT AND EVALUATION****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This is a course on educational assessment, more specifically classroom assessment. The focus is primarily upon those processes related to classroom assessment, with limited reference made to large-scale assessments used in public examinations and national learning assessments. The focus is upon formative assessment. However, even in the use of the term, "formative assessment", there are nuanced meanings captured by the spirit of authentic assessment for learning. Formative assessment practices are not easily common given the penchant for traditional plantation pedagogy in the Caribbean.

**ASSESSMENT**

Assessment is 40% course work and 60% final examination

**YEAR:****SEMESTER: 2****COURSE CODE: EDME 6121****COURSE TITLE: EVALUATION OF EDUCATIONAL SYSTEMS****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** Evaluation is the systematic investigation of the worth or merit of some object. It involves gathering information for decision-making using a variety of methods, models and approaches. Education leaders must manage or conduct evaluations of programmes, policies, people and institutions. This is the basis for developing the course structure, which centres upon three core areas that are most relevant to the role of evaluation in successful school and school systems: (1) evaluating schools and school systems; (2) evaluating programmes, curricula, and policies; and (3) evaluating teachers and training programmes. The course is delivered through a variety of face-to-face and online modalities.

**ASSESSMENT**

Assessment is 40% course work and 60% final examination

**YEAR:****SEMESTER: 2****COURSE CODE: EDPS 6303****COURSE TITLE: COGNITION AND LEARNING****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course attempts to find an explanatory path from general theories to a specific set of more applied constructs. It begins with three theoretical perspectives (cognitive, associational and situated learning), moves through fundamental learning approaches (neuroscience, social-cultural and constructive approaches) to mediating learning theories (situated learning, activity theory, and communities of practice) which have their roots in social-cultural approach (e.g. Vygotsky) to finally a set of related applied constructs (e.g. learning design; outcome based learning; problem-based learning and apprenticeship models). On completing the course, the student should have a much better understanding of the main cognition and learning theoretical perspectives and approaches that underpin effective teaching and learning practices in the classroom.

**ASSESSMENT**

Assessment is 40% course work and 60% final examination

**YEAR:****SEMESTER: 2****COURSE CODE: EDRS 6217****COURSE TITLE: ADVANCED STATISTICAL METHODS IN EDUCATION I****NUMBER OF CREDITS: 4**

**COURSE DESCRIPTION:** This course is intended to advance the student's understanding and competence in handling numerical data – both the manipulation of data files for use within a statistical program, and the use of a statistical program for both exploratory and inferential analyses. A major intent of this course is to provide the student with the competence and level of comfort to be able to learn further statistical techniques – for example, the successful student would be willing and able to read the section on logistic regression and conduct an appropriate analysis and interpret it reasonably. It is assumed that the student has a solid understanding of descriptive and inferential univariate statistics.

**ASSESSMENT**

Assessment is 100% course work



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